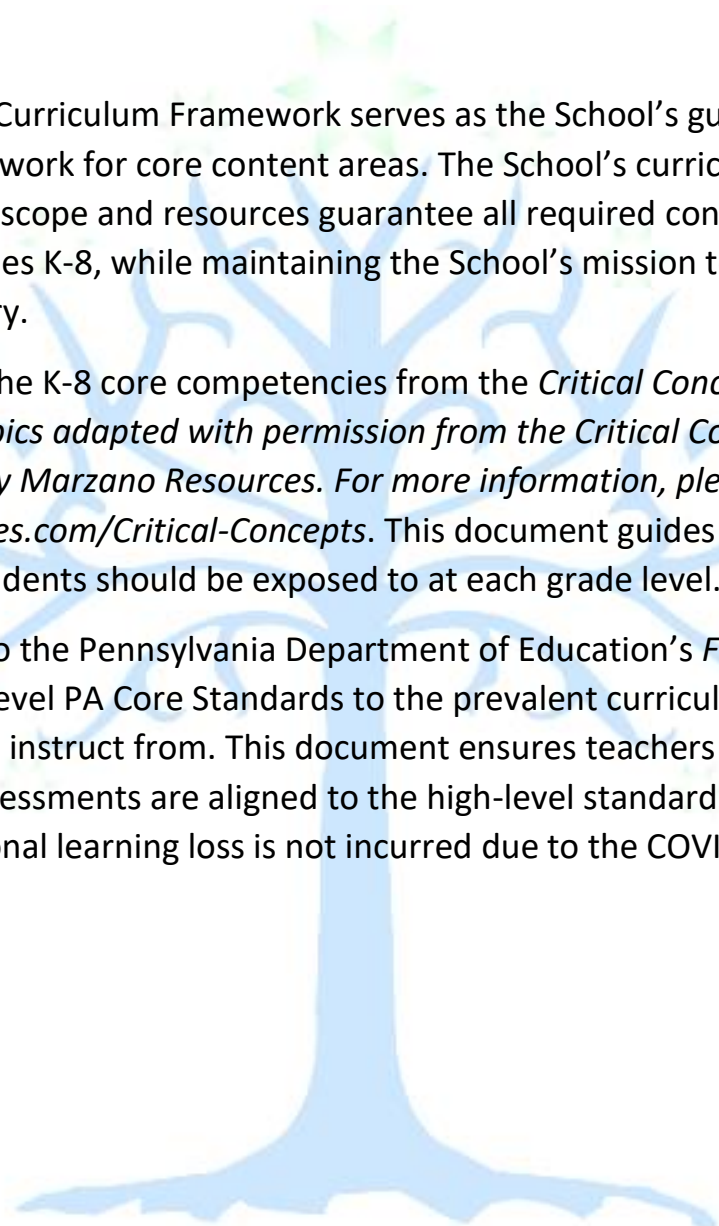




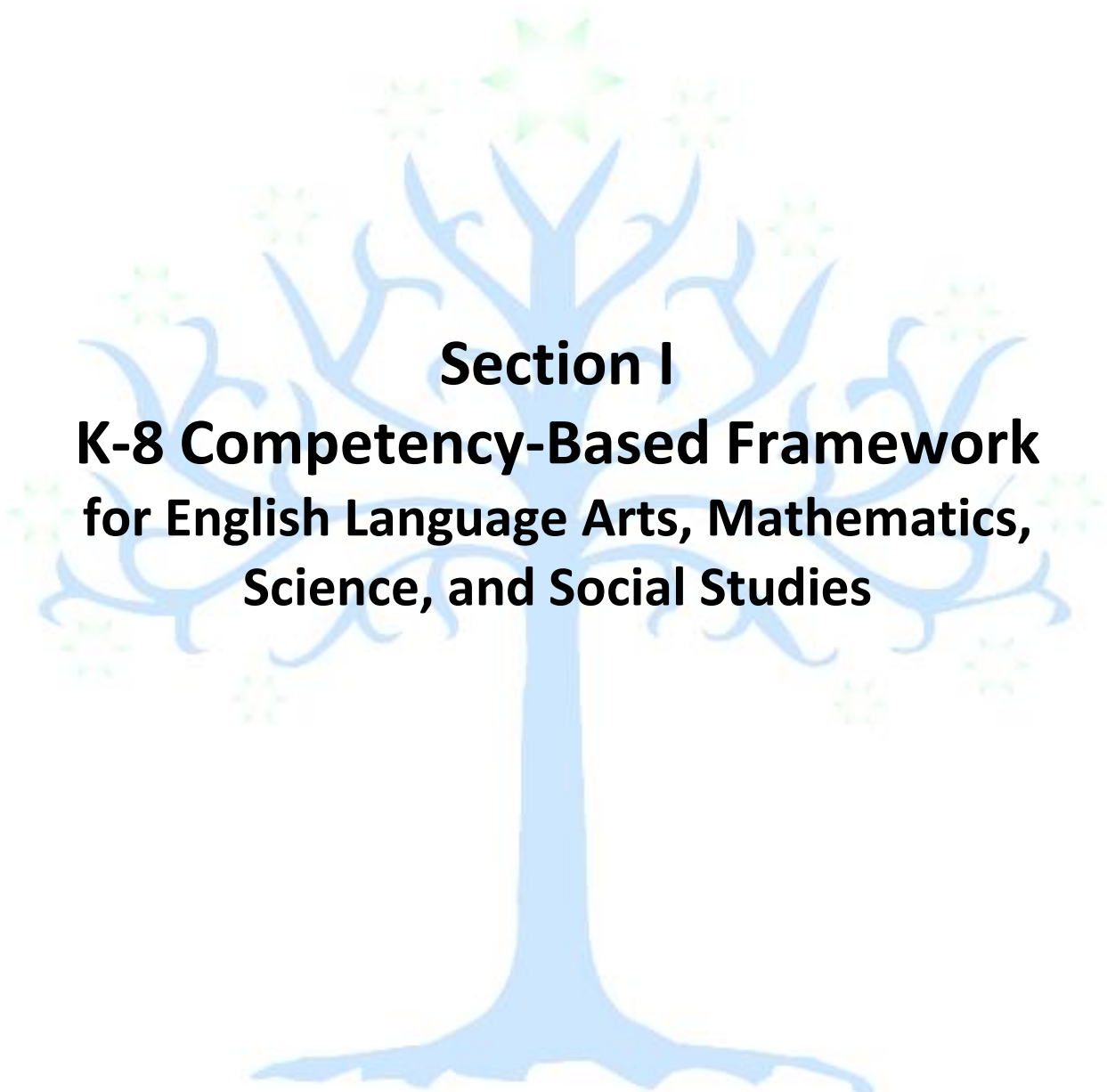
Howard Gardner MI Charter School K-8 Curriculum Framework



The HGMICS K-8 Curriculum Framework serves as the School's guidelines to a K-8 curriculum framework for core content areas. The School's curriculum programs and instructional scope and resources guarantee all required content and practices for grades K-8, while maintaining the School's mission to the multiple intelligence theory.

Section I details the K-8 core competencies from the *Critical Concepts measurement topics adapted with permission from the Critical Concepts. Copyright 2021 by Marzano Resources. For more information, please visit MarzanoResources.com/Critical-Concepts*. This document guides teacher to the core concepts students should be exposed to at each grade level.

Section II aligns to the Pennsylvania Department of Education's *Focus on Effective Instruction* high-level PA Core Standards to the prevalent curriculum materials HGMICS teachers instruct from. This document ensures teachers instructional materials and assessments are aligned to the high-level standards as detailed to ensure no additional learning loss is not incurred due to the COVID-19 pandemic.



Section I
K-8 Competency-Based Framework
for English Language Arts, Mathematics,
Science, and Social Studies

English Language Arts Measurement Topics

Kindergarten

Decoding
Phonological Awareness
Print Concepts
Analyzing Text Organization and Structure
Text Features
Text Types
Analyzing Main Ideas
Analyzing Claims and Reasons
Analyzing Narratives
Comparing Texts
Analyzing Words
Generating Sentences
Generating Text Organization and Structure
Generating Claims
Sources and Research
Generating Narratives
Parts of Speech
Spelling

Grade 1

Decoding
Phonological Awareness
Analyzing Text Organization and Structure
Text Features
Text Types
Analyzing Main Ideas
Analyzing Claims and Reasons
Analyzing Narratives
Analyzing Point of View
Comparing Texts
Analyzing Words
Analyzing Language
Generating Sentences
Generating Text Organization and Structure
Generating Claims and Reasons
Sources and Research
Generating Narratives
Parts of Speech
Spelling
Editing

Grade 2

Decoding
Analyzing Text Organization and Structure
Text Features

Analyzing Main Ideas
Analyzing Claims and Reasons
Analyzing Narratives
Analyzing Point of View
Comparing Texts
Analyzing Words
Analyzing Language
Generating Sentences
Generating Text Organization and Structure
Generating Claims and Reasons
Sources and Research
Generating Narratives
Revision
Parts of Speech
Spelling
Editing

Grade 3

Decoding
Analyzing Text Organization and Structure
Text Features
Text Types
Analyzing Ideas and Themes
Analyzing Claims, Evidence, and Reasoning
Analyzing Narratives
Analyzing Point of View
Comparing Texts
Analyzing Words
Analyzing Language
Generating Sentences
Generating Text Organization and Structure
Generating Claims, Evidence, and Reasoning
Sources and Research
Generating Narratives
Revision
Parts of Speech
Editing

Grade 4

Decoding
Analyzing Text Organization and Structure
Text Features
Text Types
Analyzing Ideas and Themes
Analyzing Claims, Evidence, and Reasoning
Analyzing Narratives

Analyzing Point of View
Comparing Texts
Analyzing Words
Analyzing Language
Generating Text Organization and Structure
Generating Claims, Evidence, and Reasoning
Sources and Research
Generating Narratives
Revision
Parts of Speech
Editing

Grade 5

Analyzing Text Organization and Structure
Analyzing Ideas and Themes
Analyzing Claims, Evidence, and Reasoning
Analyzing Narratives
Analyzing Point of View
Comparing Texts
Analyzing Language
Generating Text Organization and Structure
Generating Claims, Evidence, and Reasoning
Sources and Research
Generating Narratives
Audience, Purpose, and Task
Revision
Parts of Speech
Editing

Grade 6

Analyzing Text Organization and Structure
Analyzing Ideas and Themes
Analyzing Claims, Evidence, and Reasoning
Analyzing Narratives
Analyzing Point of View
Comparing Texts
Analyzing Language
Generating Text Organization and Structure
Generating Claims, Evidence, and Reasoning
Sources and Research
Generating Narratives
Audience, Purpose, and Task
Revision
Parts of Speech
Editing

Grade 7

Analyzing Text Organization and Structure
Analyzing Ideas and Themes
Analyzing Claims, Evidence, and Reasoning
Analyzing Narratives
Analyzing Point of View
Comparing Texts
Analyzing Language
Generating Text Organization and Structure
Generating Claims, Evidence, and Reasoning
Sources and Research
Generating Narratives
Audience, Purpose, and Task
Revision
Editing

Grade 8

Analyzing Text Organization and Structure
Analyzing Ideas and Themes
Analyzing Claims, Evidence, and Reasoning
Analyzing Narratives
Analyzing Point of View and Purpose
Comparing Texts
Analyzing Language
Generating Text Organization and Structure
Generating Claims, Evidence, and Reasoning
Sources and Research
Generating Narratives
Audience, Purpose, and Task
Revision
Parts of Speech
Editing

K-8 Mathematics Measurement Topics

Kindergarten

Number Sequence
Counting Objects
Comparing Quantities
Decomposing Numbers
Addition
Subtraction
Measurement
Geometric Figures
Constructing Geometric Figures
Categorical Data

Grade 1

Place Value
Addition
Subtraction
Addition and Subtraction Concepts
Length
Time
Geometric Figures
Partitions and Compositions of Geometric Figures
Representing Categorical Data

Grade 2

Counting
Even and Odd Numbers
Number Lines and Line Plots
Place Value
Addition
Subtraction
Word Problems
Rectangular Arrays
Fractions
Length
Time
Money
Geometric Figures
Representing Categorical Data

Grade 3

Estimation
Multiplication
Division
Word Problems
Fractions

Equivalent Fractions
Fractional Measurements
Patterns
Time
Mass and Liquid Volume
Area
Perimeter
Two-Dimensional Figures
Representing Categorical Data

Grade 4

Place Value
Addition and Subtraction
Multiplication
Division
Factors and Multiples
Equivalent Fractions
Fraction Addition and Subtraction
Fraction Multiplication
Decimal Fractions
Patterns
Measurement Conversions
Area and Perimeter
Two-Dimensional Figures
Angles
Lines

Grade 5

Multiplication and Division
Fraction Addition and Subtraction
Fraction Multiplication
Fraction Division
Decimal Place Values
Decimal Addition and Subtraction
Decimal Multiplication and Division
Exponents
Numerical Expressions
Numerical Patterns
Measurement Conversions
Volume
Two-Dimensional Figures
Coordinate Plane

Grade 6

Signed Numbers and Absolute Value
Factors and Multiples

Long Division
Fraction Division
Evaluating Algebraic Expressions
Ratios, Rates, and Percentages
Algebraic Equations
Inequalities
Independent and Dependent Variables
Measurement Conversions
Area and Volume
Coordinate Plane
Measures of Central Tendency
Measures of Variability
Displaying Distributions
Analyzing Distributions

Grade 7

Signed Numbers and Absolute Value
Converting Fractions, Decimals, and Percentages
Linear Equations
Proportional Relationships
Inequalities
Area and Volume
Analyzing Geometric Figures
Transformations of Geometric Figures
Angle Relationships
Constructing Triangles
Circles
Comparing Distributions
Representative Samples
Simple Probability Models
Probability of Compound Events

Grade 8

Exponents
Cube and Square Roots
Scientific Notation
Rational and Irrational Numbers
Linear Equations
Systems of Linear Equations
Quadratic Equations
Concept of Functions
Linear Functions
Volume
Transformations, Similarity, and Congruence
Angles of Two-Dimensional Figures

Line and Angle Constructions
Pythagorean Theorem
Bivariate Categorical Data
Bivariate Measurement Data

Algebra

Rational Numbers and Expressions
Rational Exponents and Radicals
Components of an Expression
Context of an Expression
Adding and Subtracting Polynomial Expressions
Multiplying and Dividing Polynomial Expressions
Evaluating Polynomials
Factoring Expressions
Equations and Inequalities
Generating Equations and Inequalities
Linear Equations and Inequalities
Systems of Equations and Inequalities
Functional Relationships and Function Notation
Domain and Range of Functions
Quadratic Equations and Functions
Complex Numbers
Graphing Functions
Generating Functions
Comparing Functions
Inverse Functions
Polynomial, Radical, and Rational Functions
Combining Functions
Exponential Functions
Algebraic Data Representation and Interpretation
Data Comparisons
Probability
Probability and Combinatorics
Discrete Probability Distributions
Characteristics of Probability Distributions
Probability Density Functions
Statistical Investigations
Statistical Evaluations

K-8 Science Measurement Tools

Kindergarten

Solar Energy
Force and Motion
Weather
Human Impact
Organism Needs
Comparing Organisms

Grade 1

Electricity
Light
Sound and Vibration
Celestial Motion
Seasons
Organism Needs
Comparing Organisms
Organism Behavior

Grade 2

Object Composition
Properties of Materials
Changes to Materials
Geographic Features
Weathering and Erosion
Earth's History
Organism Needs
Biodiversity

Grade 3

Force
Motion
Electricity
Magnets
Climate and Weather
Natural Hazards
Comparing Organisms
Organism Behavior
Organism Traits
Organism Habitats

Grade 4

Energy
Motion
Light and Vision
Waves
Information Transfer

Geographic Features
Earth Changes
Earth's History
Natural Hazards
Natural Resources
Plant Needs
Animal Needs

Grade 5

Gravity
Matter
Properties of Matter
Celestial Motion
Celestial Objects
Earth Systems
Ecosystem Interactions

Grades K–2

Defining Engineering Design Problems
Solutions for Engineering Design Problems

Grades 3–5

Defining Engineering Design Problems
Solutions for Engineering Design Problems

Grades K–8

Scientific Method

Middle School

Energy
Energy Transfer
Motion
Gravity
Electromagnetism
Circuits
Waves
Chemical Reactions
Celestial Motion
Celestial Objects
Rock Cycle
Water Cycle
Earth Changes
Earth's History
Climate and Weather
Natural Hazards
Human Impact

Natural Resources
Synthetic Materials
Organism Needs
Organism Structure and Function
Organism Behavior
Organism Traits
Genetic Variation
Natural Selection
Evolutionary Relationships
Ecosystem Populations

Matter and Energy in Ecosystems
Defining Engineering Design Problems
Solutions for Engineering Design Problems
Experiment Design

K-8 Social Studies Measurement Tools

Grades K–2 Social Studies

Time
Change and Continuity
Personal History
Historical Family Life
The Local Community
American Independence
Exploration and Discovery
Pioneer and Colonial Communities
Native Peoples, Explorers, and Settlers
Finding Food
Technology
Scientists and Inventors
Symbols and Holidays
Authority
Cooperation
Conflict and Cooperation
Rights and Justice
Types of Rights
Types of Justice
Exchange
Production and Consumption
Incentive and Choice
The Globe
Position and Arrangement of Physical and Human Features
Geographic Representations
Locations and Geographic Characteristics
Places and Regions
Cultures
Migration
Human Dependence on the Environment
The Environment

Grades 3–5 Social Studies

Time Lines
Change and Continuity
Historical Family Life
Exploration and Discovery
Pioneer and Colonial Communities
Changes in Native American and Hawaiian Life
The Local Community
The State or Region
American Independence
American Cultural History

Technology
Methods of Historical Study
Historical Interpretation
Historical Impact
Symbols and Holidays
Historic American Documents
Authority
Conflict and Cooperation
The Characteristics of Government
American Democracy
The Functions of Government
Evaluating Candidates for Leadership
American Society
Personal and Civic Responsibility
Participating in Government
American Citizenship
Types of Rights
Rights and Justice
Diversity
Flow of Economic Resources
Incentive and Choice
Economic Specialization
Supply and Demand
Government Revenues and Services
Labor Productivity
Entrepreneurship and Innovation
Economic Systems
Locations and Geographic Characteristics
Geographic Representations
Distributions of People, Places, and Environments
Settlement Development Patterns
History of Cities
Location and Economic Activity
Demographic Characteristics
Places and Regions
Cultures
Culture Hearths
Geographic Context
Differences in Perceptions
Migration
Political and Economic Units
Earth-Sun Relationship
Earth's Physical Processes
Components of Ecosystems
The Environment

Natural Resources
Modeling Physical and Human Systems

Grades 6–8 History

World History
Early Human Communities
Characteristics of Civilization
Exchange
Mesopotamia
Ancient Egypt
Indus Valley Civilization
Early China
Ancient Mesoamerican Civilizations
Early Empires
Ancient Greece
Ancient Rome
Byzantine Empire
Judaism and Early Christianity
Hinduism and Buddhism
India, Southeast Asia, and the Pacific Islands
Early Islamic Civilization
Mongol Empire
Precolonial African Societies
Pre-Contact Americas
Vikings
Medieval Europe
Age of Exploration
Colonization from the 15th through 18th Centuries
Slavery
French Revolution
Nineteenth-Century European Politics
Russia from the Late 18th to the 20th Century
Ottoman Empire from the 18th to the 20th Century
Industrialization
China from the 17th to the 20th Century
Japan from the 17th through the Early 20th Century
Revolutions of the Early 20th Century
World War I
Western Society and Culture in the Early 20th Century
Foundations of the Soviet Union
Interwar Politics
World War II
Overview of the Cold War

Communist China
Developing Countries after World War II
US History
Society in Colonial America
Economy of Colonial America
Politics and Conflict in Colonial America
Causes of the American Revolution
American Revolutionary War
Development of American Government and Politics
War of 1812
Early US Expansion
Mexican-American War
Native American Relations in the Early 19th Century
Economic Development in Antebellum America
Jacksonian Democracy
Society and Culture in Antebellum America
Slavery and Sectional Differences
Civil War
Reconstruction
US Economy and Labor in the Late 19th Century
US Society and Culture in the Late 19th Century
US Politics in the Late 19th Century
American West in the Late 19th Century
US Expansionism
Historical Methods
Historical Interpretation
Change and Continuity
Historical Context
Historical Contingency

Grades 6–8 Civics

American Society
American Democracy
American Constitutional Government
American Citizenship
Systems of Government
Law
Government Revenues and Services
Personal and Civic Responsibility
Political Communication
Public Policy
Societal Conflict
Foreign Policy

Grades 6–8 Economics

Market Economies

Economic Institutions

Income

Inflation

Economic Growth

International Trade

Grades 6–8 Geography

Geographic Representations

Places and Regions

Demographics

Migration

Cultures

Location and Economic Activity

Connections and Spatial Organization

Environment

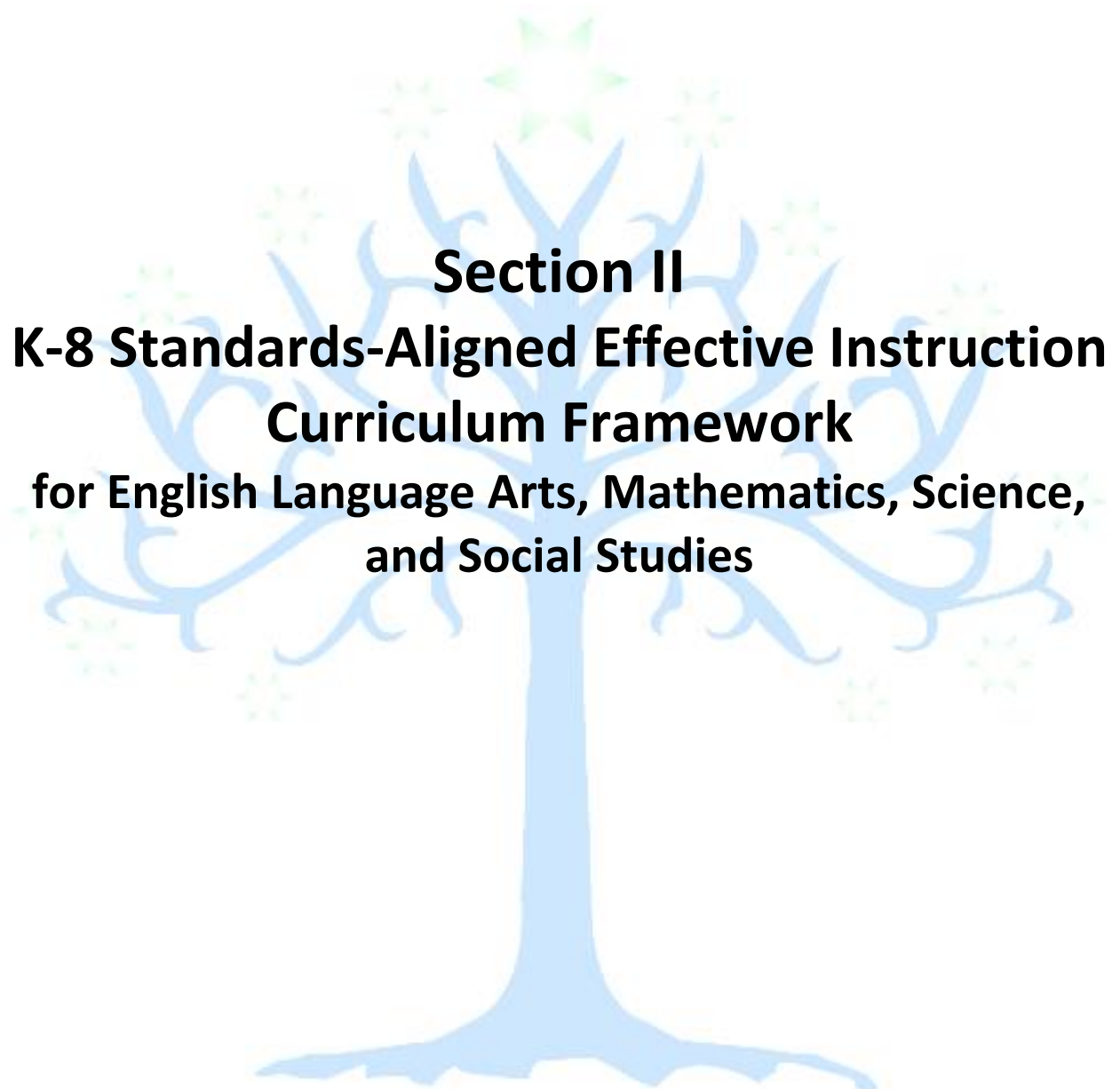
[Reinforce] Geographic Context

[Reinforce] Conflict and Cooperation

[Reinforce] Differences in Perceptions

[Reinforce] Earth's Physical Processes

[Reinforce] Ecosystems



Section II
K-8 Standards-Aligned Effective Instruction
Curriculum Framework
for English Language Arts, Mathematics, Science,
and Social Studies



***K-8 Standards-Aligned Effective
Instruction Curriculum Framework***

***English Language Arts/Literacy,
Mathematics, Science, and
Social Studies***

K-8 English Language Arts/Literacy Course Objective

Reading

The objective of the reading coursework, grades K-8, progresses with students developing proficient application of alphabetic principle, phonemic awareness, phonics, word study, vocabulary, fluency, and comprehension of texts in all content areas. As students progress into middle school, the course objective becomes more critical as they are expected to interpret and analyze literary expression verbally and in written form. Students at all grade-levels learn how to access information from a variety of resource materials to conduct and complete research.

Writing

The objective of the writing coursework is that students are exposed to and develop competencies in narrative, informational, persuasive writing, and poetry. Students use a combination of illustrating, dictating, and writing to express ideas. As the students enter middle school, they communicate their literary analysis in writing through TDAs and other written assignments. All coursework expects students to demonstrate grade level appropriate accurate spelling, organizational, and editing skills.

Speaking and listening

Students meet the speaking and listening objective across all content areas by participating in class and small group conversations as well as in presentations each trimester.

Focus on Effective Instruction: PA Core Standards for English Language Arts & Literacy

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments
Kindergarten	Kindergarten	Kindergarten	Kindergarten
Reading			
Developing foundational skills (book handling, print concepts, phonological awareness, phonics/word recognition, and fluency).	CC.1.1.K.A Utilize book handling skills.	ARC Core: Units 1-4	Formative Assessment ARC 100 book challenge book handling
Establishing the development of word recognition skills, vocabulary, and comprehension skills/strategies.	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print...	ARC Core: Units 1 and 2; Fundations: Units 1-5 Montessori: metal insets	Fundations: Formative assessment write and wipe boards ARC: Writing section of work
Practicing fluency daily.	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)...	ARC Core: Units 1,3,4; Fundations: Units 1-5; Montessori: Pink, blue, and green series	Fundations: Formative Assessment Sound cards and tapping out ARC: IRLA, Foundational toolkit lessons, 100 book challenge
Engaging in direct, explicit, systematic, differentiated instruction and interventions.	CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words...	ARC Core: Units 1-4; Fundations: Units 1-5; Montessori: Pink, blue, and green series	Fundations: tapping out, letter sound cards, magnet board ARC: Daily Message orally with students
Employing complex oral language and engaging in structured language and literacy learning tasks which promote interactive play and inquiry.	CC.1.1.K.E Read emergent-reader text with purpose and understanding.	ARC Core: Units 1-4; Fundations: Units 2-5	Fundations: Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge
Participating in peer-assisted or collaborative learning.	CC.1.2.K.A / CC.1.3.K.A With prompting and support, identify the main idea and retell key details of text / With prompting and support, retell familiar stories including key details. CC.1.2.K.B / CC.1.3.K.B With prompting and support, answer questions about key details in a text. CC.1.2.K.C / CC.1.3.K.C With prompting and support, make a connection between two individuals, events, ideas... / With prompting and support, identify characters, settings, and major events...	ARC Core: Units 1-4; Fundations: Units 1-5	Fundations: Storytime with Mama Echo Formative assessment ARC: IRLA, Foundational toolkit lessons, 100 book challenge
Writing			
Participating in Kindergarten pre-writing.	CC.1.2.K.E / CC.1.3.K.E Identify parts of a book...and parts of a text... / Recognize common types of text.	ARC Core Unit 4 Fundations: Units 1,3,4,5	Fundations: Formative Assessment Storytime with Mama Echo ARC: IRLA, toolkit lessons
Writing for different purposes and audiences.	CC.1.2.K.G / CC.1.3.K.G Answer questions to describe the relationship between illustrations and the text in which they appear / Make connections between the illustrations and the text in a story... CC.1.2.K.H / CC.1.3.K.H With prompting and support, identify the reasons an author gives to support points in a text / Compare and contrast the adventures and experiences of characters in familiar stories. CC.1.2.K.K / CC.1.3.K.I Determine/clarify the meaning of unknown or multiple-meaning words and phrases...	ARC Core Unit 2 Fundations: Units 1-5	Fundations: Formative Assessment Storytime with Mama Echo ARC: IRLA, toolkit lessons
Engaging in systematic and explicit instruction in basic writing skills including handwriting, spelling, and grammar.	CC.1.2.K.J / CC.1.3.K.J Use words and phrases acquired through conversations, reading, being read to...	ARC Core: Unit 1 Fundations: Units 1-5	Formative Assessment Fundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge
Writing daily with guidance for a variety of purposes.	CC.1.2.K.L / CC.1.3.K.K Actively engage in group reading activities with purpose and understanding. CC.1.4.K.B / CC.1.4.K.H / CC.1.4.K.N Use a combination of drawing, dictating, and writing... / Form an opinion by choosing between two given topics / Establish who and what the narrative will be about.	ARC Core: Units 3 and 4 Fundations: Units 1,3,5	Formative Assessment Fundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge
Speaking & Listening			
Participating daily in a teacher-created environment to practice speaking and listening skills during discussions (collaborative communication).	CC.1.2.K.K / CC.1.3.K.I Determine/clarify the meaning of unknown or multiple-meaning words and phrases...	ARC Core: Units 1-4; Fundations: Unit 5	Formative Assessment Fundations nonsense words and wordplay ARC: IRLA, Foundational toolkit lessons, 100 book challenge
Establishing skills of being a good listener, taking turns, collaborating, and supporting ideas with facts.	CC.1.2.K.J / CC.1.3.K.J Use words and phrases acquired through conversations, reading, being read to...	ARC Core: Units 1-4; Fundations: Units 1-5 Montessori:	Formative Assessment Fundations wordplay ARC: IRLA, Foundational toolkit lessons, 100 book challenge
	CC.1.2.K.L / CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	ARC Core: Units 1-4; Fundations: Units 1-5 Montessori: Movable Alphabet	Formative Assessment Fundations Storytime with Mama Echo ARC: Foundational toolkit lessons, 100 book challenge
Language			
	CC.1.4.K.B / CC.1.4.K.H / CC.1.4.K.N Use a combination of drawing, dictating, and writing... / Form an opinion by choosing between two given topics / Establish who and what the narrative will be about.	ARC Core: Units 1-4; Fundations: Units 3 and 5 Montessori:	Formative Assessment Fundations Trick words and sentence work. ARC: writing curriculum work

Utilizing conventions of standard English grammar, usage, and mechanics, as well as learning other ways to use language to convey meaning effectively.

Focusing on the use of language as a tool for communication - as a means for writers to express themselves with style and clarity, as a means for speakers to express ideas clearly, and as a means for readers to understand the author's explicit and implicit message.

CC.1.4.K.C / CC.1.4.K.I / CC.1.4.K.O With prompting and support, generate ideas and details to convey information... / Support the opinion with reasons / Describe experiences and events.

CC.1.4.K.E / CC.1.4.K.P With prompting and support, illustrate using details and dictate/write using descriptive words / Recount a single event...tell about events in order...provide a reaction...

CC.1.4.K.F / CC.1.4.K.L / CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling...

CC.1.4.K.X Write routinely over short time frames.

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B Ask and answer questions about key details in a text read aloud or presented orally...

CC.1.5.K.C Ask and answer questions...to seek help, get information, or clarify something...

CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking...

ARC Core: Units 1-4; **FUNDations:** Units 1-5 **Montessori:**

Formative Assessment Foundations Trick words and sentence work. ARC: writing curriculum work

ARC Core: Units 1-4; **FUNDations:** Units 1-5 **Montessori:** alphabet sounds tracing tubs

Formative Assessment Foundations Trick words and sentence work. ARC: writing curriculum work

ARC Core: Units 1-4; **FUNDations:** Units 1-5 **Montessori:** Pink, green and blue series

Formative Assessment Foundations Trick words and sentence work. ARC: writing curriculum work

ARC Core: Units 1-4; **Montessori:** Movable Alphabet

Formative Assessment ARC: writing curriculum work

ARC Core: Units 1-4; **FUNDations:** Units 1-5 **Montessori:**

Formative Assessment Foundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge

ARC Core: Units 1-4; **FUNDations:** Units 1-5

Formative Assessment Foundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge

ARC Core: Units 1-4

Formative Assessment Foundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge

ARC Core: Units 1-4

Formative Assessment Foundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge

ARC Core: Units 1-4; **FUNDations:** Units 1-5

Formative Assessment Foundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge

ARC Core: Units 1-4; **FUNDations:** Units 1-5

Formative Assessment Foundations Storytime with Mama Echo ARC: IRLA, Foundational toolkit lessons, 100 book challenge

Focus Areas of Instruction

Primary, Grades 1 & 2

Reading, Grades 1 & 2

Developing or Focusing on foundational skills (book handling, print concepts, phonological awareness, phonics/word recognition, and fluency).

Developing and Furthering word recognition skills, vocabulary, and comprehension skills/strategies.

Practicing fluency daily focusing on repeated readings and many opportunities to practice reading.

Engaging in direct, explicit, systematic, differentiated instruction and interventions.

Participating in daily structured language and literacy learning task opportunities and collaborative learning.

PA Academic Standards

Primary, Grades 1 & 2

CC.1.1.1.B Demonstrate understanding of the organization and basic features of print...

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)...

CC.1.1.1.D / CC.1.1.1.E Know and apply grade-level phonics and word analysis skills in decoding words... / Read with accuracy and fluency to support comprehension...

CC.1.2.1.A / CC.1.3.1.A Identify the main idea and retell key details of text / Retell stories including key details and demonstrate understanding of their central message or lesson.

CC.1.2.1.B / CC.1.3.1.B Ask and answer questions about key details in a text.

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words...

CC.1.1.2.E Read with accuracy and fluency to support comprehension...

CC.1.2.2.A / CC.1.3.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text / Recount stories and determine their central message, lesson, or moral.

CC.1.2.2.B / CC.1.3.2.B Ask and answer questions about such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C / CC.1.3.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text... / Describe how characters in a story respond to major events and challenges.

Curriculum Resources

Primary, Grades 1 & 2

ARC Core: Units 1-4

ARC Core: Unit 1-4

ARC Core: Unit 1-4

ARC Core: Unit 1-4

ARC Core: Units 1-4

Assessments

Primary, Grades 1 & 2

ARC Toolkits, ARC Core Library, ARC IRLA, Morning Message

ARC Toolkits, ARC Core Library, ARC IRLA, Conferences

ARC Toolkits, ARC Core Library, ARC IRLA, Conferences, Main Idea and Key Details Rubric (Unit 1 and 2)

ARC Toolkits, ARC Core Library, "WOW!" Fact Rubric (RI.1), ARC IRLA, Conferences

ARC Toolkits, ARC Core Library, ARC IRLA RI.2 Thinking Map and Rubric, Conferences

	CC.1.2.1.C / CC.1.3.1.C Describe the connection between two individuals, events, ideas... / Describe characters, settings, and major events in a story using key details.	CC.1.3.2.D Acknowledge differences in the points of views of characters...	ARC Core: Unit 1, 3, 4	ARC Toolkits, ARC Core Library, ARC IRLA, Point of View Rubric (Unit 1 and 3), Turn and Talk
Writing, Grades 1 & 2	CC.1.3.1.D Identify who is telling the story at various points in a text.	CC.1.2.2.E / CC.1.3.2.E Use various text features...to locate key facts or information... / Describe the overall structure of a story...beginning introduces the story...ending concludes the action.	ARC Core: Units 1-4	ARC Toolkits, ARC Core Library Conferences, ARC IRLA, Illustrations Exit Ticket (Unit 2)
Writing for different purposes and audiences.	CC.1.2.1.E / CC.1.3.1.E Use various text features...to locate key facts or information... / Explain major differences between books that tell stories and books that give information...	CC.1.2.2.G / CC.1.3.2.G Explain how graphic representations contribute to and clarify a text / Use information from illustrations and words...to demonstrate understanding of characters, setting, or plot.	ARC Core: Units 2-4	ARC Toolkits, ARC Core Library conferences, ARC IRLA, Illustrations Exit Ticket (Unit 2)
Engaging in systematic and explicit instruction in basic writing skills including handwriting, spelling, and grammar.	CC.1.2.1.G / CC.1.3.1.G Use the illustrations and details...to describe its key ideas / Use illustrations and details...to describe characters, setting, or events.	CC.1.2.2.H / CC.1.3.2.H Describe how reasons support specific points the author makes in a text / Compare and contrast two or more versions of the same story by different authors or different cultures.	ARC Core: Unit 2-4	ARC Toolkits, ARC Core Library Conferences ARC IRLA, Unit 3 Venn Diagram
Writing daily with guidance for a variety of purposes.	CC.1.2.1.H / CC.1.3.1.H Identify the reasons an author gives to support points in a text / Compare and contrast the adventures and experiences of characters in stories.	CC.1.2.2.J / CC.1.3.2.J Acquire and use...conversational, general academic, and domain-specific words...	ARC Core: Unit 2-4	ARC Toolkits, ARC Core Library Conferences, ARC IRLA, Speaking and Listening Rubrics (Unit 1-4)
Focusing on the writing process as a means of improving writing.	CC.1.2.1.K / CC.1.3.1.I Determine... the meaning of unknown or multiple-meaning words and phrases...	CC.1.2.2.K / CC.1.3.2.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.	ARC Core: Unit 2-4	ARC Toolkits, ARC Core Library Conferences, ARC IRLA (White and above), Word Attack Strategies Rubric (Unit 1)
	CC.1.2.1.J / CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships...	CC.1.2.2.L / CC.1.3.2.K Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently / Read and comprehend literature on grade level, reading...	ARC Core: Unit 2, 4	ARC Toolkits, ARC Core Library Conferences, ARC IRLA, Speaking and Listening Rubrics (Unit 1-4)
Speaking & Listening, Grades 1 & 2	CC.1.2.1.L / CC.1.3.1.K Read and comprehend literary nonfiction and informational text, reading independently and proficiently / Read and comprehend literature, reading independently and proficiently.	CC.1.4.2.B / CC.1.4.2.H / CC.1.4.2.N Identify and introduce the topic / Identify the topic and state an opinion / Establish a situation and introduce a narrator and/or character.	ARC Core: ARC Unit 2-4	ARC Toolkits, ARC Core Library, ARC IRLA, CCSS W.2 Rubric for Proficient Informational Text and Rubric, R.1/W.1 Fact vs. Opinion Rubric (Unit 4)
Engaging daily in one-to-one, small group, and whole class conversations including discussions and collaborative communication.	CC.1.4.1.B / CC.1.4.1.H / CC.1.4.1.N Identify and write about one specific topic / Form an opinion by choosing among given topics / Establish who and what the narrative will be about.	CC.1.4.2.C / CC.1.4.2.I / CC.1.4.2.O Develop the topic with facts and/or definitions... / Support the opinion with reasons that include details... / Include thoughts and feelings to describe experiences and events...	ARC Core: ARC Unit 3 and 4	Unit 4 "WOW!" Fact Outline and Rubric, R.1/W.1 Fact Vs. Opinion Rubric (Unit 4), CCSS W.1 Rubric for a Proficient Opinion Piece
Establishing skills of collaborating, being a good listener, taking turns, and supporting ideas with facts.	CC.1.4.1.C / CC.1.4.1.I / CC.1.4.1.O Develop the topic with two or more facts / Support the opinion with reasons related to the opinion / Include thoughts and feelings to describe experiences and events.	CC.1.4.2.D / CC.1.4.2.J / CC.1.4.2.P Group information and provide a concluding statement... / Create an organizational structure that includes reasons... / Organize a short sequence of events...	ARC Core: Unit 2-4	ARC Toolkits, ARC Core Library, ARC IRLA, Concluding sentence Exit Ticket/Turn and Talk (Unit 2)
Developing and asking questions about topics being studied and texts being read.	CC.1.4.1.D / CC.1.4.1.J / CC.1.4.1.P Group information and provide some sense of closure / Create an organizational structure that includes reasons... / Recount two or more appropriately sequenced events...	CC.1.4.2.E / CC.1.4.2.K / CC.1.4.2.Q Choose words and phrases for effect / Use a variety of words and phrases to appeal to the audience.	ARC Core: Unit 2-4	ARC Toolkits, ARC Core Library, ARC IRLA, CCSS W.2 Rubric for Proficient Informational Text and Rubric
	CC.1.4.1.E / CC.1.4.1.K / CC.1.4.1.Q Choose words and phrases for effect / Use a variety of words...	CC.1.4.2.F / CC.1.4.2.L / CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling...	ARC Core: ARC 1-4	ARC Toolkits, ARC Core Library, ARC IRLA, Morning Message, Exit Tickets
Language, Grades 1 & 2	CC.1.4.1.F / CC.1.4.1.L / CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling...	CC.1.4.2.X Write routinely over extended time...for a range of discipline-specific tasks, purposes....	ARC Core: Unit 2-4	ARC Toolkits, ARC Core Library Conferences, ARC IRLA, End of Unit Books created by students.
Gaining control over many conventions of standard English grammar, usage, and mechanics, as well as learning other ways to use language to convey meaning effectively.	CC.1.4.1.X Write routinely over extended time...for a range of discipline-specific tasks, purposes....	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	ARC Core: Unit 1-4	ARC Toolkits, Conferences, Turn and Talk, Collaborative grouping for end of unit books in all units

Determining or clarifying the meaning of grade-appropriate words encountered through listening and reading.	CC.1.5.1A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.2.B Recount or describe key ideas or details...read aloud or information presented orally...	ARC Core: Units 1-4	ARC Toolkits, Conferences, Main Idea and Key Details Rubric (Unit 1 and 2)
Developing an understanding of new words within context with prompting and support.	CC.1.5.1.B Confirm understanding of a text read aloud...by answering questions about key details...	CC.1.5.2.C Ask and answer questions...to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	ARC Core: Unit 1-4	ARC Toolkits, ARC Core Library, ARC IRLA RI.2 Thinking Map and Rubric
Acquiring new words with explanations that make understanding more concrete.	CC.1.5.1.C Ask and answer questions...to gather additional information or clarify something...	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	ARC Core: Units 1-4	ARC Toolkits, ARC Conferences, ARC IRLA, CCSS RL.2/3 "Retelling a Story" Rubric
Encountering new words with high frequency.	CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas...	CC.1.5.2.E Produce complete sentences when appropriate to task and situation...	ARC Core: Unit 2-4	ARC Toolkits, Morning Messages, End of Unit Books
	CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	CC.1.5.2.G Demonstrate command of the conventions of standard English...	ARC Core: Units 1-4	ARC Toolkits, Morning Messages, End of Unit books
	CC.1.5.1.G Demonstrate command of the conventions of standard English...		ARC Core: Units 1-4	ARC Toolkits, Morning Messages, End of Unit books

Focus Areas of Instruction

Intermediate, Grades 3 & 4

Reading, Grade 3

Continuing the development of word recognition skills, vocabulary, and comprehension skills/strategies. Learning new words, facts, and ideas from reading, as well as interpreting and summarizing texts.

Practicing fluency daily focusing on repeated readings and continued opportunities to practice reading.

Engaging in direct, explicit, systematic, differentiated instruction and interventions.

Participating in daily structured language and literacy learning task opportunities and collaborative learning.

Learning new words, facts, and ideas from reading, as well as interpreting and summarizing texts.

Reading and discussing a variety of interesting and appropriate texts from multiple genres.

Reading, Grade 4

Learning new words, facts, and ideas from reading, as well as interpreting and summarizing texts.

PA Academic Standards

Intermediate, Grades 3 & 4

CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words...

CC.1.1.3.E Read with accuracy and fluency to support comprehension...

CC.1.2.3.A / CC.1.3.3.A Determine the main idea...recount the key details and explain how they support the main idea / Determine the central message, lesson, or moral in literary text....

CC.1.2.3.B / CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C / CC.1.3.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect / Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.2.3.D / CC.1.3.3.D Explain the point of view of the author.

CC.1.2.3.E / CC.1.3.3.E Use text features...to locate and interpret information... / Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

CC.1.2.3.F / CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.2.3.G / CC.1.3.3.G Use information gained from text features to demonstrate understanding of a text / Explain how specific aspects of...illustrations contribute to what is conveyed by the words in a story....

CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words...

CC.1.1.4.E Read with accuracy and fluency to support comprehension...

CC.1.2.4.A / CC.1.3.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text / Determine a theme of a text from details in the text; summarize the text.

CC.1.2.4.B / CC.1.3.4.B Refer to details and examples...to support what the text says explicitly and make inferences / Cite relevant details...to support what the text says explicitly and make inferences.

CC.1.2.4.C / CC.1.3.4.C Explain events, procedures, ideas...including what happened and why, based on specific information... / Describe in depth a character, setting, or event...drawing on specific details...

CC.1.2.4.D / CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E / CC.1.3.4.E Use text structure to interpret information... / Explain major differences between poems, drama, and prose and refer to the structural elements of each...

CC.1.2.4.F / CC.1.3.4.F Determine the meaning of words and phrases...including figurative language.

CC.1.2.4.G / CC.1.3.4.G Interpret various presentations of information within a text...and explain how the information contributes to an understanding... / Make connections between the text of a story or drama... identifying where each version reflects specific descriptions and directions in the text.

Curriculum Resources

Intermediate, Grades 3 & 4

Assessments

Intermediate, Grades 3 & 4

ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework
 ARC Core IRLA Tool Kits; CCSS RI.2 Thinking Map Rubric; Story Structure Graphic Organizer; Plot: Dialogue Analysis Graphic Organizer
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; CCSS RI.2 Thinking Map Rubric; Story Structure Graphic Organizer; Plot: Dialogue Analysis Graphic Organizer; Think, Pair, Share; Peer Feedback
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; CCSS R.8 Practice Rubric; Argument Logical Organization Map
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Genre Record; ARC Core Anchor Texts
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; CCSS RI.2 Thinking Map Rubric; Story Structure Graphic Organizer; Plot: Dialogue Analysis Graphic Organizer; Figurative Language Resource www.minds-in-bloom; TDA
 ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; CCSS RI.2 Thinking Map Rubric; Story Structure Graphic Organizer; Plot: Dialogue Analysis Graphic Organizer

Reading and discussing a variety of texts from multiple genres.	CC.1.2.3.H / CC.1.3.3.H Describe how an author connects sentences and paragraphs in a text to support particular points / Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	CC.1.2.4.H / CC.1.3.4.H Explain how an author uses reasons and evidence to support particular points... / Compare and contrast similar themes, topics, and patterns of events...including texts from different cultures.	ARC Core: Units 1,3	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; CCSS RI.2 Thinking Map Rubric; Story Structure Graphic Organizer; Plot: Dialogue Analysis Graphic Organizer; ARC Genre Record
Shifting gradually to deeper comprehension, combining literacy skills and content knowledge.	CC.1.2.3.J / CC.1.3.3.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	CC.1.2.4.J / CC.1.3.4.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Core Three Tiers of Vocabulary Graphic Organizer
Engaging in word study instruction and fluency practice as needed.	CC.1.2.3.K / CC.1.3.3.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.	CC.1.2.4.K / CC.1.3.4.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Core Three Tiers of Vocabulary Graphic Organizer
Interacting with text through close reading, analysis, and interpretation.	CC.1.2.3.L / CC.1.3.3.K Read and comprehend literary nonfiction and informational text...reading independently and proficiently / Read and comprehend literary fiction...reading independently and proficiently.	CC.1.2.4.L / CC.1.3.4.K Read and comprehend literary nonfiction and informational text...reading independently and proficiently / Read and comprehend literary fiction...reading independently and proficiently.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Unit 2 Pre, Mid, and Post Assessments; TDA
Writing, Grade 3	CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. (CC.1.4.3.S-analytical writing- encompasses all writing domains).	CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. (CC.1.4.4.S-analytical writing- encompasses all writing domains).	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Weather and Climate Research Project; Sports and Society Research Project; Unit 2 Pre, Mid, and Post Assessments
Writing for different purposes and audiences.	CC.1.4.3.T With guidance and support...develop and strengthen writing...by revising and editing.	CC.1.4.4.T With guidance and support...develop and strengthen writing...by revising and editing.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Research Drafting, Revising, Editing, and Publishing Checklists
Engaging in systematic and explicit instruction in basic writing skills including handwriting, spelling, and grammar.	CC.1.4.3.X Write routinely over extended time...for a range of discipline-specific tasks, purposes....	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects...	ARC Core: Units 2,4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Weather and Climate Research Project; Sports and Society Research Project; Scott Foresman Everyday Spelling
Writing daily with guidance for a variety of purposes.	CC.1.5.3.A Engage effectively in a range of collaborative discussions...	CC.1.4.4.X Write routinely over extended time...for a range of discipline-specific tasks, purposes....	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Narrative Project, Weather and Climate Project; Retelling of Traditional Tales Project; Sports and Society Project; Houghton Mifflin English Workbooks; Think, Pair, Share; Peer Feedback
Focusing on the writing process as a means of improving writing.	CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	CC.1.5.4.A Engage effectively in a range of collaborative discussions...	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think,Pair, Share; Peer Feedback
Writing, Grade 4	CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Narrative Project, Weather and Climate Project; Retelling of Traditional Tales Project; Sports and Society Project; Houghton Mifflin English Workbooks
Writing routinely over extended periods (research, reflection, and revision) and shorter periods (a single sitting) for a range of tasks, purposes, and audiences.	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Narrative Project, Weather and Climate Project; Retelling of Traditional Tales Project; Sports and Society Project; Houghton Mifflin English Workbooks
Engaging in systematic and explicit instruction in basic writing skills including handwriting, spelling, and grammar.	CC.1.5.3.G Demonstrate command of the conventions of standard English...	CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Houghton Mifflin English Workbooks; Scott Foresman Everyday Spelling
Employing detail in writing, sustaining a focus, and producing well-organized writing.		CC.1.5.4.G Demonstrate command of the conventions of standard English...	ARC Core: Units 1-4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Houghton Mifflin English Workbooks
Gathering information, evaluating sources, citing evidence, and responding analytically.			ARC Core: Units 2,4	ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Weather and Climate Research Project; Sports and Society Research Project

<p>Focusing on the writing process as a means of producing and improving writing.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Weather and Climate Research Project; Sports and Society Research Project</p>
<p>Speaking & Listening, Grade 3</p>			
<p>Engaging daily in one-to-one, small group, and whole class conversations including discussions and collaborative communication.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think, Pair, Share; Peer Feedback</p>
<p>Establishing skills of collaborating, being a good listener, taking turns, and supporting ideas with facts.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think, Pair, Share; Peer Feedback</p>
<p>Developing and asking questions about topics being studied and text being read.</p>		<p>ARC Core: Units 2,4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think, Pair, Share; Peer Feedback</p>
<p>Speaking & Listening, Grade 4</p>			
<p>Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think, Pair, Share; Peer Feedback</p>
<p>Participating in a variety of structured conversations: partner, small group, whole class.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think, Pair, Share; Peer Feedback</p>
<p>Engaging in collaborative communication and taking part in discussions.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Think, Pair, Share; Peer Feedback</p>
<p>Language, Grade 3</p>			
<p>Gaining control over many conventions of standard English grammar, usage, and mechanics, as well as learning other ways to use language to convey meaning effectively.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Narrative Project, Weather and Climate Project; Retelling of Traditional Tales Project; Sports and Society Project; Houghton Mifflin English Workbooks</p>
<p>Determining or clarifying the meaning of words encountered through listening and reading. Appreciating non-literal meanings, shadings of meaning, and relationships to other words.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Core Three Tiers of Vocabulary Graphic Organizer</p>
<p>Understanding new words within context and with explanations.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Core Three Tiers of Vocabulary Graphic Organizer</p>
<p>Language, Grade 4</p>			
<p>Applying conventions of standard English including grammar, usage, and mechanics, as well as using language to convey meaning effectively.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; Narrative Project, Weather and Climate Project; Retelling of Traditional Tales Project; Sports and Society Project; Houghton Mifflin English Workbooks</p>
<p>Determining or clarifying the meaning of words through context clues, understanding word relationships and nuances in meanings, acquiring and using content specific words, and understanding the structure of words.</p>		<p>ARC Core: Units 1-4</p>	<p>ARC Core IRLA Tool Kits; ARC Core Leveled Library; IRLA Framework; ARC Core Three Tiers of Vocabulary Graphic Organizer</p>

Focus Areas of Instruction

Upper, Grades 5 & 6

Reading, Grade 5

PA Academic Standards

Upper, Grades 5 & 6

Curriculum Resources

Upper, Grades 5 & 6

Assessments

Upper, Grades 5 & 6

Learning new words, facts, and ideas from reading, as well as interpreting and summarizing texts.

CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words...

CC.1.2.6.A / CC.1.3.6.A Determine the central idea...and how it is conveyed through particular details; provide a summary... / Determine a theme or central idea...and how it is conveyed through particular details; provide a summary...

ARC Core IRLA Tool Kits and ARC Core Leveled Library; Novel Units: ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2; HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning;"Holes Figurative Language Analyzer" by Created for Learning; Holes Literature Guide, Secondary Solutions, LLC (copyright 2010); PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan, Engage New York Grade 6, Module 1, Units 1-3;"Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths; THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3; INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; Book Report- teacher created choice menu; Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle

ARC Core IRLA Framework, ARC Core IRLA Tool Kit, Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, Word models, graphic organizers, Text-Dependent Questions, A + Literature Interactive Notebook & teacher created rubrics; A + Literature A+ Literature Chapter Quizzes; A + Literature Final Test, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning;Holes Figurative Language Google Form Quiz by Created for Learning, Secondary Solutions Chapter Quizzes, Secondary Solutions Final Exam, vocabulary squares, comprehension questions, Selected Response questions, Venn Diagrams, anchor charts,"Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics; task cards,

Reading and discussing a variety of texts from multiple genres.

CC.1.1.5.E Read with accuracy and fluency to support comprehension...

CC.1.2.6.B / CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences, and/or generalizations drawn from the text.

ARC Core IRLA Tool Kits and ARC Core Leveled Library//ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010)//PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010) //BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3; //INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//Book reports-teacher created choice menu

ARC Core IRLA Framework, ARC Core IRLA Tool Kit, Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, Text-Dependent Questions, A+ Literature Chapter Quizzes; A + Literature Final Test, Secondary Solutions Chapter Quizzes, Secondary Solutions Final Exam, comprehension questions, Selected Response questions,"Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics

Shifting gradually to deeper comprehension, combining literacy skills and content knowledge.

CC.1.2.5.A / CC.1.3.5.A Determine two or more main ideas...and explain how they are supported by key details; summarize the text / Determine a theme of a text from details...including how characters...respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.2.6.C / CC.1.3.6.C Analyze...how a key individual, event, or idea is introduced, illustrated, and elaborated... / Describe how a... plot unfolds...how the characters respond or change...

ARC Core IRLA Tool Kits and ARC Core Leveled Library//ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010)//PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010) //BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//Book reports-teacher created choice menu

ARC Core IRLA Framework; ARC Core IRLA Tool Kit, Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, Word models, graphic organizers, Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; A + Literature Interactive Notebook & teacher created rubrics; A + Literature Chapter Quizzes; A + Literature Final Test; teacher created Mini Research Project Rubric, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; Holes Figurative Language Google Form Quiz by Created for Learning, Secondary SolutionsChapter Quizzes, Secondary Solutions Final Exam, Kate Barlow Opinion Essay, vocabulary squares, comprehension questions, mock trial, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Selected Response questions, Venn Diagram, anchor charts, two-voice poem;"Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics; Tracing an Argument worksheets, task cards, student debate;

Engaging in word study instruction and fluency practice as needed.

CC.1.2.5.B / CC.1.3.5.B Cite textual evidence by quoting accurately...to explain what the text says explicitly and make inferences.

CC.1.2.6.D / CC.1.3.6.D Determine an author's point of view or purpose...explain how it is conveyed in a text / Determine an author's purpose in a text and explain how it is conveyed in a text.

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ARC Core IRLA Framework; ARC Core IRLA Tool Kit, Students' annotated texts, Word models, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; Holes Figurative Language Google Form Quiz by Created for Learning, vocabulary squares, comprehension questions, entrance tickets

Interacting with text through close reading, analysis, and interpretation.

CC.1.2.5.C / CC.1.3.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts...based on specific information... / Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

CC.1.2.6.E / CC.1.3.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections / Analyze how the structure of a text contributes to the development of theme, setting, and plot.

ARC Core IRLA Tool Kits and ARC Core Leveled Library; Novel Units: ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2; HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning; Holes Figurative Language Analyzer" by Created for Learning; Holes Literature Guide, Secondary Solutions, LLC (copyright 2010); PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan, Engage New York Grade 6, Module 1, Units 1-3;"Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths; THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3; INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; Book Report- teacher created choice menu; Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle, Pixar Short Films on You Tube "Lifted" (or teacher selected)/Plot Diagram

ARC Core IRLA Framework; ARC Core IRLA Tool Kit, Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, Word models, graphic organizers, Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; A + Literature Interactive Notebook & teacher created rubrics; A + Literature Chapter Quizzes; A + Literature Final Test; teacher created Mini Research Project Rubric, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; Holes Figurative Language Google Form Quiz by Created for Learning, Secondary SolutionsChapter Quizzes, Secondary Solutions Final Exam, Kate Barlow Opinion Essay, vocabulary squares, comprehension questions, mock trial, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Selected Response questions, Venn Diagram, anchor charts, two-voice poem;"Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics; Tracing an Argument worksheets, task cards, student debate;

Engaging and interacting with the text (deep reading of text) to discern not only the craft of the writer, but the connectivity to other texts and citing evidence to support a conclusion.

CC.1.2.5.D / CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view... / Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view....

CC.1.2.6.F / CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

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Reading, Grade 6

CC.1.2.5.E / CC.1.3.5.E Use text structure...to interpret information.../ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure....

Interacting with text through close reading, analysis, and interpretation.

CC.1.2.5.F / CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text....

CC.1.2.6.G / CC.1.3.6.G Integrate information presented to develop a coherent understanding of a topic or issue / Compare and contrast...reading a story...to listening to or viewing an audio, video, or live version...

CC.1.2.6.H / CC.1.3.6.H Evaluate an author's argument by examining claims... / Compare and contrast texts...in terms of the approaches to similar themes and topics...use of additional literary elements.

ARC Core IRLA Tool Kits and ARC Core Leveled Library; Novel Units: ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2; HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning"Holes Figurative Language Analyzer" by Created for Learning; Holes Literature Guide, Secondary Solutions, LLC (copyright 2010); PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan, Engage New York Grade 6, Module 1, Units 1-3;"Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths; THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3; INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; Book Report- teacher created choice menu; Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle, Pixar Short Films on YouTube "Lifted" (or teacher selected)/Plot Diagram

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Engaging and interacting with the text (deep reading of text) to discern not only the craft of the writer, but the connectivity to other texts and citing evidence to support a conclusion.

CC.1.2.5.G / CC.1.3.5.G Draw on information...locate an answer to a question quickly or to solve a problem efficiently / Analyze how visual...elements contribute to the meaning, tone, or beauty of a text...

CC.1.2.6.J / CC.1.3.6.J Acquire and use accurately...general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase...

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Writing, Grade 5 & 6

Writing routinely over extended periods (research, reflection, and revision) and shorter periods (a single sitting) for a range of tasks, purposes, and audiences.

Engaging with systematic and explicit instruction in basic writing skills including handwriting, spelling, and grammar.

CC.1.2.5.H / CC.1.3.5.H Determine how an author supports particular points in a text through reasons and evidence / Compare and contrast texts...on their approaches to similar themes and topics...

CC.1.2.5.J / CC.1.3.5.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K / CC.1.3.5.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.

CC.1.2.5.L / CC.1.3.5.K Read and comprehend literary nonfiction and informational...reading independently and proficiently / Read and comprehend literary fiction...reading independently and proficiently.

CC.1.2.6.K / CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.

CC.1.2.6.L / CC.1.3.6.K Read and comprehend literary nonfiction and informational text...reading independently and proficiently / Read and comprehend literary fiction...reading independently and proficiently.

CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. (CC.1.4.6.S-analytical writing- encompasses all writing domains).

CC.1.4.6.T With guidance...develop/strengthen writing... revising, editing, rewriting, or trying a new approach.

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Houghton Mifflin English textbook, Grade 5;Houghton Mifflin English textbook, Grade 6, SadlierConnect.com; YouTube Grammar Songs (teacher selected); Writing Workshops (teacher created structure); Khan Academy selected grammar lessons; Kahoot; ABCYa "Parts of Speech Quests"Esperanza Rising Grammar Package Commas Conjunctions (Digital Distance Learning) by Created for Learning; Engage New York, 5th Grade Module 1, Units 1-2, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning, Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), Engage New York Grade 6, Module 1, Units 1-3; Engage New York, 6th grade, Module 2A, Units 1-3;Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8;

Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, graphic organizers, Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; A + Literature Interactive Notebook & teacher created rubrics; A + Literature Final Test; teacher created Mini Research Project Rubric, Secondary Solutions Final Exam, Kate Barlow Opinion Essay, comprehension questions, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Selected Response questions, Venn Diagram, two-voice poem;"Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics; Tracing an Argument worksheets Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; graphic organizers, Partner Writing paragraph, Text-Dependent Questions,Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; teacher created rubrics essay rubrics/checklists; teacher created Mini Research Project Rubric, Kate Barlow Opinion Essay, comprehension questions, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Venn Diagram, "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics

Employing detail in writing, sustaining a focus, and producing well-organized writing.	CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. (CC.1.4.5.S-analytical writing- encompasses all writing domains).	CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources...	Engage New York, 5th Grade Module 1, Units 1-2, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning, Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), Engage New York Grade 6, Module 1, Units 1-3; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach; Mythical Creature Project packet, teacher created;The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), Watsons Go to Birmingham, 1963 Final Project Choice Menu (teacher created), Engage New York, 6th grade, Module 2A, Units 1-3;Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; The Anatomy of a Text Dependent Analysis TDA (Prompt), Pennsylvania Department of Education, copyright 2018; The Thompson TDA Model, Pennsylvania Department of Education, copyright 2020;Book reports-teacher created choice menu; "A Magical Guide to Avoiding Plagiarism" by Kate Hart, Collins Writing Components: FCA, ICE; "Buckle Down to the Common Core Standards, 6, English Language Arts, Lesson 15 Research Writing (copyright 2011),	Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; graphic organizers, Partner Writing paragraph, Text-Dependent Questions,Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; teacher created rubrics essay rubrics/checklists; teacher created Mini Research Project Rubric, Kate Barlow Opinion Essay, comprehension questions, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Venn Diagram, "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics
Gathering information, evaluating sources, citing evidence, and responding analytically.	CC.1.4.5.T With guidance...develop/strengthen writing... revising, editing, rewriting, or trying a new approach.	CC.1.4.6.W Gather relevant information...assess the credibility...and quote or paraphrase...while avoiding plagiarism and providing basic bibliographic information for sources.	Engage New York, 5th Grade Module 1, Units 1-2, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning, Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), Engage New York Grade 6, Module 1, Units 1-3; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach; Mythical Creature Project packet, teacher created;The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), Watsons Go to Birmingham, 1963 Final Project Choice Menu (teacher created), Engage New York, 6th grade, Module 2A, Units 1-3;Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; The Anatomy of a Text Dependent Analysis TDA (Prompt), Pennsylvania Department of Education, copyright 2018; The Thompson TDA Model, Pennsylvania Department of Education, copyright 2020;Book reports-teacher created choice menu; "A Magical Guide to Avoiding Plagiarism" by Kate Hart, Collins Writing Components: FCA, ICE; "Buckle Down to the Common Core Standards, 6, English Language Arts, Lesson 15 Research Writing (copyright 2011),	Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; graphic organizers, Partner Writing paragraph, Text-Dependent Questions,Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; teacher created rubrics essay rubrics/checklists; teacher created Mini Research Project Rubric, Kate Barlow Opinion Essay, comprehension questions, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Venn Diagram, "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics
Focusing on the writing process as a means of producing and improving writing.	CC.1.4.5.V Conduct short research projects that use several sources to build knowledge...	CC.1.4.6.X Write routinely over extended time... (time for research, reflection, and revision) and shorter time...(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Engage New York, 5th Grade Module 1, Units 1-2, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning, Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), Engage New York Grade 6, Module 1, Units 1-3; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach; Mythical Creature Project packet, teacher created;The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), Watsons Go to Birmingham, 1963 Final Project Choice Menu (teacher created), Engage New York, 6th grade, Module 2A, Units 1-3;Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; The Anatomy of a Text Dependent Analysis TDA (Prompt), Pennsylvania Department of Education, copyright 2018; The Thompson TDA Model, Pennsylvania Department of Education, copyright 2020;Book reports-teacher created choice menu; "A Magical Guide to Avoiding Plagiarism" by Kate Hart, Collins Writing Components: FCA, ICE; "Buckle Down to the Common Core Standards, 6, English Language Arts, Lesson 15 Research Writing (copyright 2011),	Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; graphic organizers, Partner Writing paragraph, Text-Dependent Questions,Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; teacher created rubrics essay rubrics/checklists; teacher created Mini Research Project Rubric, Kate Barlow Opinion Essay, comprehension questions, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Venn Diagram, "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics

Building knowledge on a subject through research projects and responding analytically to literary and informational sources.

CC.1.4.5.X Write routinely over extended time...for a range of discipline-specific tasks, purposes....

CC.1.5.6.A Engage effectively in a range of collaborative discussions...

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Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; graphic organizers, Partner Writing paragraph, Text-Dependent Questions,Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; teacher created rubrics essay rubrics/checklists; teacher created Mini Research Project Rubric, Kate Barlow Opinion Essay, comprehension questions, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Venn Diagram, "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics

Speaking & Listening, Grade 5

CC.1.5.5.A Engage effectively in a range of collaborative discussions...

CC.1.5.6.C Interpret information...and explain how it contributes to a topic, text, or issue...

CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported...

CC.1.5.6.D Present claims...use appropriate eye contact, adequate volume, and clear pronunciation.

Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.

CC.1.5.5.D Report on a topic ...sequencing ideas logically and using appropriate facts and relevant, descriptive details...speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.6.E Adapt speech to a variety of contexts and tasks.

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), "Holes" movie (2003); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach, Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths;//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010)//BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//OTHER: Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle;

ALL Units: ARC Core IRLA Framework; PERCY JACKSON Unit: Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; annotated texts, chapter questions, recording forms, Quickwrites, Word models, graphic organizer (for various essays), Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; WATSONS Unit: A + Literature Interactive Notebook & teacher created rubrics; A + Literature Chapter Quizzes; A + Literature Final Test; teacher created Mini Research Project Rubric, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; HOLES Unit: Holes Figurative Language Google Form Quiz by Created for Learning, Chapter Quizzes, Final Exam, Kate Barlow Opinion Essay, vocabulary squares, quick writes, entrance tickets, comprehension questions, mock trial, informative/explanatory essay; BUD NOT BUDDY Unit: Rules to Live by Informative Essay, Informative Essay Map graphic organizer, Tracking Bud's Rules Graphic Organizer, Figurative Language in Bud, Not Buddy Graphic Organizer, Selected Response questions, exit tickets, entrance tickets, Author's Word Tone and Choice Graphic Organizer, Mid Unit Assessment, End of Unit Assessment, Annotated Steve Jobs speech, Forming Evidence Based Claims graphic Organizer, Connecting Events in the Steve Jobs speech to those in Bud, Not Buddy graphic organizer, Venn Diagram, ; ESPERANZA Unit: annotated texts, anchor charts, entrance tickets, exit tickets, Mid Unit Assessments, note catchers, text-dependent questions, two-voice poem, Accordion graphic organizer, End of Unit Assessments; INFORMATIONAL TEXT MINI UNIT: Exit Tickets, Tracing an Argument worksheets, task cards, Mid-Unit Assessment, student debate; teacher created presentation listening activity worksheet, OTHER: "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics, presentation rubric

Participating in a variety of structured conversations: partner, small group, whole class.

CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate....

CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking...

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), "Holes" movie (2003); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach, Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths;//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010)//BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//OTHER: Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle;

Engaging in collaborative communication and taking part in discussions. **CC.1.5.5.G** Demonstrate command of the conventions of standard English...

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), "Holes" movie (2003); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach, Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths;//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010)//BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//OTHER: Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle;

ALL Units: ARC Core IRLA Framework; PERCY JACKSON Unit: Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; annotated texts, chapter questions, recording forms, Quickwrites, Word models, graphic organizer (for various essays), Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; WATSONS Unit: A + Literature Interactive Notebook & teacher created rubrics; A + Literature Chapter Quizzes; A + Literature Final Test; teacher created Mini Research Project Rubric, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; HOLES Unit: Holes Figurative Language Google Form Quiz by Created for Learning, Chapter Quizzes, Final Exam, Kate Barlow Opinion Essay, vocabulary squares, quick writes, entrance tickets, comprehension questions, mock trial, informative/explanatory essay; BUD NOT BUDDY Unit: Rules to Live by Informative Essay, Informative Essay Map graphic organizer, Tracking Bud's Rules Graphic Organizer, Figurative Language in Bud, Not Buddy Graphic Organizer, Selected Response questions, exit tickets, entrance tickets, Author's Word Tone and Choice Graphic Organizer, Mid Unit Assessment, End of Unit Assessment, Annotated Steve Jobs speech, Forming Evidence Based Claims graphic Organizer, Connecting Events in the Steve Jobs speech to those in Bud, Not Buddy graphic organizer, Venn Diagram, ; ESPERANZA Unit: annotated texts, anchor charts, entrance tickets, exit tickets, Mid Unit Assessments, note catchers, text-dependent questions, two-voice poem, Accordion graphic organizer, End of Unit Assessments;; INFORMATIONAL TEXT MINI UNIT: Exit Tickets, Tracing an Argument worksheets, task cards, Mid-Unit Assessment, student debate; teacher created presentation listening activity worksheet, OTHER: "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics, presentation rubric

Speaking & Listening, Grade 6

Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), "Holes" movie (2003); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach, Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths;//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010)//BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//OTHER: Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle;

ALL Units: ARC Core IRLA Framework; PERCY JACKSON Unit: Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; annotated texts, chapter questions, recording forms, Quickwrites, Word models, graphic organizer (for various essays), Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; WATSONS Unit: A + Literature Interactive Notebook & teacher created rubrics; A + Literature Chapter Quizzes; A + Literature Final Test; teacher created Mini Research Project Rubric, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; HOLES Unit: Holes Figurative Language Google Form Quiz by Created for Learning, Chapter Quizzes, Final Exam, Kate Barlow Opinion Essay, vocabulary squares, quick writes, entrance tickets, comprehension questions, mock trial, informative/explanatory essay; BUD NOT BUDDY Unit: Rules to Live by Informative Essay, Informative Essay Map graphic organizer, Tracking Bud's Rules Graphic Organizer, Figurative Language in Bud, Not Buddy Graphic Organizer, Selected Response questions, exit tickets, entrance tickets, Author's Word Tone and Choice Graphic Organizer, Mid Unit Assessment, End of Unit Assessment, Annotated Steve Jobs speech, Forming Evidence Based Claims graphic Organizer, Connecting Events in the Steve Jobs speech to those in Bud, Not Buddy graphic organizer, Venn Diagram, ; ESPERANZA Unit: annotated texts, anchor charts, entrance tickets, exit tickets, Mid Unit Assessments, note catchers, text-dependent questions, two-voice poem, Accordion graphic organizer, End of Unit Assessments;; INFORMATIONAL TEXT MINI UNIT: Exit Tickets, Tracing an Argument worksheets, task cards, Mid-Unit Assessment, student debate; teacher created presentation listening activity worksheet, OTHER: "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics, presentation rubric

Assuming responsibility for small-group discussions.

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; //THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010) //BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3

Text-Dependent Questions, Figurative Language Activities, partner writing paragraph, peer editing

Talking about texts in order to develop knowledge of academic language and conceptual understanding.

Discussing and making connections among multiple texts using intra-, inter-, and extratextual questions.

Language, Grade 5 & 6

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), "Holes" movie (2003); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach, Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths;//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010)//BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//OTHER: Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle;

ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2//HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning,Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), "Holes" movie (2003); //PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan,Engage New York Grade 6, Module 1, Units 1-3, "Percy Jackson and the Olympians: The Lightning Thief" Movie; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach, Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths;//THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010)//BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3//INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8//OTHER: Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle;

ARC Core IRLA Framework; ARC Core IRLA Tool Kit, Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, Word models, graphic organizers, Partner Writing paragraph, Text-Dependent Questions, Comparison Contrast (Book vs. Movie) Essay/Rubric; Mythical Creature Narrative Essay & Project Rubrics; Prometheus Theme Analysis Essay Checklist/Rubric; A + Literature Interactive Notebook & teacher created rubrics; A + Literature Chapter Quizzes; A + Literature Final Test; teacher created Mini Research Project Rubric, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; Holes Figurative Language Google Form Quiz by Created for Learning, Secondary SolutionsChapter Quizzes, Secondary Solutions Final Exam, Kate Barlow Opinion Essay, vocabulary squares, comprehension questions, mock trial, HOLES informative/explanatory essay; Rules to Live by Informative Essay, Selected Response questions, Venn Diagram, anchor charts, two-voice poem;"Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics; Tracing an Argument worksheets, task cards, student debate;

Applying conventions of standard English including grammar, usage, and mechanics, as well as using language to convey meaning effectively.

Determining or clarifying the meaning of words through context clues, understanding word relationships and nuances in meanings, acquiring and using content specific words, and understanding the structure of words.

Houghton Mifflin English textbook, Grade 5; Houghton Mifflin English textbook, Grade 6, SadlierConnect.com; YouTube Grammar Songs (teacher selected); Writing Workshops (teacher created structure); Khan Academy selected grammar lessons; Kahoot; ABCYa "Parts of Speech Quests", Esperanza Rising Grammar Package Commas Conjunctions (Digital Distance Learning) by Created for Learning; Engage New York, 5th Grade Module 1, Units 1-2, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning, Holes Literature Guide, Secondary Solutions, LLC (copyright 2010), Engage New York Grade 6, Module 1, Units 1-3; "Book Vs. Movie Compare & Contrast Writing Unit" by Got to Teach; Mythical Creature Project packet, teacher created; The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), Watsons Go to Birmingham, 1963 Final Project Choice Menu (teacher created), Engage New York, 6th grade, Module 2A, Units 1-3; Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; The Anatomy of a Text Dependent Analysis TDA (Prompt), Pennsylvania Department of Education, copyright 2018; The Thompson TDA Model, Pennsylvania Department of Education, copyright 2020; Book reports-teacher created choice menu; "A Magical Guide to Avoiding Plagiarism" by Kate Hart, Collins Writing Components: FCA, ICE; "Buckle Down to the Common Core Standards, 6, English Language Arts, Lesson 15 Research Writing (copyright 2011),

ARC Core IRLA Tool Kits and ARC Core Leveled Library; Novel Units: ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2; HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning; Holes Figurative Language Analyzer" by Created for Learning; Holes Literature Guide, Secondary Solutions, LLC (copyright 2010); PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan, Engage New York Grade 6, Module 1, Units 1-3; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths; THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3; INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; Book Report- teacher created choice menu; Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle

Unit specific: essays, research projects, book reports, written classwork, TDA, text-dependent questions

ARC Core IRLA Framework, ARC Core IRLA Tool Kit, Engage New York Lesson Exit Tickets; Engage New York Mid-Unit Assessments; Engage New York End of Unit Assessments; Engage New York Entrance Tickets; QuickWrites, Students' annotated texts, chapter questions, recording forms, Word models, graphic organizers, Text-Dependent Questions, A + Literature Interactive Notebook & teacher created rubrics; A + Literature A+ Literature Chapter Quizzes; A + Literature Final Test, Watsons Go to Birmingham Figurative Language Google Form Quiz by Created for Learning; Holes Figurative Language Google Form Quiz by Created for Learning, Secondary Solutions Chapter Quizzes, Secondary Solutions Final Exam, vocabulary squares, comprehension questions, Selected Response questions, Venn Diagrams, anchor charts, "Not Your Grandma's Book Report Bundle, 30 Ways to Respond to Literature (2015-2018, Kristen Stull) Rubrics; task cards,

Acquiring and using general academic and domain-specific words and phrases; gathering vocabulary knowledge.

ARC Core IRLA Tool Kits and ARC Core Leveled Library; Novel Units: ESPERANZA RISING book by Pam Munoz Ryan, Engage New York, 5th Grade Module 1, Units 1-2; HOLES, by Louis Sachar, HOLES Novel Study Unit Plan (Print & Digital DISTANCE LEARNING) by Created for Learning; "Holes Figurative Language Analyzer" by Created for Learning; Holes Literature Guide, Secondary Solutions, LLC (copyright 2010); PERCY JACKSON AND THE LIGHTNING THIEF by Rick Riordan, Engage New York Grade 6, Module 1, Units 1-3; "Mythology Unit : Context Clues and Allusions" packet by Rockin Resources; "Allusions to Greek Mythology Mini-Unit" by Literacy Loves Company; Reading Street Common Core textbook Grade 5.1, Unit 2, Week 3 & 4 Myths; THE WATSONS GO TO BIRMINGHAM, 1963 by Christopher Paul Curtis, The Watsons Go to Birmingham, 1963 A+ Literature Guides (copyright 2010), BUD, NOT BUDDY by Christopher Paul Curtis; Engage New York, 6th grade, Module 2A, Units 1-3; INFORMATIONAL TEXT ADD ON UNIT: Engage New York, 6th grade, Module 4, Unit 1, Lessons 3-8; Book Report- teacher created choice menu; Proverbs and Adages Activities & Task Cards | Figurative Language Practice by Kirsten's Kaboodle

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Focus Areas of Instruction

PA Academic Standards

Curriculum Resources

Assessments

Senior, Grades 7 & 8

Senior, Grades 7 & 8

Senior, Grades 7 & 8

Senior, Grades 7 & 8

Reading, Grade 7 & 8

Interacting with text through close reading, analysis, and interpretation.

CC.1.2.7.A / CC.1.3.7.A Determine two or more central ideas...analyze their development; provide objective summary... / Determine a theme or central idea...analyze its development...provide objective summary...

CC.1.2.8.A / CC.1.3.8.A Determine central idea and analyze its development...including its relationship to supporting ideas; provide objective summary... / Determine theme or central idea...and analyze its development...including its relationship to the characters, setting, and plot; provide objective summary.

A Long Walk to Water through Engage NY // Inside Out and Back again through Engage NY // PBL through Defined Learning // Info Text unit (in-house) // Unbroken (Engage NY) // Life in Motion (in-house) // The Pearl (in-house)

In-house formative assessments (exit slips, annotated sketches) // Project from Defined Learning // In-house summative assessments (TDA question on the books)

Engaging and interacting with the text (deep reading of text) to discern not only the craft of the writer, but the connectivity to other texts and citing evidence to support a conclusion.

CC.1.2.7.B / CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.B / CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

A Long Walk to Water through Engage NY // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commercial and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house) // Unbroken (Engage NY) // Life in Motion (in-house) // The Pearl (in-house)

In-house formative assessments (exit slips, annotated sketches) // Project from Defined Learning // In-house summative assessments (TDAs)

CC.1.2.7.C / CC.1.3.7.C Analyze the interactions between individuals, events, and ideas... / Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.2.8.C / CC.1.3.8.C Analyze how text makes connections among and distinctions between... / Analyze how particular dialogue/incidents...propel action, reveal character, or provoke a decision.

A Long Walk to Water through Engage NY // Inside Out and Back again through Engage NY // Unbroken through Engage NY // The Pearl (in-house) // Life in Motion (in-house) // Info Text Unit (in-house: Commercial and Propaganda, Video Games, or The Squirrel Trials) Unbroken (Engage NY) // Life in Motion (in-house) // The Pearl (in-house)

In-house formative assessments (exit slips, annotated sketches) // Graphic Organizers // In-house summative assessments (TDAs)

Writing, Grade 7 & 8

Writing routinely over extended periods (research, reflection, and revision) and shorter periods (a single sitting) for a range of tasks, purposes, and audiences.

CC.1.2.7.D / CC.1.3.7.D Determine author's point of view or purpose...analyze how author distinguishes his or her position... / Analyze how an author...contrasts the points of view of different characters or narrators...

CC.1.2.8.D / CC.1.3.8.D Determine author's point of view/purpose...analyze how author responds to conflicting evidence... / Analyze how differences in points of view...create...suspense or humor.

A Long Walk to Water through Engage NY // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commercial and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house)

In-house formative assessments: exit slips, annotated sketches // Graphic Organizers // In-house summative assessments: TDAs

CC.1.2.7.E / CC.1.3.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections... / Analyze how the structure or form of a text contributes to its meaning.

CC.1.2.8.E / CC.1.3.8.E Analyze structure...through evaluation of author's use of sentences/paragraphs to develop/refine concept; compare and contrast structure...and analyze how...contributes to its meaning/style.

A Long Walk to Water through Engage NY // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commercial and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house)

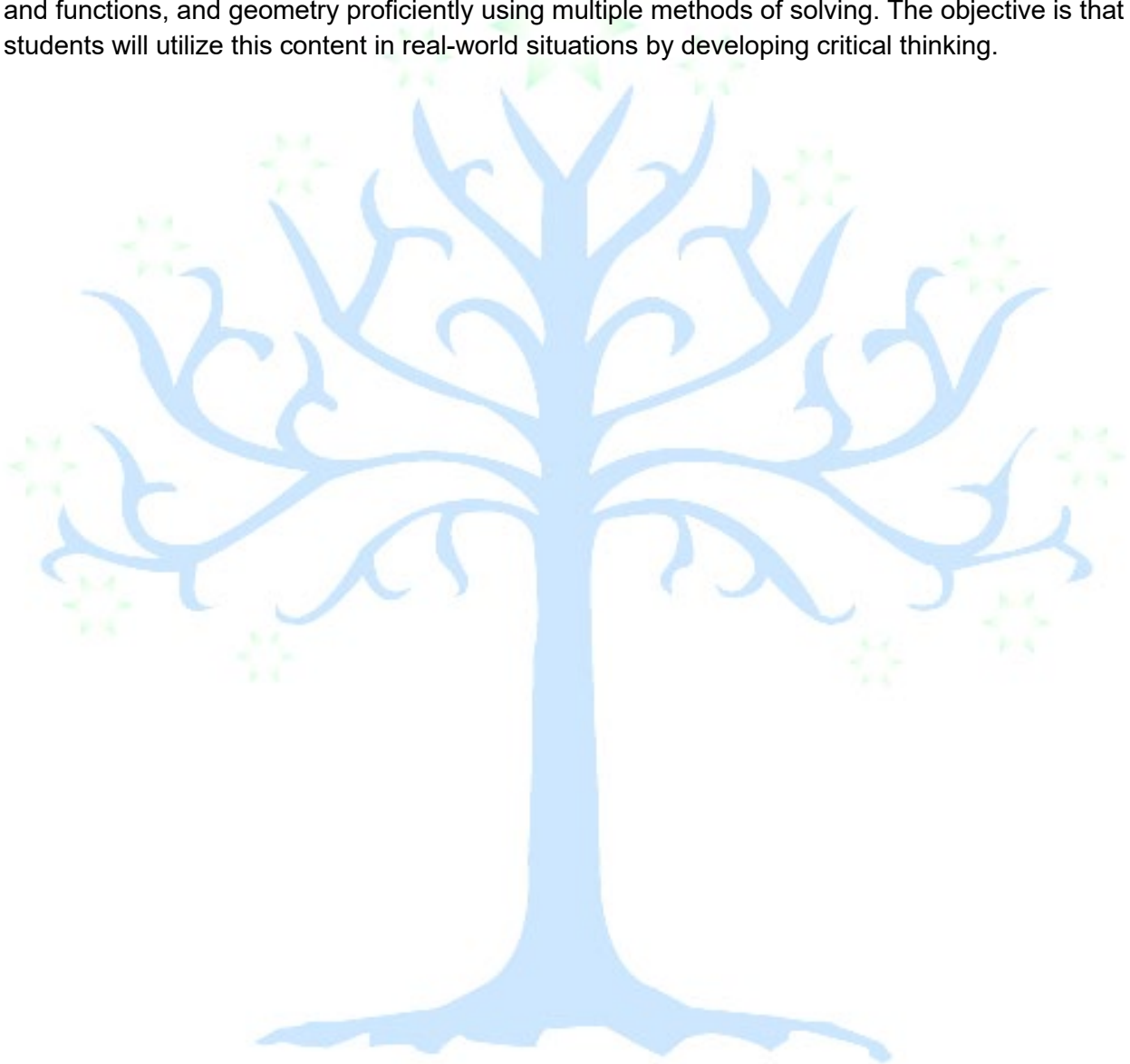
Formative Assessments (Graphic organizers and exit slips, in-house)

Employing detail in writing, sustaining a focus, and producing well-organized writing.	CC.1.2.7.F / CC.1.3.7.F Determine the meaning of words and phrases as they are used...including interpretation of figurative, connotative, and technical meanings.	CC.1.2.8.F / CC.1.3.8.F Analyze the influence of the words and phrases...including figurative, connotative, and technical meanings and how they shape meaning and tone.	Article of the Week (in-house) // Independent Reading (American Reading Corporation) // Inside Out and Back Again (Engage NY) // Poem of the Week (in-house)	Formative assessments (annotated texts)
Gathering information, evaluating sources, citing evidence, and responding analytically.	CC.1.2.7.G / CC.1.3.7.G Compare and contrast a text to an audio, video, or multimedia version... / Compare and contrast a written story, drama, or poem to its audio, filmed, stage or multimedia version...	CC.1.2.8.G / CC.1.3.8.G Evaluate the advantages and disadvantages of using different mediums... / Analyze the extent to which a filmed or live production...stays faithful to or departs from the text...	Unbroken (Engage NY) // The Monsters are Due on Maple Street (in-house)	Graphic Organizers, Mini-essay (in-house)
Building knowledge on a subject through research projects and responding analytically to literary and informational sources.	CC.1.2.6.H / CC.1.3.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence / Compare and contrast texts in different forms or genres in terms of the approaches to similar themes and topics as well as their use of additional literary elements.	CC.1.2.8.H Evaluate an author's argument, reasoning, and claims... / Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works...	Info text unit (in-house: Commercials and Propaganda, Video Games, or The Squirrel Trials) // Inside Out and Back Again (Engage NY) + A Long Walk to Water (Engage NY) // The Outsiders + Poems (in-house) // Argument Unit (in-house) // Propaganda Unit (in-house)	In-house formative assessments (exit slips, graphic organizers) // In-house summative assessments (TDAs, propaganda projects with in-house rubric, letter-essays)
Speaking & Listening, Grade 7 & 8	CC.1.2.7.J / CC.1.3.7.J Acquire and use accurately...general academic and domain-specific words...gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.8.J / CC.1.3.8.J Acquire and use accurately...general academic and domain-specific words/phrases; gather vocabulary knowledge when considering a word/phrase important to comprehension or expression.	A Long Walk to Water through Engage NY // Unbroken through Engage NY // The Pearl (in-house) // Life in Motion (in-house) // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning // Info Text unit (in-house) // Articles of the Week (in-house)	Exit slips
	CC.1.2.7.K / CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.	CC.1.2.8.K / CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases...choosing flexibly from a range of strategies and tools.	A Long Walk to Water through Engage NY // Unbroken through Engage NY // The Pearl (in-house) // Life in Motion (in-house) // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commercials and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house)	Formative Assessments (Exit slips, annotations) (in-house)
Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.	CC.1.2.7.L / CC.1.3.7.K Read and comprehend literary nonfiction and informational text...reading independently and proficiently / Read and comprehend literary fiction...reading independently and proficiently.	CC.1.2.8.L / CC.1.3.8.K Read and comprehend literary nonfiction and informational text...reading independently and proficiently / Read and comprehend literary fiction...reading independently and proficiently.	A Long Walk to Water through Engage NY // Unbroken through Engage NY // The Pearl (in-house) // Life in Motion (in-house) // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commercials and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house)	Exit Slips // Annotated articles
Assuming responsibility for small-group discussions.	CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. (CC. 1.4.7.S-analytical writing- encompasses all writing domains).	CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. (CC. 1.4.8.S-analytical writing- encompasses all writing domains).	A Long Walk to Water through Engage NY //Unbroken through Engage NY // The Pearl (in-house) // Life in Motion (in-house) // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commercials and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house)	In-house formative assessments (exit slips, annotated sketches) // In-house summative assessments (TDAs)
Talking about texts in order to develop knowledge of academic language and conceptual understanding.	CC.1.4.7.T With some guidance...develop/strengthen writing... revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T With some guidance...develop/strengthen writing... revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	PBL Project (Defined Learning: Playground Design OR Prosthetics) // Writing Workshop (in-house) // Writer's Notebook (in-house)	Writer's notebook checks //PBL project (Defined Learning) // Writing Workshop Rubric (in-house) // Letter-essays (in-house)
Discussing and making connections among multiple texts using intra-, inter-, and extratextual questions.	CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources... CC.1.4.7.W Gather relevant information...using search terms effectively; assess the credibility...and quote or paraphrase...while avoiding plagiarism and following a standard format for citation.	CC.1.4.8.V Conduct short research projects to answer a question...drawing on several sources... CC.1.4.8.W Gather relevant information...using search terms effectively; assess the credibility...and quote or paraphrase...while avoiding plagiarism and following a standard format for citation.	PBL Project (Defined Learning) // Mini-Research Units (in-house) PBL Project (Defined Learning) // Mini-Research Units (in-house)	PBL Project (Defined Learning) // Presentations (in-house) // Mini-essays (in-house) PBL Project (Defined Learning) // Presentations (in-house) // Mini-essays (in-house)
Language. Grade 7 & 8	CC.1.4.7.X Write routinely over extended time... (time for research, reflection, and revision) and shorter time...(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.8.X Write routinely over extended time... (time for research, reflection, and revision) and shorter time...(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	PBL Project (Defined Learning: Playground Design OR Prosthetics) // Writing Workshop (in-house) // Writer's Notebook (in-house) // Mini-Research Units (in-house)	Writer's notebook checks //PBL project (Defined Learning) // Writing Workshop Rubric (in-house) // Mini-Research Essays

<p>Applying conventions of standard English include grammar, usage, and mechanics, as well as using language to convey meaning effectively.</p>	<p>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>CC.1.5.8.A Engage effectively in a range of collaborative discussions...topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>A Long Walk to Water through Engage NY // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning // Info Text unit (in-house) // Articles of the Week (in-house) // Independent Reading (American Reading Corporation)</p>	<p>Exit slips // discussion rubric (Engage NY)</p>
<p>Determining or clarifying the meaning of unknown and multiple meaning words through context clues, understanding word relationships and nuances in meanings, and understanding the structure of words. Acquiring and using general academic and domain-specific words and phrases; gathering vocabulary knowledge.</p>	<p>CC.1.5.7.C Analyze main ideas and supporting details...and explain how the ideas clarify a topic, text...</p>	<p>CC.1.5.8.C Analyze the purpose of information...and evaluate the motives...behind its presentation.</p>	<p>Article of the Week (in-house) // Info Text Units (in-house: Commericals and Propaganda, Video Games, or The Squirrel Trials) // Propaganda Unit (in-house)</p>	<p>Annotations, TDA paragraphs, Projects (with in-house Propaganda Rubric)</p>
	<p>CC.1.5.7.D Present claims...emphasizing salient points in a focused, coherent manner...</p>	<p>CC.1.5.8.D Present claims...emphasizing salient points in a focused, coherent manner...</p>	<p>Inside Out and Back Again (Engage NY) // Mini-Research Units</p>	<p>Presentation Rubric (in-house) and Discussion Rubric (Engage NY)</p>
	<p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p>	<p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>	<p>A Long Walk to Water through Engage NY // Unbroken through Engage NY // The Pearl (in-house) // Life in Motion (in-house) // Inside Out and Back again through Engage NY // The Outsiders Unit (in-house) // PBL through Defined Learning: Playground Design or Prosthetics // Info Text unit (in-house: Commericals and Propaganda, Video Games, or The Squirrel Trials) // Articles of the Week (in-house)</p>	<p>Presentation Rubric (in-house) and Discussion Rubric (Engage NY)</p>
	<p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking...</p>	<p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking...</p>	<p>Inside Out and Back Again (Engage NY) // Mini-Research Units</p>	<p>Presentation Rubric (in-house)</p>

K-8 Mathematics Course Objective

The objective of the mathematics coursework is that students will understand, demonstrate, and apply the essential mathematics skills through hands-on manipulation that leads to abstract thinking through transitional strategies. Students will demonstrate skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, and geometry proficiently using multiple methods of solving. The objective is that students will utilize this content in real-world situations by developing critical thinking.



Focus on Effective Instruction: PA Core Standards for Mathematics

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments
<p>Kindergarten</p> <p>Numbers and Operations</p> <p>Know Number Names & Count Sequence: Rote counts to 100, Count forward beginning from a given number within the known sequence. Names numerals 0 – 20. Represent a number of objects with a written numeral 0-20.</p> <p>Count Objects: Uses one-to-one correspondence when counting to 20, State the total number of objects counted, demonstrating understanding that that last number named tells the number of objects counted. Understand that each successive number name refers to a quantity that is one larger.</p> <p>Compare Numbers & Place Value: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Compare two numbers between 1 and 10 presented as written numerals. Compose and decompose numbers up to 19 into ten and ones.</p> <p>Algebraic Concepts</p> <p>Add and Subtract with in 10: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem. Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation. For any number from 1 to 9, find the number that makes 10 when added to the given number, by using objects or drawings, and record the answer with a drawing or equation.</p> <p>Geometry</p> <p>Two- and Three-dimensional Shapes: Analyze and compare two-and three-dimensional shapes, in different sizes and orientations. Model shapes in the world by building shapes from components and drawing shapes. Use simple shapes to compose larger shapes.</p> <p>Measurement, Data, and Probability</p> <p>Describe and Compare Measurable Attributes: Describe measurable attributes of objects, such as length, weight, area or capacity. Describe several measurable attributes of a single object. Compare two objects with a measurable attribute in common and describe the difference.</p>	<p>Kindergarten</p> <p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects</p> <p>Standards for Mathematics Practices</p> <p>CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.</p> <p>MP1: Make sense of problems and persevere in solving them.</p> <p>Design structured and unstructured time for students to actively collaborate with their classmates to grow their skills in problem solving, cooperation, communication, innovation, reflection, self-regulation, and empathy.</p> <p>MP6: Attend to precision.</p> <p>Promote skills in cooperation and communication by providing opportunities in daily lessons for students to work in pairs counting objects and practicing fluency.</p> <p>MP7: Look for and make use of structure.</p> <p>Promote a sense of belonging by including math routines, such as number talks, choral counting, counting collections, and other counting routines, so that students see themselves as a part of a community.</p>	<p>Kindergarten</p> <p>Everyday Math: Daily Routines 1 and 3; Sections 1-9; Montessori: Sandpaper Numbers, Hanging Numbers to 10, Small Number Rods and Sheet, 100s Board, Bead Triangle</p> <p>Everyday Math: Daily Routines 1, 2, 3, 4, and 5; Sections 1-9; Montessori: Spindle Boxes, Hang Numbers to 10</p> <p>Everyday Math: Daily Routines 2 and 4; and Sections 1-9; Montessori: Golden Bead, Ten Board</p> <p>Everyday Math: Daily Routines 1 and 3; and Section 5, Section 7, Section 8; Montessori: Teen Board, Hanging Teens</p> <p>Everyday Math: Daily Routines 2, 3, and 5; and Sections 1-9; Montessori: Bead Addition</p> <p>Everyday Math: Sections 1-7 and 9; Montessori: Knobbed Cylinders (A-D), Knobless Cylinders (A-D), Water Pouring, Red Rods, Pink Tower, Brown Stairs</p> <p>Everyday Math: Sections 1-9; Montessori: Metal Insets, Geometric Solids, Triangle Box, Shapely Black Cat; Project Based Learning: 3D Shape Haunted House Project</p> <p>Everyday Math: All Sections - Lesson number 7 in each section, Montessori: Directed Building Works Levels 1, 2, and 3</p> <p>Everyday Math: All Sections - Daily Practice, Connections Section: Art, Literacy, Social Studies, Songs, etc., Math Enrichment: Every other day</p> <p>Everyday Math: Daily Routines 1-5 completed everyday during Circle Time</p> <p>Everyday Math: Daily Routines 1-5 completed everyday during Circle Time</p>	<p>Kindergarten</p> <p>Everyday Math: Practice Section, Formative Assessment, Everyday Math: Assessment Check-in, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section, Formative Assessment, Everyday Math: Assessment Check-in, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section, Formative Assessment, Number Scrolls, Everyday Math: Assessment Check-in, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section - done everyday, Formative Assessment, Everyday Math: Assessment Check-in, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section - done everyday, Everyday Math: Assessment Check-In, Formative Assessment, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section - done everyday, Everyday Math: Check-In, Formative Assessment, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section, Everyday Math: Assessment Check-In, Formative Assessment, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section, Everyday Math: Check-In, Formative Assessment, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section, Everyday Math: Check-In, Formative Assessment, Everyday Math: Activity Cards, Connect Ed</p> <p>Everyday Math: Practice Section, Everyday Math: Check-In, Formative Assessment, Everyday Math: Activity Cards, Connect Ed</p>

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments	
<p>Primary, Grades 1 & 2</p> <p>Numbers and Operations, Grade 1</p> <p>Count Sequence: Read and write numerals up to 120 and represent the number of objects with a written numeral.</p> <p>Place Value: Understand that the two digits of a two-digit number represent amounts of tens and ones. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 using concrete models or drawings. Subtract multiples of 10 in the range 10-90, using concrete models or drawings.</p>	<p>Primary, Grades 1 & 2</p> <p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.</p> <p>CC.2.1.2.B.1 Use place-value concepts to represent amounts of tens and ones and to compare three-digit numbers.</p> <p>CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.</p> <p>CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count to 1000.</p>	<p>Primary, Grades 1 & 2</p> <p>Grade 1 Everyday Math: Routines 1-6 Units 1 2 3 4 5; Technology: ConnectEd Resources; Montessori: 100 Board</p> <p>Grade 2 Everyday Math: Daily Routines 1 and 2 Units 2, 4, 6, 7, 9; Technology: ConnectEd Resources; Montessori: 100 Board</p>	<p>Primary, Grades 1 & 2</p> <p>Everyday Math: Practice Section, Everyday Math: Assessment Check-In, Everyday Math: Activity Cards, Unit Assessment Grade 1 Unit 1 2 3 4 5 and Grade 2 Unit 2 4 6 7 9, Morning Meeting, Slate Checkins, Thumbs Up/Down, Teacher-made Monthly Homework Menu</p>	
<p>Numbers and Operations, Grade 2</p> <p>Place Value: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Properties of operations to add and subtract: Add up to four two-digit numbers using strategies based on place value and properties of operations. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>	<p>Grade 1 Everyday Math: Routines 1 2 3 5: Units 1 4 5 6 8 9 2 3; Technology: ConnectEd Resources; Montessori: Golden Bead</p> <p>Grade 1 Everyday Math: Routines 1-3 Units 5-9; Technology: ConnectEd Resources; Montessori: Golden Bead</p> <p>Grade 1 Everyday Math: Routines 1 2 3 6 Units 1-9; Technology: ConnectEd Resources; Montessori: Golden Bead</p> <p>Grade 1 Everyday Math: Units 1-7 and 9; Technology: ConnectEd Resources</p>	<p>Grade 2 Everyday Math: Daily Routines 1 2 5 Units 1 2 3 4 6 7 9; Technology: ConnectEd Resources ; Montessori: Golden Bead</p> <p>Grade 2 Everyday Math: Daily Routines 1 3 5 6 Units 2 3 4 5 6 7 9; Technology: ConnectEd Resources; Montessori: Golden Bead</p> <p>Grade 2 Everyday Math: Daily Routines 1 2 3 5 6 Units 2 3 5 6 7 8 9; Technology: ConnectEd Resources ; Montessori: Golden Bead</p> <p>Grade 2 Everyday Math: Daily Routines 12 Sections 1 2 3 4 5 7 9; Technology: ConnectEd Resources</p>	<p>Everyday Math: Practice Section, Everyday Math: Assessment Check-In, Everyday Math: Activity Cards, Unit Assessment Grade 1 Units 5-9 and Grade 2 Units 2 3 4 5 6 7 9, Morning Meeting, Slate Checkins, Thumbs Up/Down, Teacher-made Monthly Homework Menu</p> <p>Everyday Math: Practice Section, Everyday Math: Assessment Check-In, Everyday Math: Activity Cards, Unit Assessment Grade 1 Unit 1-9 and Grade 2 Unit 1 2 3 4 5 7 9, Morning Meeting, Slate Checkins, Thumbs Up/Down, Teacher-made Monthly Homework Menu</p> <p>Everyday Math: Practice Section, Everyday Math: Assessment Check-In, Everyday Math: Activity Cards, Unit Assessment Grade 1 Unit 1-7 and 9 and Grade 2 Units 1 2 3 4 5 7 9, Morning Meeting, Slate Checkins, Thumbs Up/Down, Teacher-made Monthly Homework Menu</p>
<p>Algebraic Concepts, Grade 1</p> <p>Represent and Solve Problems Using Addition and Subtraction: Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Apply properties of operations as strategies to add and subtract.</p> <p>Algebraic Concepts, Grade 2</p> <p>Represent and solve problems using addition and subtraction: Fluently add and subtract within 20. Apply properties of operations as strategies to add and subtract. Use addition and subtraction within 100 to solve one- and two-step word problems. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p>	<p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>	<p>Everyday Math Grade 1 Units 7 8 9; Technology: ConnectEd Resources</p> <p>Everyday Math Grade 1 Units 3 4 5 9; Technology: ConnectEd Resources</p>	<p>Everyday Math: Grade 2 Units 2 5 6 7 8 1 3 9; Technology: ConnectEd Resources</p> <p>Everyday Math: Grade 2 Units 4 6 7 9; Technology: ConnectEd Resources</p>	
<p>Geometry, Grade 1</p> <p>Fractions: Partition circles and rectangles into two and four equal shares. Understand that decomposing into more equal shares creates smaller shares.</p>	<p>Standards for Mathematics Practices, Grade 1</p> <p>MP1: Make sense of problems and persevere in solving them.</p> <p>Position students by highlighting their successes with grade level content, as well as by strategically creating just-in-time supports and enrichment that provide every student opportunity to actively engage with grade level work.</p> <p>MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Communicate collective learning goals for the class as a whole to reinforce that students belong to a learning community where they can succeed and where they will be supported to grow.</p>	<p>Standards for Mathematics Practices, Grade 2</p> <p>MP1: Make sense of problems and persevere in solving them.</p> <p>Design question threads that prompt students to recognize frustration with a problem, manage the frustration without turning their back on the task, re-evaluate and look for an alternate pathway to a solution.</p> <p>MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Use discussion protocols to provide a safe environment for students to share their developing thinking and to allow for interactions where peers value multiple contributions.</p>	<p>Grade 1: Open Response Lessons 1.4, 2.5, 3.4, 4.4, 5.12, 6.8, 7.9, 8.4, 9.3 Grade 2: Open Response Lessons 1.5, 2.7, 3.1, 4.6, 5.11, 6.9, 7.2, 8.4, 9.3, 9.9;</p> <p>Grade 1: Open Response Lessons 1.4, 2.5, 3.4, 4.4, 5.12, 6.8, 7.9, 8.4, 9.3 Grade 2: Open Response Lessons 1.5, 2.7, 3.1, 4.6, 5.11, 6.9, 7.2, 8.4, 9.3, 9.9</p> <p>Grade 1: Open Response Lessons 1.4, 2.5, 3.4, 4.4, 5.12, 6.8, 7.9, 8.4, 9.3 Grade 2: Open Response Lessons 1.5, 2.7, 3.1, 4.6, 5.11, 6.9, 7.2, 8.4, 9.3, 9.9</p> <p>Grade 1 and 2 Everyday Math Units 1-9; Daily Routines</p>	<p>Everyday Math Open Response Assessments (Grade 1 Unit 1-9 and Grade 2 Unit 1-9)</p> <p>Everyday Math Open Response Assessments (Grade 1 Unit 1-9 and Grade 2 Unit 1-9)</p> <p>Everyday Math Open Response Assessments (Grade 1 Unit 1-9 and Grade 2 Unit 1-9)</p> <p>Everyday Math Open Response Assessments (Grade 1 Unit 1-9 and Grade 2 Unit 1-9)</p>

<p>Geometry, Grade 2</p>	<p>MP7: Look for and make use of structure.</p>	<p>MP8: Look for and express regularity in repeated reasoning.</p>		<p>Grade 1: Open Response Lessons 1.4, 2.5, 3.4, 4.4, 5.12, 6.8, 7.9, 8.4, 9.3 Grade 2: Open Response Lessons 1.5, 2.7, 3.1, 4.6, 5.11, 6.9, 7.2, 8.4, 9.3, 9.9</p>	<p>Everyday Math Open Response Assessments (Grade 1 Unit 1-9 and Grade 2 Unit 1-9)</p>
<p>Fractions: Partition circles and rectangles into two, three, or four equal shares. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Establish norms for participation within routines, such as number talks for addition and subtraction within 20 and choral counting within 120, to position every student as a competent mathematical thinker.</p>	<p>Empower students to self-monitor their individual progress as they use properties and patterns along the way toward knowing sums of two one-digit numbers from memory.</p>	<p>Grade 1 and 2 Everday Math Units 1-9; Daily Routines</p>	<p>Grade 2 Everyday Math: Units 1 3 8 2 9; Technology: ConnectEd Resources; Grade 1: Open Response Lessons 1.4, 2.5, 3.4, 4.4, 5.12, 6.8, 7.9, 8.4, 9.3 Grade 2: Open Response Lessons 1.5, 2.7, 3.1, 4.6, 5.11, 6.9, 7.2, 8.4, 9.3, 9.9</p>	<p>Everyday Math Open Response Assessments (Grade 1 and 2 Units 1-9); Everyday Math: Practice Section, Formative Assessment, Everyday Math: Assessment Check-In, Everyday Math: Activy Cards, Unit Assessment Grade 1 and 2 Unit 1-9, Morning Meeting, Slate Checkins, Thumbs Up/Down, Teacher-made Monthly Homework Menu</p>
<p>Measurement, Data, and Probability, Grade 1 Measurement Lengths: Order three objects by length; compare the lengths of two objects indirectly by using a third object, Use standard and non-standard units of measure to express the length of an objects a whole number of length units, Understand that the length measurement of an object is the number of same-size length units.</p>					
<p>Measurement, Data, and Probability, Grade 2 Measurement and Estimate Lengths in Standard Units: Measure the length of an object by selecting and using appropriate tools. Measure the same length with different-sized units then discuss the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa, Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another. Relate Addition and Subtraction to Length: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</p>					

Focus Areas of Instruction

Intermediate, Grades 3 & 4

Numbers and Operations, Grade 3

Place Value Properties of Operations: Perform multi-digit arithmetic, Demonstrate fluency of addition and subtraction. Round whole numbers to the nearest ten or hundred.

CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.

CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multidigit whole numbers.

CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.

Fractions: Develop an understanding of fractions as numbers. Represent fractions on a number line. Represent and generate equivalent fractions, Compare fractions with the same numerator or same denominator.

CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.

Numbers and Operations, Grade 4

Place Value Properties of Operations: Demonstrate an understanding of multi-digit whole numbers. Compare and round multi-digit numbers. Perform multi-digit arithmetic.

Fractions & Decimals: Demonstrate an understanding of fraction equivalence. Compare and order fractions. Solve problems involving fractions and mixed numbers, Use decimal notation for decimal fractions. Compare decimals and decimal fractions.

CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.

CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).

Algebraic Concepts, Grade 3

PA Academic Standards

Intermediate, Grades 3 & 4

Curriculum Resources

Intermediate, Grades 3 & 4

Everyday Math: Grade 3: Unit 1, 2 and 3. Grade 4: Unit 1, and 4. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 1, 2 and 3. Grade 4: Unit 1, 2, 4, 6, and 7. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 2, 4, 5, 7, 8
Technology: ConnectEd Resources

Everyday Math: Grade 4: Unit 3, 5, 7, and 8.
Technology: ConnectEd Resources

Everyday Math: Grade 4: Unit 3, 5, 7, and 8.
Technology: ConnectEd Resources

Everyday Math: Grade 4: Unit 3 and 8.
Technology: ConnectEd Resources

Assessments

Intermediate, Grades 3 & 4

Pre and Post (Beginning and End of the Year Assessments), End of Unit Assessment, Check for understanding, Homework, Entrance Ticket, Exit Tickets, OGAP, Homework Choice Board

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards.
Simon Says School: Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards.
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Multiplication, Division, Patterns: Represent and solve problems. Demonstrate an understanding of properties of multiplication. Demonstrate an understanding of the relationship between multiplication and division. Demonstrate fluency. Identify and explain patterns in ...

CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.

CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.

CC.2.2.3.A.3 Demonstrate multiplication and division fluency.

CC.2.2.3.A.4 Solve problems involving the four operations and identify and explain patterns in arithmetic.

CC.2.2.4.A.1 Represent and solve problems involving the four operations.

CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.

CC.2.2.4.A.4 Generate and analyze patterns using one rule.

Everyday Math: Grade 3: Unit 1, 2, 3, 5, 6, 8, and 9. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 1, 2, 3, 4, 5, 6, 7, 8, and 9. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 2, 3, 5, 6, 7, 8, and 9. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 2, 3, 5 and 6. Grade 4: Unit 2, 3, 4, 6, 7 and 8. **Technology:** ConnectEd Resources

Everyday Math: Grade 4: Unit 2, 3 and 6. **Technology:** ConnectEd Resources

Everyday Math: Grade 4: Unit 2, 3 and 7. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 1, 2, 3, 5, 7, 8 and 9. **Technology:** ConnectEd Resources

Everyday Math: Grade 4: Unit 1, 2, 5, 6 and 8. **Technology:** ConnectEd Resources

Everyday Math: Grade 4: Unit 1, 2, 5, 6 and 8. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 1, 2, 4, 7 and 9. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 1 and 9. **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 1, 3, 4, 8 and 9. Grade 4: Unit ____ **Technology:** ConnectEd Resources

Everyday Math: Grade 3: Unit 2, 3, 4, 5 and 10. **Technology:** ConnectEd Resources

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Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made Levels of Understanding Check, OGAP**

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Algebraic Concepts, Grade 4

Represent and Solve Problems, Number Theory, Patterns: Represent and solve problems verbally as equations. Use factors to represent numbers in various ways. Recognize that a whole number is a multiple of each of its factors. Generate and analyze patterns that follow a single rule.

Geometry, Grade 3

Two- and Three-dimensional Figures: Partition two-dimensional shapes into equal parts. Express the area of a partition as a unit fraction of the whole.

Geometry, Grade 4

Geometric Shapes and Figures: Draw and identify lines and angles. Classify shapes by properties of their lines and angles.

CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.

CC.2.3.4.A.2 Classify two dimensional figures by properties of their lines and angles.

Measurement, Data and Probability, Grade 3

Measurement, Data Displays, Time, Money: Tell and write time to nearest minute. Calculate time intervals. Represent and interpret data using various displays. Determine the area of a rectangle as it relates to multiplication and addition. Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.

CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.

CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.

CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.

CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.

Measurement, Data and Probability, Grade 4

Measurement, Data Displays: Solve problems involving measurements. Convert larger unit to smaller unit. Translate one type of data display to another. Represent and interpret data involving fractions.

CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.

Everyday Math: Grade 4: Unit 1, 2, 3, 4, 6, 7 and 8. **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

CC.2.4.4.A.2 Translate information from one type of data display to another.

Everyday Math: Grade 4: Unit 5, 7 and 8 **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Standards of Mathematics Practices

Standards for Mathematics Practices

MP2: Reason abstractly and quantitatively.

Draw on knowledge and experiences that students bring to mathematics by using multiple representations and contexts, for example when working with multiplication and division situations.

MP3: Construct viable arguments and critique the reasoning of others. Attend to the ways in which students position one another as capable or not capable of doing mathematics and provide opportunities for sharing student work, student thinking and solutions.

MP3: Construct viable arguments and critique the reasoning of others.

MP5: Use appropriate tools strategically.

Utilize student knowledge and past mathematical experiences by providing access to a wide variety of math tools when working on grade-level math. Position students as mathematically competent by creating a safe space for students to share their developing reasoning.

MP6: Attend to precision.

Establish discussion protocols to facilitate students' engagement in peer-to-peer mathematical discourse that supports active listening, values diverse perspectives and insights.

MP7: Look for and make use of structure.

Establish clear learning goals that promote mathematical learning. For example, in work with subtraction of multi-digit numbers, begin with one regrouping step using evidence of student learning to determine next steps.

Everyday Math: Grade 3: Units 2 and 3. Grade 4: Units 1, 5 and 7. **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Everyday Math: Grade 3: Units 2, 6 and 8. Grade 4: Unit 3. **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Everyday Math: Grade 3: Units 1 and 7. Grade 4: Units 5 and 6. **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Everyday Math: Grade 3: Units 4 and 5. Grade 4: Unit 2. **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Everyday Math: Grade 3: Units 3, 4 and 5. Grade 4: Units 1, 2, 4 and 6. **Technology:** ConnectEd Resources

Everyday Math: Beginning and End of the Year Assessments, End of Unit Tests, Assessment Check-Ins, Activity Cards. **Simon Says School:** Homework Choice Board (TPT). **Teacher-Made** Levels of Understanding Check

Focus Areas of Instruction

Upper, Grades 5 & 6

PA Academic Standards

Upper, Grades 5 & 6

Curriculum Resources

Upper, Grades 5 & 6

Assessments

Upper, Grades 5 & 6

Numbers and Operations, Grade 5

Place Value, Properties of Operations & Decimals: Demonstrate an understanding of rounding as it pertains to whole numbers and decimals. Read, write, and compare decimals. Use whole numbers and decimals to compute accurately.

CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

Fractions: Add, subtract, multiply and divide fractions to solve problems. Explain operations as they pertain to fractions.

CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

Everyday Math: Grade 5 Unit 4 (Lessons 1-5) and Unit 8, Skills Links Workbook **Manipulatives:** base 10 blocks **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Grade 5 Unit 2 (Lessons 2- 10), Unit 6 (Lessons 9- 12), Unit 8, Skills Link Workbook **Manipulatives:** base 10 blocks **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Grade 5 Unit 3 (Lessons 9- 12), Unit 5 (Lessons 1- 4), and Unit 8, Skills Link Workbook **Manipulatives:** Fraction Circles **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards **Simon Says School** Project Menu Choice Board (TPT) **Create Teach Share** Math Menus (TPT)

Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards **Simon Says School** Project Menu Choice Board (TPT) **Create Teach Share** Math Menus (TPT)

Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards **Simon Says School** Project Menu Choice Board (TPT) **Create Teach Share** Math Menus (TPT) **OGAP:** Exit Tickets, Beginning and End of Unit Assessments

<p style="text-align: center;">Numbers and Operations, Grade 6</p> <p>Ratios, Proportions & Percents: Represent ratio relationships in various forms, Determine unit rates in context. Convert measurement units using equivalent ratios. Solve problems using ratio and rate reasoning.</p> <p>Number Systems: Interpret and compute quotients of fraction. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Rational Numbers: Compare and order rational numbers. Use the distributive property to express a sum of two numbers. Use positive and negative numbers to represent quantities in real world contexts. Plot integers and other rational numbers on a number line and on a coordinate graph, Interpret the opposite and absolute value of an integer as its distance from zero on a number</p>	<p>CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>		<p>Everyday Math: Grade 5 Unit 5 (Lessons 5- 14) and Unit 8 Grade 6 Unit 2 (Lessons 5- 8) and Unit 8, Skills Link Workbook Manipulatives: fraction circles Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT) OGAP: Exit Tickets, Beginning and End of Unit Assessments</p>
<p style="text-align: center;">Algebraic Concepts, Grade 5</p> <p>Numerical Expression, Order of Operations & Patterns: Write and interpret numerical expressions. Evaluate expressions using the order of operations, Generate, analyze, and compare patterns.</p>	<p>CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.</p> <p>CC.2.2.5.A.4 Analyze patterns and relationships using two rules.</p>	<p>CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.</p>		<p>Everyday Math: Grade 6 Unit 2 (Lessons 9- 14), Unit 3 (Lessons 8- 11), Unit 8, Skills Links Workbook Manipulatives: pattern blocks Technology: ConnectEd Resources, commoncoresheets.com</p> <p>Everyday Math: Grade 6 Unit 1 (Lessons 10- 14), Unit 4 (Lessons 9- 14), and Unit 8, Skills Links Workbook Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT), Create Teach Share Math Menus (TPT), Percentage Kite Project</p> <p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p>
<p style="text-align: center;">Algebraic Concepts, Grade 6</p> <p>Algebraic Expressions and Equations: Write, identify and evaluate numerical expressions involving exponents. Write, read and evaluate algebraic expressions. Apply the properties of operations to generate equivalent expressions. Solve and interpret one variable equations or inequalities in real world and mathematical problems. Represent and analyze quantitative relationships between independent and dependent variables.</p>	<p>CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	<p>CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.</p> <p>CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.</p>		<p>Everyday Math: Grade 5 Unit 1 (Lessons 1, 11, and 12), Unit 2 (Lessons 6 and 7), and Unit 8, Skills Links Workbook Technology: ConnectEd Resources, commoncoresheets.com</p> <p>Everyday Math: Grade 5 Unit 4 (Lesson 9), Unit 7 (Lessons 10- 13), and Unit 8, Skills Links Workbook Technology: ConnectEd Resources, commoncoresheets.com</p> <p>Everyday Math: Grade 6 Unit 4 (Lessons 1- 8), Unit 5 (Lessons 2- 6), Unit 6 (Lessons 6 and 7), and Unit 8, Skills Links Workbook Manipulatives: balance scales Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p> <p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p> <p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p>
<p style="text-align: center;">Geometry, Grade 5</p> <p>Coordinate Plan: Plot points in quadrant I, Describe and interpret points given an ordered pair. Identify parts of a coordinate grid.</p>	<p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p> <p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p>			<p>Everyday Math: Grade 6 Unit 2 (Lessons 2- 6), Unit 4 (Lessons 3, 5, 10, and 11), Unit 6 (Lessons 1- 8), and Unit 8, Skills Link Workbook Manipulatives: balance scales Technology: ConnectEd Resources, commoncoresheets.com</p> <p>Everyday Math: Grade 6 Unit 7 (Lessons 3- 11), and Unit 8, Skills Links Workbook Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p> <p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p> <p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p>
<p style="text-align: center;">Geometry, Grade 6</p> <p>Area, Surface Area and Volume: Determine the area of triangles, quadrilaterals, irregular polygons and compound polygons. Find volumes of right rectangular prisms with fractional edge lengths.</p>	<p>CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p>	<p>CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.</p>		<p>Everyday Math: Grade 5 Unit 1 (Lessons 5- 12), Unit 6 (Lessons 6 and 7), and Unit 8, Grade 6 Unit 5 (Lessons 2- 12) and Unit 8, Skills Links Workbook Manipulatives: base 10 blocks Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p>
<p style="text-align: center;">Measurement, Data and Probability, Grade 5</p> <p>Measurement, Data Displays & Volume: Solve problems using simple conversions. Represent and interpret data using appropriate scale. Apply concepts of volume to solve problems. Relate volume to multiplication and to addition.</p>	<p>CC.2.4.5.A.2 Represent and interpret data using appropriate scale.</p>			<p>Everyday Math: Grade 5 Unit 6 (Lessons 4, 5, and 13) and Unit 8, Skills Link Workbook Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p>
<p style="text-align: center;">Measurement, Data and Probability, Grade 6</p> <p>Data Distribution: Display data in dot plots, histograms and box-and-whisker plots. Determine quantitative measures of center and variability.</p>	<p>CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.</p>			<p>Everyday Math: Grade 6 Unit 1 (Lessons 2- 9), Unit 3 (Lessons 12- 14), and Unit 8, Skills Link Workbook Technology: ConnectEd Resources, commoncoresheets.com</p>	<p>Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards Simon Says School Project Menu Choice Board (TPT) Create Teach Share Math Menus (TPT)</p>
<p style="text-align: center;">Standards for Mathematics Practices</p>		<p style="text-align: center;">Standards for Mathematics Practices</p>			

MP1: Make sense of problems and persevere in solving them.

Build community by providing group tasks to develop sense making and problem solving while deepening students' active engagement.

MP3: Construct viable arguments and critique the reasoning of others.

Gather student perspectives through written or verbal reflection so that students consider their learning, performance, and growth as learners.

MP7: Look for and make use of structure.

Position students as mathematically competent by encouraging various entry points and elevating different ways students see and use structure in problems.

MP1: Make sense of problems and persevere in solving them.

Allow students to check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

MP2: Reason abstractly and quantitatively.

Allow mathematical discourse that supports active listening, promotes diverse perspectives and insights, and allows students to consider others' reasoning to advance their own mathematical understanding.

Everyday Math: Grade 5 Unit 1- 8 Grade 6 Units 1- 8, Skills Links Workbooks **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Grade 5 Unit 7 Grade 6 Unit 1, 3, and 8, Skills Links Workbook **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Grade 5 Unit 1 and 5 Grade 6 Unit 1 and 6, Skills Link Workbook **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Grade 5 Unit 4 and 6 Grade 6 Unit 2 and 4, Skills Link Workbook **Technology:** ConnectEd Resources, commoncoresheets.com

Everyday Math: Beginning and End of the Year Assessments, Mid and End of Unit Tests, Assessment Check-Ins, Activity Cards **Simon Says School** Project Menu Choice Board (TPT) **Create Teach Share** Math Menus (TPT)

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Focus Areas of Instruction

Senior, Grades 7 & 8

Numbers and Operations, Grade 7

Ratios, Proportions and Percent: Compute unit rates associated with ratios of fractions. Recognize and represent proportional relationships between quantities. Use proportional relationships to solve multistep ratio and percent problems.

Rational Numbers: Solve real-world and mathematical problems involving the four operations with rational numbers.

Numbers and Operations, Grade 8

Rational Numbers and Irrational Numbers: Distinguish between rational and irrational numbers using their properties.

Algebraic Concepts, Grade 7

Algebraic Expressions and Equations: Model and solve real world and mathematical problems using multiple representations such as algebraic, graphical and using tables. Solve multi-step equations or inequalities with one variable. Solve and interpret multi-step real life and mathematical problems posed with positive and negative rational numbers.

Algebraic Concepts, Grade 8

Expressions: Apply concepts of integer exponents to generate equivalent expressions. Use and evaluate square roots and cube roots to represent solutions to equations.

Linear Equations: Analyze and describe linear relationships between two variables, using slope. Make connections between slope, lines and linear equations. Analyze, model and solve linear equations, Analyze and solve pairs of simultaneous equations. Interpret solutions to a linear equation and systems of two linear equations.

Functions: Define, interpret, and compare functions displayed algebraically, graphically, numerically in tables, or by verbal descriptions. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

PA Academic Standards

Upper, Grades 7 & 8

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers.

CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.

CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.

CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.

CC.2.2.8.C.1 Define, evaluate, and compare functions.

Curriculum Resources

Senior, Grades 7 & 8

Glencoe Math McGraw Hill Course 2 Chapter 1.2 - 1.6, 2.3, Daily Math Journals, Imagine Math

Glencoe Math McGraw Hill Course 2 Chapter 4.2 - 4.6, 4.8, Daily Math, Imagine Math

Glencoe Math McGraw Hill Course 3 Chapter 1.9 - 1.10, Daily Math Journals, Imagine Math

Glencoe Math McGraw Hill Course 2 Chapter 5.1 - 5.8, Daily Math Journals, Imagine Math

Glencoe Math McGraw Hill Course 3 Chapter 1.2 - 1.8, Daily Math Journals, Imagine Math

Glencoe Math McGraw Hill Course 3 Chapter 3.1 - 3.6, Daily Math Journals, Imagine Math

Glencoe Math McGraw Hill Course 3 Chapter 3.7 - 3.8, Daily Math Journals, Imagine Math

Glencoe Math McGraw Hill Course 3 Chapter 4.1 - 4.8, Daily Math Journals, Imagine Math

Assessments

Senior, Grades 7 & 8

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

<p style="text-align: center;">Geometry, Grade 7</p> <p>Area, Surface Area, Volume, Angle Measure, Circumference: Use properties of angle types and properties of angles formed when two parallel lines are cut by a transversal line to solve problems. Solve problems involving area and circumference of a circle(s). Solve mathematical problems involving area, volume and surface area of two- and three-dimensional objects. Describe the two-dimensional figures that result from slicing three-dimensional figures.</p>	<p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.</p> <p>CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.</p>	<p>Glencoe Math McGraw Hill Course 3 Chapter 4.9, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p>
<p style="text-align: center;">Geometry, Grade 8</p> <p>Geometric Relationships: Use various tools to understand and apply geometric transformations to geometric figures. Apply the Pythagorean Theorem and its converse to solve mathematical problems in two and three dimensions.</p> <p style="text-align: center;">Measurement, Data and Probability, Grade 7</p> <p>Data, Distributions and Random Sampling: Draw inferences about two populations based on random sampling concepts. Determine and approximate relative frequencies and probabilities of events, Find the probability of a simple event, including the probability of a simple event not occurring. Probability: Find probabilities of independent compound events. Predict the approximate relative frequency given the probability.</p> <p style="text-align: center;">Measurement, Data and Probability, Grade 8</p> <p>Data and Distributions: Construct, analyze, and interpret bivariate data displayed in scatter plots, Identify and use linear models to describe bivariate measurement data. Use frequencies to analyze patterns of association seen in bivariate data.</p>	<p>CC.2.3.8.A.2 Understand and apply congruence, similarity, and geometric transformations using various tools.</p> <p>CC.2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems.</p> <p>CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts.</p> <p>CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.</p> <p>CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.</p>	<p>Glencoe Math McGraw Hill Course 2 Chapter 7.1 - 7.2, 8.1 - 8.8, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p> <p>Glencoe Math McGraw Hill Course 2 Chapter 7.3 - 7.6, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p> <p>Glencoe Math McGraw Hill Course 3 Chapter 6.1 - 6.4, 7.1 - 7.7, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p> <p>Glencoe Math McGraw Hill Course 3 Chapter 5.5 - 5.6, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p> <p>Glencoe Math McGraw Hill Course 2 Chapter 10.1 - 10.5, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p> <p>Glencoe Math McGraw Hill Course 2 Chapter 9.1 - 9.7, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p> <p>Glencoe Math McGraw Hill Course 3 Chapter 9.1 - 9.6, Daily Math Journals, Imagine Math</p> <p>Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs</p>
<p style="text-align: center;">Standards for Mathematics Practices</p> <p>MP1: Make sense of problems and persevere in solving them.</p> <p>Communicate that students' thinking is valued to build trust and rapport by asking questions that elicit students' thinking, such as when students are analyzing proportional relationships.</p> <p>MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Elevate students by valuing different contributions students make when they share representations and make connections between these representations (for example, tables, graphs, equations, and verbal descriptions of proportional relationships).</p> <p>MP4: Model with mathematics.</p> <p>Bring in students' knowledge by ensuring materials and problems have a connection with learners while also providing opportunities to learn about the broader world, such as when solving rich tasks involving geometric measurement that have a significant modeling component.</p>	<p style="text-align: center;">Standards for Mathematics Practices</p> <p>MP1: Make sense of problems and persevere in solving them.</p> <p>Embed a systems and routines that allow students to engage in productive struggle and take ownership in their progress and growth toward intended learning outcomes.</p> <p>MP4: Model with mathematics.</p>	<p>Glencoe Math McGraw Hill Course 2</p> <p>Chapter 1.2-1.4, 1.PSI, 1.MCC, 1.5-1.9, 2.1, 2.II, 2.3-2.4, 2.PSI, 2.MCC, 2.5-2.8, 3.1, 3.PSI, 3.MCC, 3.4, 4.1-4.5, 4.PSI, 4.MCC, 4.6-4.8, 5.1-5.8, 6.2-6.5, 6.PSI, 6.MCC, 6.6-6.8, 7.1-7.3, 7.PSI, 7.5-7.6, 8.1-8.4, 8.PSI, 8.MCC, 8.5-8.8, 9.1-9.4, 9.PSI, 9.MCC, 9.5-9.7, 10.1-10.3, 10.PSI, 10.4-10.5</p> <p>Glencoe Math McGraw Hill Course 3</p> <p>Chapter 1.1, 1.3-1.4, 1.PSI, 1.MCC, 1.5-1.10, 2.1-2.3, 2.PSI, 2.MCC, 2.4-2.5, 3.1-3.5, 3.PSI, 3.MCC, 3.6-3.8, 4.1-4.4, 4.PSI, 4.5-4.9, 5.1-5.4, 5.PSI, 5.5-5.7, 6.1-6.2, 6.PSI, 6.MCC, 6.3-6.4, 7.1-7.2, 7.PSI, 7.MCC, 7.3-7.7, 8.1-8.3, 8.PSI, 8.4-8.6, 9.1-9.3, 9.PSI, 9.MCC, 9.4-9.6</p> <p>Glencoe Math McGraw Hill Course 2</p> <p>Chapter 1.II, 1.1-1.4, 1.PSI, 1.5-1.6, 1.II, 1.7-1.9, 2.II, 2.1-2.2, 2.3-2.4, 2.PSI, 2.II, 2.5-2.8, 2.II, 3.1-3.3, 3.II, 3.4, 3.II, 3.5, 4.1-4.8, 5.2, 5.II, 5.3-5.4, 5.PSI, 5.5-5.8, 6.II, 6.1, 6.II, 6.2, 6.II, 6.3, 6.II, 6.4, 6.II, 6.5, 6.PSI, 6.II, 6.6-6.7, 7.1-7.2, 7.II, 7.3, 7.II, 7.II, 7.4, 7.II, 7.5-7.6, 8.II, 8.1, 8.II, 8.2, 8.4, 8.PSI, 8.II, 8.5, 8.II, 8.6, 8.II, 8.7, 8.II, 8.8, 9.1, 9.II, 9.2, 9.II, 9.3-9.4, 9.II, 9.PSI, 9.MCC, 9.5, 9.II, 9.7, 10.1-10.2, 10.II, 10.3, 10.PSI, 10.II, 10.4, 10.II, 10.5</p> <p>Glencoe Math McGraw Hill Course 2</p> <p>Chapter 1.II, 1.3-1.4, 1.PSI, 1.5, 1.II, 1.II, 1.7-1.9, 2.II, 2.1-2.2, 2.II, 2.3-2.4, 2.PSI, 2.II, 2.6-2.8, 2.II, 3.1, 3.II, 3.2, 3.II, 3.3, 3.PSI, 3.II, 3.4, 4.II, 4.1-4.3, 4.5, 4.PSI, 4.6-4.8, 5.1-5.3, 5.PSI, 6.II, 6.3, 6.II, 6.4, 6.II, 6.5, 6.PSI, 6.II, 6.6, 6.8, 7.1, 7.3, 7.PSI, 7.II, 7.4-7.6, 8.1, 8.II, 8.2-8.4, 8.6, 8.II, 8.7, 8.II, 8.8, 9.1, 9.II, 9.3-9.4, 9.II, 9.6-9.7, 10.1-10.2, 10.II, 10.3, 10.PSI, 10.4-10.5</p> <p>Glencoe Math McGraw Hill Course 3</p>

Include regular collaborative opportunities for students to work together with others as a team on modeling tasks that provide multiple pathways for success and that require reasoning and problem solving.

MPS: Use appropriate tools strategically.

Provide opportunities for students to consider tools they may use to solve a problem and justify its appropriateness.

Chapter 1.1-1.2, 1.PSI, 1.6-1.7, 1.IJL, 1.10, 2.1, 2. IL, 2.2-2.3, 2.PSI, 2.4-2.5, 3.1-3.5, 3.PSI, 3.IJL, 3.7-3.8, 3.IJL, 4.1-4.2, 4.IJL, 4.3-4.4, 4.PSI, 4.5-4.8, 4.IJL, 4.9, 5.1, 5.4, 5.IJL, 5.6, 6.1, 6.PSI, 6.MCC, 6.3-6.4, 7.1-7.2, 7.PSI, 7.IJL, 7.3-7.6, 8.1, 8.PSI, 8.4, 9.1, 9. IL, 9.2-9.3, 9.PSI
 Glencoe Math McGraw Hill Course 3
 Chapter 1.1-1.2, 1.PSI, 1.6-1.7, 1.IJL, 1.10, 2.1, 2. IL, 2.2-2.3, 2.PSI, 2.4-2.5, 3.1-3.5, 3.PSI, 3.IJL, 3.7-3.8, 3.IJL, 4.1-4.2, 4.IJL, 4.3-4.4, 4.PSI, 4.5-4.8, 4.IJL, 4.9, 5.1, 5.4, 5.IJL, 5.6, 6.1, 6.PSI, 6.MCC, 6.3-6.4, 7.1-7.2, 7.PSI, 7.IJL, 7.3-7.6, 8.1, 8.PSI, 8.4, 9.1, 9. IL, 9.2-9.3, 9.PSI

Focus Areas of Instruction

Algebra I

Numbers and Operations

Operations with Real Numbers and Expressions:

Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents). Apply number theory concepts to show relationships between real numbers in problem solving settings. Use exponents, roots, and/or absolute values to solve problems. Use estimation strategies in problem-solving situations. Simplify expressions involving polynomials.

CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.

CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.

CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Linear Equations and Inequalities

Linear Equations: Write, solve, and/or graph linear equations using various methods. Write, solve, and/or graph systems of linear equations using various methods.

CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.

CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.

CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.

CC.2.2.HS.D.5 Use polynomial identities to solve problems.

CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.

Linear Inequalities: Write, solve, and/or graph linear inequalities using various methods. Write, solve, and/or graph systems of linear inequalities using various methods.

CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.

CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

Functions and Coordinate Geometry

Functions: Analyze and/or use patterns or relations. Interpret and/or use linear functions and their equations, graphs, or tables.

CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.

CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.

CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.

CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.

Coordinate Geometry: Describe, compute, and/or use the rate of change (slope) of a line. Analyze and/or interpret data on a scatter plot.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

Data Analysis

Data Analysis: Use measures of dispersion to describe a set of data. Use data displays in problem solving settings and/or to make predictions. Apply probability to practical situations.

C.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

PA Academic Standards

Curriculum Resources

Assessments

Pearson Algebra I Common Core Chapter 7, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapters 9-11, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 12, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 2, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 1, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 1, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 8, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 8, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 2, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapters 2-3, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapters 2-3 & 6, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 4, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 4, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapters 4-6, 9, & 12, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapters 4-5, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.
CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.

Standards for Mathematics Practices

MP3: Construct viable arguments and critique the reasoning of others.

Justify their conclusions, communicate them to others, and respond to the arguments of others.

MP4: Model with mathematics.

Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

MP5: Use appropriate tools strategically.

Pearson Algebra I Common Core Chapters 4-5, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 12, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 12, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapter 5, Daily Math Journals, Imagine Math Bi-weekly Quizzes, End of Chapter Tests, Homework, CDTs

Pearson Algebra I Common Core Chapters 1-12

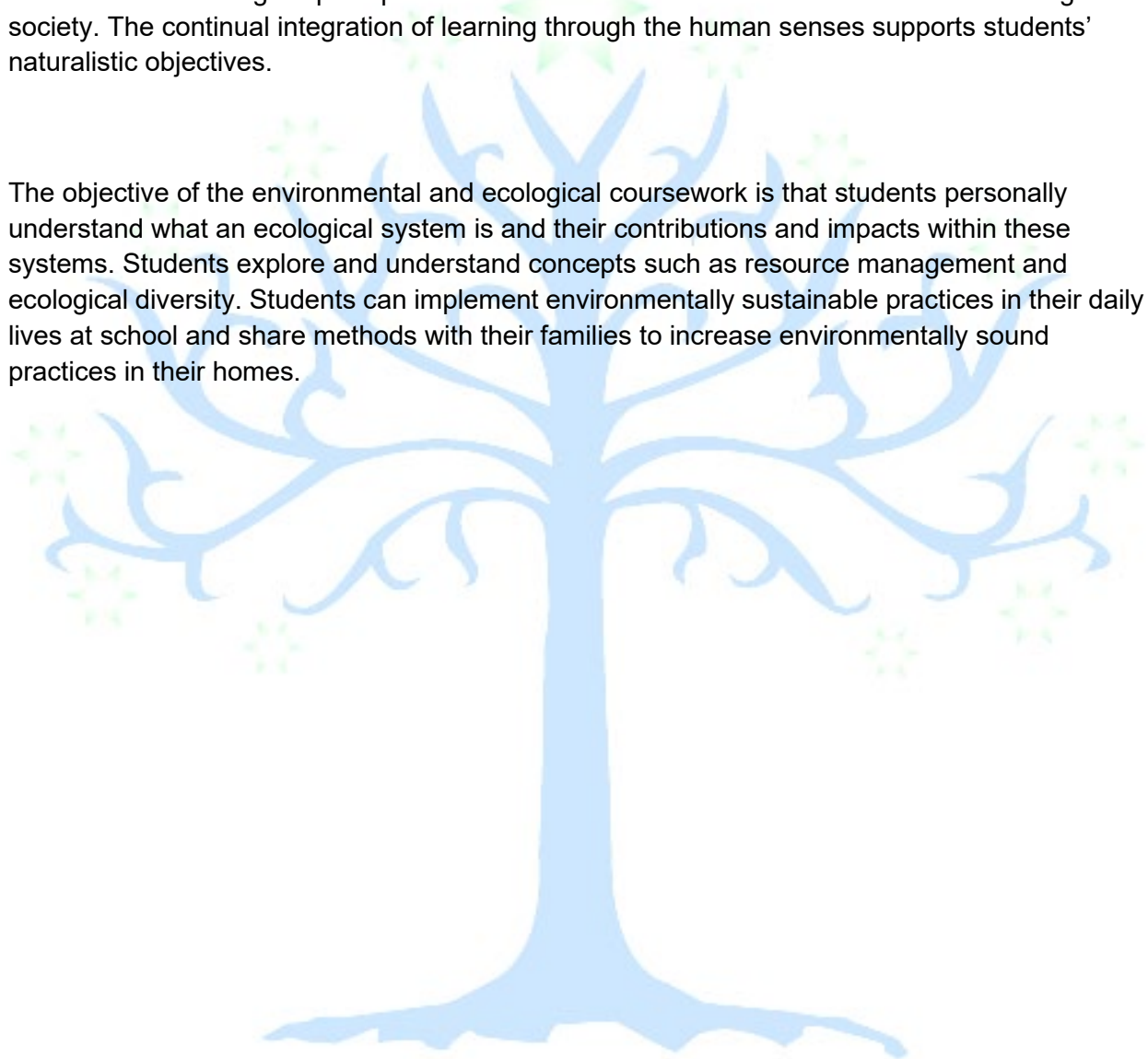
Pearson Algebra I Common Core Chapters 1-12

Pearson Algebra I Common Core Chapters 1-12

K-8 Science, Technology, Ecology, and Environmental Studies Course Objective

The objective of the science and technology coursework is that students learn through investigation with hands-on, inquiry-based learning in biology, chemistry, physics, earth, and environmental sciences. Students are to demonstrate comprehension of scientific facts and principles in all areas. In addition to science, technology coursework ensures students understand technological principles and advancements and its contribution to an evolving society. The continual integration of learning through the human senses supports students' naturalistic objectives.

The objective of the environmental and ecological coursework is that students personally understand what an ecological system is and their contributions and impacts within these systems. Students explore and understand concepts such as resource management and ecological diversity. Students can implement environmentally sustainable practices in their daily lives at school and share methods with their families to increase environmentally sound practices in their homes.



Focus on Effective Instruction: PA Core Standards for Science & Technology

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments
Kindergarten	Kindergarten	Kindergarten	Kindergarten
Life Science			
Use observations to describe what plants and animals need to survive.	3.1.4.A Know that natural and human-made objects are made up of parts.	FOSS, Trees kit, School Garden, Song- I'm a Little Maple	Formative assessment , matching puzzles
Use a model to explain the relationship between the needs of different plants or animals and the places they live.	3.1.4.B Know models as useful simplifications of objects or processes.	FOSS Treeskit, School Garden, Because of an Acorn, Generation Genius video , Habitats.	Formative assessment , drawings
Observe and describe structures of organisms and functions of the structures.	3.1.4.C Illustrate patterns that regularly occur and reoccur in nature. 3.2.4.A Identify and use the nature of scientific and technological knowledge. 3.2.4.B Describe objects in the world using the five senses.	FOSS Treeskit, School Garden, Song-Parts of Trees FOSS Wood and paper kit	Formative assessment, label posters Wood experiments, performance assessment
Physical Science			
Analyze data from testing objects made from different materials to determine if a proposed object functions as intended.	3.3.4.A Know the similarities and differences of living things.	Generation Genius video Five Senses	Generation Genius Game
Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces.	3.3.4.B Know that living things are made up of parts that have specific functions.	FOSS Fabric kit	Performance assessment, water experiment
Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	3.1.4.A Know that natural and human-made objects are made up of parts.	FOSS Wood and Paper kit	Performance assessment, block designs
Analyze data to determine if a design solution works as intended to change the direction or speed of an object with a push or a pull.	3.2.4.A Identify and use the nature of scientific and technological knowledge.	Generation Genius video Pushes and Pulls, FOSS kit Balance and Motion	Generation Genius Game, Performance assessment, marble track
Plan and conduct a simple test to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	3.2.4.C Recognize and use the elements of scientific inquiry to solve problems. 3.2.4.D Recognize and use the technological design process to solve problems.	Generation Genius video Pushes and Pulls FOSS kit Balance and Motion	Generation Genius Game, Performance assessment, marble track
Earth and Space Science			
Use and share observations of local weather conditions to describe patterns over time.	3.4.4.A Recognize basic concepts about the structure and properties of matter.	Generation Genius video Intro to Weather	Generation Genius game, Types of weather drawings
Make observations to determine the effect of sunlight on the Earth's surface.	3.4.4.C Observe and describe different types of force and motion.	School garden, Generation Genius video Sunlight warms the Earth	Generation Genius Game, Nature journal
Use tools and materials to design and build a structure that will reduce (or increase) the warming effect of sunlight on an area.	3.1.4.C Illustrate patterns that regularly occur and reoccur in nature. 3.2.4.B Describe objects in the world using the five senses.	School garden, Generation Genius video, Sunlight warms the Earth	Performance assessment, Generation Genius game
Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to weather.	3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.	Generation Genius video Intro to Weather, FOSS kit Air and Weather	Generation Genius game, formative assessment, class discussion
Use evidence to show how plants and animals are able to change their environment to meet their needs.	3.2.4.D Recognize and use the technological design process to solve problems.	Generation Genius video Living things change their environment	Generation Genius game
Describe and communicate solutions to reduce impact of humans on land, water, and air.	3.5.4.C Know basic weather elements. 3.4.4.B Know basic energy types, sources and conversions.	Generation Genius video Reducing our impact on Earth	Generation Geius game, Recycling game

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments	
Primary, Grades 1 & 2	Primary, Grades 1 & 2	Primary, Grades 1 & 2	Primary, Grades 1 & 2	
<p>Life Science, Grade 1</p> <p>Make observations and describe the different parts of organisms that help them survive, grow, and meet their needs.</p> <p>Design a model that replicates the function of an organism's structure.</p> <p>Classify plants and animals according to physical characteristics they share.</p> <p>Make observations and to construct an evidence-based account that young plants and animals are alike but not exactly like their parents.</p> <p>Conduct an investigation (e.g., plant seeds, eggs) and cite evidence of change from young to adult.</p> <p>Observe and compare the stages of life cycles of organisms (plants & animals).</p> <p>Life Science, Grade 2</p> <p>Develop a model to demonstrate different modes of seed dispersal. Plan and investigate effectiveness of different types of seed dispersal.</p> <p>Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>Plan and carry out investigations to test whether plants from different settings have different needs for water, sunlight, and type of soil.</p>	<p>3.1.4.A Know that natural and human-made objects are made up of parts.</p> <p>3.1.4.C Illustrate patterns that regularly occur and reoccur in nature.</p> <p>3.2.4.A Identify and use the nature of scientific and technological knowledge.</p> <p>3.2.4.B Describe objects in the world using the five senses.</p> <p>3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.</p> <p>3.2.4.D Recognize and use the technological design process to solve problems.</p> <p>3.3.4.A Know the similarities and differences of living things.</p> <p>3.3.4.B Know that living things are made up of parts that have specific functions.</p> <p>3.3.4.C Know that characteristics are inherited and, thus, offspring closely resemble their parents.</p> <p>3.4.4.B Know basic energy types, sources, and conversions.</p> <p>3.4.4.C Observe and describe different types of force and motion.</p>	<p>3.1.4.A Know that natural and human-made objects are made up of parts.</p> <p>3.2.4.A Identify and use the nature of scientific and technological knowledge.</p> <p>3.2.4.B Describe objects in the world using the five senses.</p> <p>3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.</p> <p>3.3.4.A Know the similarities and differences of living things.</p> <p>3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.</p> <p>3.4.4.A Recognize basic concepts about the structure and properties of matter.</p> <p>3.4.4.C Observe and describe different types of force and motion.</p> <p>3.5.4.A Know basic landforms and earth history.</p> <p>3.5.4.D Recognize the earth's different water resources.</p> <p>3.1.4.E Recognize change in natural and physical systems.</p> <p>3.5.4.C Know basic weather elements.</p> <p>3.1.4.C Illustrate patterns that regularly occur and reoccur in nature.</p>	<p>FOSS kit Insects,</p> <p>FOSS kit Insects,</p> <p>Generation Genius video External Animal Parts, School garden</p> <p>Generation Genius video Animals help their babies survive, Traits</p> <p>School garden, FOSS kit Insects</p> <p>School garden, FOSS kit Insects</p> <p>Generatoin Genius video Pollination- seed dispersal, Nature walks</p> <p>School garden, Generation Genius Plant Growth Conditions, Plants Need Water and Light</p> <p>School garden, Generation Genius Plant Growth Conditions</p> <p>FOSS kit Physics of Sound , Generation Genius video Intro to Sound</p> <p>Generation Genius video Intro to Light, FOSS kit Ideas and Inventions</p> <p>Generation Genius video Intro to Light, FOSS kit Ideas and Inventions</p> <p>FOSS kit Ideas and Inventions</p> <p>Generation Genius video Intro to Light, FOSS kit Ideas and Inventions, Science Max video light</p> <p>Generation Genius video Intro to Light, FOSS kit Ideas and Inventions</p> <p>Generation Genius video Communication over distance, FOSS kit Ideas and Inventions, Physics of Sound</p>	<p>Performance assessment, care of mealworms to beetles and caterpillars to butterflies</p> <p>Formative assessment, drawings-build an insect</p> <p>Genration Genius quiz</p> <p>Generation Genius quiz</p> <p>Nature Journal, care of mealworms and caterpillars</p> <p>Nature Journal</p> <p>Generation Genius quiz, Venn diagram, Nature journal</p> <p>Generation Genius quiz, Nature Journal</p> <p>Generation Genius quiz, Nature Journal</p> <p>Performance assessments, science journal, Generation Genius quiz</p> <p>Performance assessments, science journal</p> <p>Performance assessments, science journal, periscope project, Generation Genius quiz</p> <p>Performance assessments, science journal, periscope project</p> <p>Performance assessments, science journal, periscope project, Generation Genius quiz</p> <p>Performance assessments, science journal, Generation Genius quiz</p> <p>Performance assessments, Drop chamber-codes, science journal, Generation Genius quiz</p> <p>Performance assessments, Generation Genius quiz</p> <p>Generation Genius quiz</p> <p>Performance assessments, Generation Genius quiz</p>
<p>Physical Science, Grade 1</p> <p>Plan and conduct investigations to provide evidence that vibrating materials can make sound.</p> <p>Investigate and explain that for an object to be seen, light must be reflected off the object and enter the eye.</p> <p>Make observations to construct an evidence-based account that light travels from place to place.</p> <p>Plan and conduct an investigation to redirect light beams using mirrors.</p> <p>Investigate to determine the effect of placing objects made of different materials in a beam of light.</p> <p>Make observations to construct an evidence-based account that objects can be seen when illuminated.</p> <p>Use tools and materials to design a device that uses light or sound to solve the problem of communicating over a distance.</p> <p>Physical Science, Grade 2</p> <p>Observe, describe, and classify matter by properties and uses (e.g., size, shape, weight, solid, liquid, gas).</p> <p>Plan and carry out investigations to test the idea that warming some materials causes them to change from solid to liquid and cooling causes them to change from liquid to solid.</p> <p>Construct an argument and provide evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>			<p>FOSS kit Solids and liquids, Air and Weather, Generation Genius Material Properties and Uses, Classification of Materials</p> <p>FOSS kit, Solids and liquids, Generation Genius Solids Liquids and Gases Heating and Cooling</p> <p>FOSS kit Solids and liquids, Generation Genius Heating and Cooling</p>	

Analyze data from testing objects made from different materials to determine if a proposed object functions as intended.

Design an object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces.

Make observations of how an object made of small set of pieces can be disassembled and made into a new object.

Earth and Space Science, Grade 1

Use observations of stars, moon, and sun in the day and night sky to describe patterns that can be predicted.

Observe and describe patterns of objects in the sky that are cyclic and can be predicted.

Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Organize simple weather data sets to record local weather data and identify day-to-day variations, as well as long-term patterns of weather.

Earth and Space Science, Grade 2

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Make observations from multiple sources to provide evidence that Earth's events can occur quickly or slowly.

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Describe kinds and shapes of patterns of landforms and bodies of water.

Develop a model to represent the shapes and kinds of land and bodies of water in an area.

FOSS kit Solids and liquids, Genration Genius Material Properties and Uses Graph, Generation Genius quiz

FOSS kit Solids and liquids Tower project

FOSS kit Solids and Liquids Tower project

FOSS kit , Air and Weather, Generation Genius Patterns in the Sky Generation Genius quiz, Observing the sky journal entries

FOSS kit , Air and Weather, Generation Genius Patterns in the Sky Generation Genius quiz, Observing the sky

Generation Genius Maps of Landforms, Oceans Lakes, Rivers Generation Genius quiz

FOSS kit , Air and Weather, Generation Genius Patterns in the Sky Generation Genius quiz, Observing the sky, journal

Generation Genius Waves, Changing the Shape of Land, FOSS kit Pebbles, Sand and Silt Generation Genius quiz

Generation Genius Waves, Changing the Shape of Land, FOSS kit Pebbles, Sand and Silt Generation Genius quiz

Generation Genius Waves, Changing the Shape of Land, FOSS kit Pebbles, Sand and Silt Generation Genius quiz

Generation Genius Waves, Changing the Shape of Land, FOSS kit Pebbles, Sand and Silt Generation Genius quiz, Map labels

Generation Genius Waves, Changing the Shape of Land, FOSS kit Pebbles, Sand and Silt Generation Genius quiz

Focus Areas of Instruction

PA Academic Standards

Curriculum Resources

Assessments

Intermediate, Grades 3 & 4

Intermediate, Grades 3 & 4

Intermediate, Grades 3 & 4

Intermediate, Grades 3 & 4

Life Science, Grade 3

Develop a model to describe the commonalities of life cycles of different organisms.

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Use evidence to compare characteristics inherited from parents, characteristics caused by the environment, and those resulting from both.

Use evidence to argue that when the environment changes in ways that affect a place's physical characteristics, organisms may survive, move to new locations, or die.

Use evidence to construct an explanation that some rocks and minerals record the remains of organisms.

Life Science, Grade 4

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

3.1.4.B Know models as useful simplifications of objects or processes.

3.2.4.A Identify and use the nature of scientific and technological knowledge.

3.3.4.A Know the similarities and differences of living things.

3.3.4.C Know that characteristics are inherited and, thus, offspring closely resemble their parents.

3.3.4.D Identify changes in living things over time.

3.5.4.A Know basic landforms and earth history.

3.1.4.C Illustrate patterns that regularly occur and reoccur in nature.

3.3.4.C Know that characteristics are inherited and, thus, offspring closely resemble their parents.

3.2.4.A Identify and use the nature of scientific and technological knowledge.

3.2.4.B Describe objects in the world using the five senses.

3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.

3.2.4.D Recognize and use the technological design process to solve problems.

3.2.4.B Describe objects in the world using the five senses.

3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.

Generation Genius Animal and Plant Lifecycles, School garden

Generation Genius Variation of Traits

Generation Genius video Adaptations, Variation of Traits

Generaton Genius video Adaptations and the environment, SciShow Kids video Endangered Animals

Generation Genius video Fossils and Extinction, School fossil collection

Generation Genius video Structure of Living Things, External Animal parts

Generation Genius quiz,

Generation Genius quiz, class graph

Generation Genius quiz

Generation Genius quiz

Generation Genius quiz

Generation Genius quiz, Nature Journal, PA animal diorama

Physical Science, Grade 3

Investigate the variables that may affect how objects move across a floor, down a ramp, etc.

Construct an explanation for why an object subjected to multiple pushes and pulls might stay in one place or move.

Through the use of objects, design an investigation and demonstrate that forces can cause changes on an object's speed or direction of motion.

Take measurements of objects in motion and represent the movement of objects in multiple representations. Investigate the motion of objects to determine observable and measurable patterns to predict future motions.

Provide evidence that a pattern can be used to predict future motion.

Design and implement an investigation to demonstrate that objects in contact exert forces on each other.

Physical Science, Grade 4

Investigate the forces between two or more magnets to identify patterns.

Design and refine solutions to a problem by using magnets to move objects not in contact with one another.

Investigate and describe conductors and insulators.

Construct serial and parallel circuits and describe the path of electrons in the circuit.

Demonstrate and explain open and closed circuits utilizing switches

Construct an electromagnet and plan an investigation to determine how one can make the electromagnet stronger or weaker.

Demonstrate the energy transfer between two objects using a magnet and another object.

Carry out investigations to provide evidence that energy is transferred from place to place by sound, light, heat, electric currents, interacting magnets, and moving or colliding objects.

Construct an explanation for the relationship between energy and motion.

Earth and Space Science, Grade 3

Organize simple weather data sets to record local weather data and identify day-to-day variations, as well as long-term patterns of weather.

Display simple data sets in tables and graphs to display previous weather conditions to make predictions for future seasons.

Earth and Space Science, Grade 4

Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

3.1.4.D Know that scale is an important attribute of natural and human made objects, events and phenomena.

3.2.4.C Recognize and use the elements of scientific inquiry to solve problems.

3.4.4.C Observe and describe different types of force and motion.

3.1.4.E Recognize change in natural and physical systems.

3.5.4.C Know basic weather elements.

3.1.4.C Illustrate patterns that regularly occur and reoccur in nature.

3.4.4.B Know basic energy types, sources, and conversions.

3.4.4.C Observe and describe different types of force and motion.

3.1.4.B Know models as useful simplifications of objects or processes.

3.5.4.A Know basic landforms and earth history.

3.5.4.D Recognize the earth's different water resources.

FOSS kit Balance and motion	Performance assessment cups and marbles
Generation Genius video Balanced and unbalanced forces, FOSS kit Balance and motion	Generation Genius quiz, performance assessment, pencil balancing
Generation Genius video Balanced and unbalanced forces	Generation Genius quiz, performance assessment,
Generation Genius video Balanced and unbalanced forces	Generation Genius quiz
FOSS kit Balance and motion	Performance assessment cups and marbles
FOSS kit Balance and motion	Performance assessment cups and marbles
FOSS kit Balance and motion	Performance assessment cups and marbles
FOSS kit, Magnetism and Electricity, Science Max video	Performance assesment magnets, science journals
FOSS kit, Magnetism and Electricity, SiShow Kids video	Performance assesment magnets, science journals
FOSS kit, Magnetism and Electricity	Performance assesment circuits,science journals
FOSS kit, Magnetism and Electricity	Performance assessment circuits, science journals
FOSS kit, Magnetism and Electricity	Performance assessment circuits, science journals
FOSS kit, Magnetism and Electricity, SiShow Kids video	Performance assessment, electromagnet, science journals
FOSS kit Magnetism and Electricity Generation Genius video Magnets and Static Electricity	Generation Genius quiz, performance assessment magnets
Generation Genius video Collisions	Generatiion Genius quiz
Generation Genius video Patterns of Motion and Friction	Generation Genius quiz, performance assessment magnets
FOSS kit, Climate and Weather Generation Genius Weather vs Climate	Weather chart, Generation Genius quiz
FOSS kit, Climate and Weather Generation Genius Weather vs Climate	Weather chart, Generation Genius quiz
Generation Genius video Earth's Landscapes	Generation Genius quiz

Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (heating cooling, volume of water, speed of wind, deposition, slope, angles, etc.).

Analyze and interpret data from maps to describe patterns of Earth's features.

Identify various types of water environments in Pennsylvania.

Use fossils as evidence to infer that some rocks were formed from the remains of once living organisms.

Use evidence from patterns in rock formations and fossils in rock layers to support the explanation for a change in landforms and environments over time.

Technology, Grade 4

Biotechnology

Identify agricultural and industrial production processes that involve plants and animals.

Identify waste management treatment processes.

Describe how knowledge of the human body influences or impacts ergonomic design.

Describe how biotechnology has impacted various aspects of daily life (e.g., health care, agriculture, waste treatment).

Information Technology

Identify electronic communication methods that exist in the community (e.g., digital cameras, telephone, internet, television, fiber optics).

Identify graphic reproduction methods.

Describe appropriate image generating techniques (e.g., photography, video).

Demonstrate the ability to communicate an idea by applying basic sketching and drawing techniques.

Physical Technologies

Identify and group a variety of construction tasks.

Identify the major construction systems present in a specific local building.

Identify specific construction systems that depend on each other in order to complete a project.

Know skills used in construction.

Identify examples of manufactured goods present in the home and school.

3.6.4.A Know that biotechnologies relate to propagating, growing, maintaining, adapting, treating, and converting.

3.6.4.B Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.

3.6.4.C Know that physical technologies of structural design, analysis and engineering, finance, production, marketing, research, and design.

(3.4.3.C1.) Recognize design is a creative process and everyone can design solutions to problems.

(3.4.3.C1.) Recognize design is a creative process and everyone can design solutions to problems.

(3.4.3.C1.) Recognize design is a creative process and everyone can design solutions to problems.

(3.4.3.C2.) Explain why the design process requires creativity and consideration of all ideas.

(3.4.3.C2.) Explain why the design process requires creativity and consideration of all ideas.

Generation Genius video Weathering and erosion, Nature walks, FOSS kit Pebbles , Sand and Silt

Generation Genius Earth's Landscapes

Generation Genius video Water Cycle

Generation Genius video Fossils and Extinction, Timescale of Earth's Events, school fossil collection

Generation Genius video Timescale of Earth's Events, School fossil collection

School Garden, Genration Genius video Biotechnology

Landfill Field Trip

FOSS kit, Human body, Generation Genius Human Body Sysems

Generation Genius, Biotechnology,What is Science?, Bacteria and Viruses. Landfill Field trip.

Genertion Genius Information Transfer,

Genertion Genius Information Transfer

Genertion Genius Information Transfer

FOSS Ideas and Inventions Generation Genius Information Transfer, building backpack design via ideation drawings, board game design prototypes, 3d sketch modeling

Backpack building, board game design, and miniature golf course construction through Defined Learning Projects

Building addition discussion with construction workers

3d print and prototype modeling

3d print and prototype modeling

PBL materials sourced for backpack project and board game design

Generation Genius quiz, Nature Journal

Generation Genius quiz

Generation Genius quiz

Generation Genius quiz

Generation Genius quiz, fossil rubbings

Generation Genius quiz

Thank you drawing and letter, model landfills

Generation Genius quiz, back pack design project,Skeleton puzzle

Generation Genius quiz

Generation Genius quiz

Generation Genius quiz

Generation Genius quiz

Defined Learning Project Rubrics, FOSS Invention projects, Generation Genius quiz

Defined Learning Project Rubrics

Defined Learning Project Rubrics

Defined Learning Project Rubrics

Defined Learning Project Rubrics

Defined Learning Project Rubrics

Focus Areas of Instruction

PA Academic Standards

Curriculum Resources

Assessments

Upper, Grade 5

Life Science

Using evidence, present an argument that plants get the materials they need for growth primarily from air and water.

Construct and communicate models of food webs that demonstrate the transfer of matter and energy among organisms within an ecosystem.

Identify a newly introduced species to an ecosystem and provide evidence that it is an invasive species or noninvasive species.

Use models to describe how decomposition eventually restores (recycles) some materials back to the soil for plants to use.

Develop a model to describe a healthy ecosystem as a system in terms of the components and interactions.

Physical Science

Plan and conduct an investigation to determine whether the mixing of two or more substances results in new substances (e.g., cooking, baking, etc.).

Develop a model to describe that matter is made of particles too small to see.

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total mass of matter is conserved.

Investigate the interaction of two or more substances to provide evidence that when different substances are mixed, one or more new substances with different properties may or may not be formed.

Earth and Space Science

Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.

Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and seasonal appearance of stars in the sky.

Construct and analyze models to describe systems interactions among the geosphere, hydrosphere, atmosphere, and biosphere.

Through the creation of a model, explain that the chemical and physical processes that cycle earth materials and form rocks.

Utilizing observations and data, explain the patterns of weather in a given location.

Investigate movement of water in the Earth's systems and research and develop models for the cycling of water.

Research and communicate how communities are using science to protect resources and environments.

Upper, Grade 5

3.1.7.A Explain the parts of a simple system and their relationship to each other.

3.1.7.B Describe the use of models as an application of scientific or technological concepts.

3.1.7.C Identify patterns as repeated processes or recurring elements in science and technology.

3.2.7.B Apply process knowledge to make and interpret observations.

3.3.7.A Describe the similarities and differences that characterize diverse living things.

3.3.7.B Know that every organism has a set of genetic instructions that determines its inherited traits.

3.3.7.C Know that every organism has a set of genetic instructions that determines its inherited traits.

3.1.7.B Describe the use of models as an application of scientific or technological concepts.

3.1.7.C Identify patterns as repeated processes or recurring elements in science and technology.

3.2.7.B Apply process knowledge to make and interpret observations.

3.4.7.A Describe concepts about the structure and properties of matter.

3.1.7.A Explain the parts of a simple system and their relationship to each other.

3.1.7.B Describe the use of models as an application of scientific or technological concepts.

3.1.7.C Identify patterns as repeated processes or recurring elements in science and technology.

3.1.7.E Identify change as a variable in describing natural and physical systems.

3.2.7.A Explain and apply scientific and technological knowledge.

3.2.7.B Apply process knowledge to make and interpret observations.

3.2.7.C Identify and use the elements of scientific inquiry to solve problems.

3.2.7.D Know and use the technological design process to solve problems.

3.4.7.D Describe essential ideas about the composition and structure of the universe and the earth's place in it.

Upper, Grade 5

Living Systems Foss Kit / School Garden/
Cranberry Bog Filed Trip

Living Systems Foss Kit / Ck 12

Living Systems Foss Kit/ CK 12

Living Systems Foss Kit/Ck 12 flex book

Living System Foss Kit/Ck 12 flex book

Living System Foss Kit/Ck 12 flex book

Living Systems Foss Kit

School Garden with Farm to Table applications

Earth and Sun Foss Kit

Earth and Sun Foss Kit

Chemical Interactions Foss Kit

Living Systems Foss Kit/Ck 12 flex book

Living Systems Foss Kit/Weather and Water Foss
Kit/Earth and Sun Foss Kit

Earth and Sun Foss Kit

Earth and Sun Foss Kit

Living Systems Foss Kit

Earth and Sun Foss Kit

Weather and Water Foss Kit/ Ck 12 flex book

Living Systems Foss Kit/Weather and Water Foss
Kit

National Geographic Explorer/ Earth and Sun
Foss Kit

Think, Pair, share/ Curriculum created end of
unit test

Curriculum Created Unit test

Class Discussions/ Homework/ Curriculum
Created End of Unit test

Hands-on-Investigations/ Class Discussions

Venn Diagram in Notebooks/Class Discussions

Curriculum Created Unit test

Curriculum Created Unit test

Studnets investigate items to plant and create
blue prints and then plant items in school
garden.

Moon phases data collection forms/ Unit test

Shadow investigations/ Moon phases collection
sheets/ Moon Workshop forms/ unit test

Investigations/ Curriculum Created Test

Journal Work/ Curriculum Created Test

Recreate activities using models in
centers/Curriculum created test

Moon phases data collection forms/ Unit test

Curriculum Created Unit test

Curriculum Created Unit test

Moon phases data collection forms/ Unit test

Weather Data collection/ Curriculum Created
Test

Curriculum Created Unit test

Homework/ Curriculum created unit test

Identify and explain monthly patterns in the phases of the Moon.

3.5.7.A Describe earth features and processes.

Earth and Sun Foss Kit

Choice Board projects/ Curriculum Created Unit test

Focus Areas of Instruction

PA Academic Standards

Curriculum Resources

Assessments

Upper and Senior, Grades 6-8

Upper and Senior, Grades 6-8

Upper and Senior, Grades 6-8

Upper and Senior, Grades 6-8

Life Science

Use evidence of characteristics of life to differentiate between living and nonliving things.

Create and use models to describe the basic structures and functions of cells within a system framework.

Provide evidence to support the concept of an organism is composed of interacting subsystems composed of a group of cells.

Describe and distinguish between various types of reproductive methods of cells and organisms.

Provide a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Create a scientific, evidence-based explanation of the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

Create a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Design and/or construct a model to describe the cycling of matter and flow of energy and within the biotic and abiotic parts of an ecosystem.

Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

Construct and utilize dichotomous keys to identify organisms.

Use a model that distinguishes how genetic information is conserved during asexual reproduction while sexual reproduction results in variation.

Provide an explanation for the relationship among changes (mutations) to genes, changes to the formation of proteins, and the effect on the structure and function of the organism and thereby traits.

Life Science

3.1.7.A Explain the parts of a simple system and their relationship to each other.

3.1.7.B Describe the use of models as an application of scientific or technological concepts.

3.1.7.C Identify patterns as repeated processes or recurring elements in science and technology.

3.1.7.D Explain scale as a way of relating concepts and ideas to one another by some measure.

3.1.7.E Identify change as a variable in describing natural and physical systems.

3.2.7.A Explain and apply scientific and technological knowledge.

3.2.7.B Apply process knowledge to make and interpret observations.

3.2.7.C Identify and use the elements of scientific inquiry to solve problems.

3.3.7.A Describe the similarities and differences that characterize diverse living things.

3.3.7.B Describe the cell as the basic structural and functional unit of living things.

3.3.7.C Know that every organism has a set of genetic instructions that determines its inherited traits.

3.3.7.D Explain basic concepts of natural selection.

3.7.7.A Describe the safe and appropriate use of tools, materials, and techniques to answer questions and solve problems.

Physical Science

Plan investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on given characteristic properties.

Plan and carry out investigations to determine the effect on the total mass of a substance when the substance changes shape, phase, and/or is dissolved.

Physical Science

3.1.7.B Describe the use of models as an application of scientific or technological concepts.

3.1.7.C Identify patterns as repeated processes or recurring.

Living Systems Foss Kit/Maple Syrup Field trip

Diversity of Life Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Living Sytems FOss Kit

Living Sytems Foss Kit/Waves Foss kit/ Ck12 flex book

Earth History Foss Kit/Ck 12 flex book

Diversity of Lfe Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Diversity of Life Foss Kit/Interactive Science (Life Science)

Chemical Interactions Foss Kit/ Science World/Interactive Science (Physical Science)

Chemical Interaction Foss Kit

Science Journal Entries/ Curriculum Created Unit test

Investigations/ Curriculum Created Unit tests/student created plant and animal cell models

Stream Table data collection/ Curriculum Created End of Unit test

Journals/ Curriculum Created Unit Tets

Rock Cycle Diagram/ Think, Pair, Share/ Project Based Learning "Expedition"

Curriculum Created Unit Test

Project based Learning "Expedition"/ Rock Investigations Dtat Colection Sheets/Journals

Curriculum Created Unit Test

Student Created Diagrams/ Curriucum Created End of Unit test

Doodle Notes"Cell"/ Unit test

Unit Test

Unit Test

Homework/ Journals. Unit test

"Mystery Substance" Investigation

"Mystery Substance" Investigation

Investigate the interaction of two or more substances to determine whether a new substance is formed when materials are mixed.

Develop representations of reactants and products showing how atoms regroup during chemical reactions and have new properties.

Construct models comparing the arrangement and motion of molecules within solids, liquids and gases of the same substance.

Develop a simple model using given data that represents the relationship of gravitational interactions (force, mass, distance) and the motion of objects in space.

Communicate qualitative observations and information graphically and mathematically to represent how an object's relative position, velocity, and direction of motion are affected by forces acting on the object.

Given a scenario involving simple machines, qualitatively compare the mechanical advantage of each. Based on this analysis, argue which machine is best for the task.

Use a drawing or physical representation of wave properties to explain amplitude, frequency, and wavelength of different waves in the electromagnetic spectrum.

Through the use of models, explain the transmission of sound waves through different mediums.

Earth and Space Science

Identify and explain monthly patterns in the phases of the Moon.

Use models of the Earth-Sun-Moon system to support explanations and predict the cyclic patterns of eclipses.

Use models of Earth's orientation and motion to explain how changes in intensity and duration of daily sunlight lead to seasons.

Construct and use scale models to describe the relationship of Earth to the rest of the solar system, the Milky Way Galaxy, and the universe.

Construct and analyze models to describe systems interactions among the geosphere, hydrosphere, atmosphere, and biosphere.

Plan and carry out investigations that investigate models of the chemical and physical processes that cycle earth materials and form rocks.

Compare and contrast various soil types and their characteristics found in different biomes and explain how they were formed.

Develop models for the movement of water within the Earth's spheres (i.e., geosphere, hydrosphere, biosphere, atmosphere).

Compare and contrast characteristics of freshwater and saltwater systems on the basis of their physical characteristics.

Investigate water systems to identify seasonal and annual variations in precipitation and streamflow and the causes of those variations.

Construct and use models to support the explanation of how the uneven distribution of solar energy affects global patterns in atmospheric and oceanic circulation.

Analyze weather patterns using cloud types, wind directions, and barometric pressure.

3.1.7.D Describe essential ideas about the composition and structure of the universe and the earth's place in it.

3.4.7.A Describe concepts about the structure and properties of matter.

3.4.7.B Relate energy sources and transfers to heat and temperature.

3.4.7.C Identify and explain the principles of force and motion.

3.4.7.D Describe essential ideas about the composition and structure of the universe and the earth's place in it.

Earth and Space Science

3.2.7.D Know and use the technological design process to solve problems.

3.4.7.D Describe essential ideas about the composition and structure of the universe and the earth's place in it.

3.5.7.A Describe earth features and processes.

3.4.7.B Describe essential ideas about the composition and structure of the universe and the earth's place in it.

3.5.7.C Describe basic elements of meteorology.

3.5.7.D Explain the behavior and impact of the earth's water systems.

Planetary Science Foss Kit/ Ck 12 flex book\	Curriculum Created Unit Test
Chemical Interactions Foss Kit	Curriculum Created Unit Test
Chemical Interactions Foss Kit	Curriculum Created Unit Test
Planetary Science Foss Kit	Hands-On- Investigation/Homework/ Journal entries
Planetary Science Foss Kit	Curriculum Created Unit Test
Interactive Science (Physical Science)/ Science World	Curriculum Created Unit Test
Interactive Science (Physical Science)/ Science World/ Waves Foss Kit	Wave investigation/ Curriculum created test/ journals/homework
Interactive Science (Physical Science)/ Waves Foss Kit/ck12 flex book	Wave investigation/Journal work
Earth and Sun Foss Kit/ Ck 12 flex book/ Planetary Science Foss Kit	Moon data collection
Planetary Science Foss Kit/ Earth and Sun Foss Kit	Solar System Investigation/ Classroom assembly of Solar System
Earth and Sun Foss Kit/ Ck 12/ Planetary Science Foss Kit	Homework/ Centers/ Curriculum created assessments
Planetary Science Foss Kit/ Earth and Sun Foss Kit	Journals/ Homework/ Project Selection
Living Systems Foss Kit/ Planetary Science Foss Kit	Homework/ Centers/ Curriculum created assessments
Earth History Foss Kit	Homework/ Centers/ Curriculum created assessments
Earth History Foss Kit/ Interactive Science (Earth Science)	Project Based Learning"Expedition"
Earth History Foss Kit	Stream Table Investigation/ Curriculum created assessment
Earth History Foss Kit/ Ck 12 flex book/ Weather and Water Foss Kit	Water Collection Investigation/ Curriculum Created Test
Weather and Water Foss Kit	Water Collection Investigation/ Curriculum Created Test
Weather and Water Foss Kit	Curriculum Created Unit test
Weather and Water Foss Kit	Daily Weather Data collection utilizing various weather tools.

Use geologic evidence to construct patterns and determine the relative ages and sequence of geologic events in Earth's 4.6 billion year history.
 Construct an explanation based on evidence for how various processes have changed Earth's surface at varying time and spatial scales (e.g., short-term deposition vs. mountain building; short-term weathering and erosion vs. canyon or valley formation).
 Develop and use models of past plate motions to support explanations of existing patterns in the fossil record, rock record, continental shapes and sea floor structures.
 Use models to explain how the flow of energy (convection of heat) drives the cycling of matter between Earth's surface and deep interior.
 Use maps and other data to explain how geologic processes have led to the uneven distribution of Earth's natural resources.

Earth History Foss Kit/Ck 12	Curriculum Created Unit test
Earth History Foss Kit	Stream Table Investigation/ Curriculum created assessment/Think,Pair, Share
Earth History Foss Kit/ Interactive Science (Earth Science)	NewsELA Article(questions)/ Timelinne Acitivity/Curriculum created test
Interactive Science (Earth Science)	Homework/ Centers/ Curriculum created assesments
Earth History Foss Kit	Curriculum Created Unit test/Homework/Open discussion

Technology, Grade 7

Biotechnology

Apply knowledge of plant and animal production processes in designing an improvement to existing processes.
 Identify and explain the impact that a specific medical advancement has had on society.
 Explain the factors that were taken into consideration when a specific object was designed.
 Define and describe how fuels and energy can be generated through the process of biomass conversion. Identify and group basic plant and animal production processes.
 Explain the impact that agricultural science has had on biotechnology.

Technology

3.6.7.A Explain biotechnologies that relate to related technologies of propagating, growing, maintaining, adapting, treating, and converting.
3.6.7.B Explain information technologies of encoding, transmitting, receiving, storing, retrieving, and decoding.
3.6.7.C Explain physical technologies of structural design, analysis and engineering, personnel relations, financial affairs, structural production, marketing, research, and design.

Science World/ Diversity of Life Foss Kit	Class work/think, pair,share
Science World/ Ck 12 flex book	Homework
Science World/ Planetary Science Foss kit	Homework/Classwork/ THINK, pair, share
Interactive Science (Physical Science)	Homework/classwork/ THINK, pair, share
Living Sysgtems/ Science World	Homework/classwork/ THINK, pair, share
Living Sysgtems/ Science World	Homework/classwork/ THINK, pair, share

Information Technology

Demonstrate the effectiveness of image generating technique to communicate a story (e.g., photography, video).
 Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.
 Apply basic technical drawing techniques to communicate an idea or solution to a problem.
 Apply the appropriate method of communications technology to communicate a thought.

NEIU Media and Design Competition	logo makr/Wevideo
Earth History Foss Kit/ Cell Foss Kit/ Ck 12 flex book	logo makr/Wevideo
NEIU Media and Design Competition	logo makr/Wevideo
Earth History Foss Kit/ Cell Foss Kit/Planetary Science Foss Kit	Scholoogy

Physical Technologies

Use knowledge of material effectiveness to solve specific construction problems (e.g., steel vs. wood bridges).
 Differentiate among the different types of construction applications (e.g., microwave tower, power plants, aircrafts).
 Explain basic material processes that manufactured objects undergo during production. (e.g., separating, forming, combining).

Defined STEM/Science World	PBL- Architect: Tiny House Designer
Defined STEM/Science World	PBL- Architect: Tiny House Designer
Defined STEM/Science World	PBL- Architect: Tiny House Designer

Evaluate a construction activity by specifying task analyses and necessary resources.
 Explain the relationships among the basic resources needed in the production process for a specific manufactured object.
 Explain the difference between design engineering and production engineering processes.
 Analyze manufacturing steps that affect waste and pollutants.
 Explain transportation technologies of propelling, structuring, suspending, guiding, controlling, and supporting.
 Identify and explain the workings of several mechanical power systems.
 Model and explain examples of vehicular propulsion, control, guidance, structure, and suspension systems.
 Explain the limitations of land, marine, air and space transportation systems.

Defined STEM/Science World	PBL- Architect: Tiny House Designer
Defined STEM/Science World	PBL- Architect: Tiny House Designer
Defined STEM/Science World	PBL- Architect: Tiny House Designer
Defined STEM/Science World	Homework
Science World	Class Discussion/ Homework
Science World	Student Created Charts/ Homework
Science World	Student Created Charts/ Homework

K-8 Social Studies Course Objective

History

The objective of the social studies coursework is that students understand the history of the evolving human race. Students study and research all historical events and cultural evolutions. Included in the rigorous study of history is the exploration and understanding of geography and its impacts on history, economics, civics starting from the local and regional growth to the national and global perspective.

Geography

The objective of the study of geography in the social studies coursework is that students understand and demonstrate an understanding of place and environment and their impacts on human society. Students must demonstrate accurate comprehension of the physical characteristics of geography.

Civics and Government

The objective of the study in civics and government is that students explore the founding and continual progress of the democratic principles of the United States Constitution and all principles and functions of the federal and state governments, including the rights and responsibilities of being a US citizen. Students are also expected to gain greater understanding in other forms of government and global relationships.

Economics

The objective in the study of economics is that students gain greater understanding and application of economic systems and investments such as production, distribution, and service industries.

Focus on Effective Instruction: PA Core Standards for Social Studies

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments
Kindergarten-Primary (K-2)	Kindergarten-Primary (K-2)	Kindergarten-Primary (K-2)	Kindergarten-Primary (K-2)
Social Studies Thinking- Connecting to Communities	<i>Given grade band considerations and how instruction is designed, the Grade 2 standard is displayed to reflect the desired learning.</i>		
Civics and Government			
Explain the importance of rules and laws	5.1.2.B Explain the importance of rules in the classroom and school community.	GRADE 1 Harcourt Social Studies: Unit 1 Lesson 1 and Workbook Extension Teachers Pay Teachers Community PowerPoint	GRADE 1: Workbook pages Homework and Practice "Who is Obeying the Law?" "Who is the Leader?" "Rights and Responsibilities" and self
Explain and demonstrate responsible community behavior	5.2.2.A Identify and explain the importance of responsibilities at school, at home, and in the community.	GRADE 1 Harcourt Social Studies: Unit 1 Lesson 1 and Workbook Extension Homework and Practice GRADE 2 Unit 1 Lesson 1	GRADE 1: Homework and Practice "Who is the Leader?" Unit 1 TEST
Develop a basic understanding of the structure, organization, and operation of governments	5.3.2.B Identify local government leaders.	GRADE 1 Harcourt Social Studies: Unit 1 Lesson 3 and 4 and Workbook Extension Homework and Practice GRADE 2 Unit 1 Lesson 1, 2, 3 Kids Video: Government Helpers	GRADE 1: Workbook Page Homework and Practice "Rights and Responsibilities" and Practice GRADE 2: Homework and Practice "Fill in the Leader" Unit 1 TEST
	5.4.2.E Explain how a community reaches a compromise.	GRADE 1 Harcourt Social Studies: Unit 1 Lesson 2	GRADE 1: Workbook Page Homework and Practice "Solve a Problem" "Working Together"
Economics			
Identify influences of scarcity and choice within the school and community	6.1.2.C Explain how choice has consequences.	GRADE 1 Harcourt Social Studies: Unit 1 Lesson 5 Harcourt Social Studies: Unit 1 Lesson 1 Preview GRADE 2 UNIT 1 Lesson 1	GRADE 1: Workbook Homework and Practice "Cause and Effect" Verbally explain simple cause and effect scenarios
Develop a basic understanding of markets and economics systems	6.2.2.A Identify goods, services, consumers, and producers in the local community.	GRADE 1 Harcourt Social Studies: Unit 2 Lesson 3 GRADE 2 Harcourt Social Studies: Unit 6 Lesson 1	GRADE 2: Homework and Practice Page "Producers and Consumers" UNIT 2 TEST
Identify how the government functions in an economy	6.3.2.C Define taxes and who pays them.	GRADE Harcourt Social Studies: Unit 6 Lesson 1 and 2	GRADE 2: Homework and Practice Page "Make a Choice When Buying" GRADE 1: "Follow the Money!"
Identify factors that contribute to economic independence	6.4.2.D Identify buyers and sellers and how their wants and needs are addressed.	GRADE 2: Harcourt Social Studies: Unit 6 Lesson 1	Project Based Learning: real life store, market, business scenario Homework and Practice Page "Producers and Consumers"
Develop a basic understanding of income, profit, and wealth	6.5.2.A Explain how money earned by individuals is used to meet wants and needs.	GRADE 2 Harcourt Social Studies: Unit 6 Lesson 1	GRADE 2: Workbook Extension Homework and Practice pages "Saving, Sharing, Spending"
	7.1.2.A Identify how basic geographic tools are used to organize information.	GRADE 1: Harcourt Social Studies: Unit 1 Lesson 2 and Unit 2 Lesson 1 and 3 Map and Globe Skills in text	GRADE 1: Self created assessment (map skills pages) GRADE 1: Homework and Practice Book "Mapping Symbols"
	7.2.2.A Identify the physical characteristics of places.	GRADE 1: Harcourt Social Studies: Unit 1 Lesson 1 and Scholastic News "I Love Where I Live!" GRADE 2 Harcourt Social Studies: Unit 2 Lesson 1:	GRADE 1: matching assessment of examples of landforms GRADE 2: Homework and Practice "Where is That Place?"
Geography			
Identify basic geographic tools	7.3.2.A Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)	GRADE 1: Harcourt Social Studies: Unit 2 Lesson 4 GRADE 2: Unit 3 Lesson 1	Self Created Assessment (illustrate your own type of shelter)GRADE 2: Homework and Practice "How Do We Use Resources"
Develop an awareness of location	7.4.2.A Identify how environmental changes can impact people.	GRADE 1: Harcourt Social Studies: Unit 2 Lesson 4 and 5 GRADE 2: Unit 2 Lesson 2	Homework and Practice Book: "Earth's Resources" UNIT 2 TEST
Explain the location of where people work, live, or play in the region or community	8.1.2.A Read and interpret information on simple timelines.	GRADE 2: Harcourt Social Studies: Unit 4 Lesson 1	GRADE 1: Example timeline of Rosa Parks "formative assessment" Grades 1 and 2: create your own timeline Read a Time Line Harcourt Social Studies Homework and Practice "Mark's Summer Vacation" UNIT 4 Short Answer
Develop understanding of physical systems and their impact on people	8.2.2.A Identify historical figures in the local community.	GRADE 1 Harcourt Social Studies: Unit 3 Lesson 3 GRADE 2: Unit 1 Lesson 2 and 3 GRADE 2: Unit 4 Lesson 1	GRADE 2: Government Leaders: Graphic Organizer Homework and Practice Book "Fill in the Leader" "Honoring American Heritage"
	8.3.2.B Identify American artifacts and their importance in American history.	GRADE 2: Harcourt Social Studies Unit 4 Lesson 2	GRADE 2: Homework and Practice "It's About Time" Homework and Practice "Early America" Illustrating favorite holidays Homework and Practice "My Hero" Homework and Practice "About My Culture" Learning About Cultures: Primary Sources Homework and Practice "A Tale About Working Together" "Pass on a Tradition"
	8.4.2.A Explain why cultures have commemorations and remembrances.	GRADE 1: Harcourt Social Studies: Unit 4 Lesson 4 GRADE 2: Unit 5 Lesson 1	
History			
Develop a sense of past, present, and future to understand change over time			
Identify the contributions of those who contribute to our community and state			

Focus Areas of Instruction	PA Academic Standards	Curriculum Resources	Assessments
Grades 3-8	Grades 3-8	Grades 3-4	Grades 3-4
Historical Analysis & Skill Development	<i>Given grade band considerations and how instruction is designed, the Grade 8 standard is displayed to reflect the desired learning.</i>		
		Grade 3-4	Grades 5-6
		Grades 5-6	Grades 7-8

Continuity and change over time	8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.	Harcourt Social Studies: Unit 3- Lesson 1 & 2 (Our Communities)	United States History Curriculum Bundled Resource by Student Savvy (TpT), American Journey Textbook by McGraw-Hill Chapters 1-6, Differentiated Lessons and Assessments Social Studies Grade 5 by Teacher Created Resources (TpT) Units 1-5, Differentiated Lessons and Assessments Social Studies Grade 6 Units 1-9, Hands-On History American History Activities by Shell Education Units 1-2, Hands-on History Ancient Civilizations by Shell Education Units 1-7, Causes of the American Revolution Scavenger Hunt, Brain Waves Instruction Grades 5-8 (TpT), Middle School Social Studies US History (TpT), Early American History Task Card Set (TpT)	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Sequence Map, Review Questions, Graphic Organizers, Homework and Practice book (pg. 43,44,45)	<p>United States History Curriculum Bundle--STEM Challenge with Rubric, End of Unit Assessment, Interactive Notebook, PBL Activity with Rubric--American Journey Quizzes and Tests--Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6</p> <p>Differentiated Lessons and Assessments Social Studies Grade 5--Units 1-5--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7--pair/share, project with teacher created rubric</p> <p>Causes of the American Revolution Scavenger Hunt -- Quick draw for comprehension and pair/share</p> <p>Middle School Social Studies US history -- comprehension questions, project with teacher created rubric, and quiz</p> <p>Brain Waves Instruction Learning Stations Grades 5-8--Critical Thinking Student Response questions</p> <p>K-W-L Causes of the American Revolution Scavenger Hunt-- quick draw for comprehension and pair/share</p> <p>Differentiated Lessons and Assessments Social Studies Grade 5--Units 1-5--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7--pair/share, project with teacher created rubric</p> <p>American Journey Quizzes and Tests--Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6</p> <p>Brain Waves Instruction Learning Stations Grades 5-8--Critical Thinking Student Response questions</p> <p>Middle School Social Studies US History Bundle--comprehension questions, quiz, project with rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Project based learning for World History--driving questions, research, real world investigations, explanation of ideas through writing, projects with teacher created rubrics</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7--pair/share, project with teacher created rubric</p> <p>American Journey Quizzes and Tests --Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks 1-6</p> <p>The Lost Colony of Roanoke: an American History CSI Investigation -- writing assignment to analyze scenarios with rubric</p> <p>The Boston Massacre Primary and Secondary Source Analysis Lesson--analyze and answer higher level thinking questions, Venn diagram</p> <p>First hand and Secondhand Accounts Primary/Secondary Sources Activities--Interactive Notebook, quiz (passages, primary and secondary sort)</p> <p>Primary and Secondary Superstars-- student response sheet</p> <p>Identifying and Evaluating Primary and Secondary Sources Showdown-- Pair/Share</p> <p>PBL Activity: Historian Shipwreck --project with rubric</p> <p>K-W-L</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments, Risk Unit
	8.2.8.C./8.3/8/C./ /8.4.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania/US/world history.	Harcourt Social Studies: Unit 3- Lesson 3 & 4 (Our Communities)	Early American History Task Card Set (TpT), Causes of the American Revolution Scavenger Hunt by Think Tank (TpT), Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 5 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7, American Journey McGraw Hill Textbook Chapters 1-6, Brain Waves Instruction Learning Stations Grades 5-8 (TpT), Middle School Social Studies US History Bundle (TpT)	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania Constitution, U.S. Constitution	Sequence Map, Review Questions, Graphic Organizers, Homework and Practice book (pg. 48 & 49)	<p>United States History Curriculum Bundle--STEM Challenge with Rubric, End of Unit Assessment, Interactive Notebook, PBL Activity with Rubric--American Journey Quizzes and Tests--Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6</p> <p>Differentiated Lessons and Assessments Social Studies Grade 5--Units 1-5--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7--pair/share, project with teacher created rubric</p> <p>American Journey Quizzes and Tests--Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6</p> <p>Brain Waves Instruction Learning Stations Grades 5-8--Critical Thinking Student Response questions</p> <p>Middle School Social Studies US History Bundle--comprehension questions, quiz, project with rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Project based learning for World History--driving questions, research, real world investigations, explanation of ideas through writing, projects with teacher created rubrics</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7--pair/share, project with teacher created rubric</p> <p>American Journey Quizzes and Tests --Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks 1-6</p> <p>The Lost Colony of Roanoke: an American History CSI Investigation -- writing assignment to analyze scenarios with rubric</p> <p>The Boston Massacre Primary and Secondary Source Analysis Lesson--analyze and answer higher level thinking questions, Venn diagram</p> <p>First hand and Secondhand Accounts Primary/Secondary Sources Activities--Interactive Notebook, quiz (passages, primary and secondary sort)</p> <p>Primary and Secondary Superstars-- student response sheet</p> <p>Identifying and Evaluating Primary and Secondary Sources Showdown-- Pair/Share</p> <p>PBL Activity: Historian Shipwreck --project with rubric</p> <p>K-W-L</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments, Risk Unit
History	8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	Harcourt Social Studies: Unit 3 - Lesson 3 - Compare Primary and Secondary Sources [p. 168 &169] (Our Communities)	Project Based Learning for World History by Students of History (TpT), The Lost Colony of Roanoke: an American History CSI Investigation by History with Mr E (TpT), Identifying and Evaluating Primary and Secondary Sources Showdown by the Creative Classroom (TpT), Boston Massacre Primary and Secondary Source Analysis lesson by Students of History (TpT), PBL Activity--Historian Shipwreck by Defined Learning, Primary and Secondary Source task cards by Literacy for Kids (TpT), Primary and Secondary Superstars by Julie Santello (TpT), Firsthand and Secondhand Accounts Primary/Secondary Sources Activity by MyClassBloom (TpT), American Journey Textbook by McGraw Hill Chapters 1-6, Settlement of the American Colonies Primary and Secondary Source Analysis, Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 6 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Newspapers.com	Timelines, Rubric, Presentation, Paper	<p>United States History Curriculum Bundle--STEM Challenge with Rubric, End of Unit Assessment, Interactive Notebook, PBL Activity with Rubric--American Journey Quizzes and Tests--Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6</p> <p>Differentiated Lessons and Assessments Social Studies Grade 5--Units 1-5--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7--pair/share, project with teacher created rubric</p> <p>American Journey Quizzes and Tests --Pre Test, Post Test, Quizzes Chapters 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks 1-6</p> <p>The Lost Colony of Roanoke: an American History CSI Investigation -- writing assignment to analyze scenarios with rubric</p> <p>The Boston Massacre Primary and Secondary Source Analysis Lesson--analyze and answer higher level thinking questions, Venn diagram</p> <p>First hand and Secondhand Accounts Primary/Secondary Sources Activities--Interactive Notebook, quiz (passages, primary and secondary sort)</p> <p>Primary and Secondary Superstars-- student response sheet</p> <p>Identifying and Evaluating Primary and Secondary Sources Showdown-- Pair/Share</p> <p>PBL Activity: Historian Shipwreck --project with rubric</p> <p>K-W-L</p>	Timeline Project, Assigned Class Readings, Primary Source Material, Risk Unit, Newspapers.com Research

Social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania/US/world	8.2.8.A/8.3.8.A/8.4.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	Harcourt Social Studies: Unit 1 - Chapter 2- Lesson 3 (States and Regions)	Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 6 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7, Escape Ancient History Escape Rooms (TpT), United States History Curriculum Bundled Resource by Student Savvy (TpT), American Journey Textbook by McGraw Hill Chapters 1-6, Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 6 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7, Medieval Times by Mark Twain Publishing, Renaissance by Mark Twain Publishing, Brain Waves Instruction Learning Stations Grades 5-8, Middle School Social Studies US History Bundle (TpT), Early American History Task Card Set	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania Constitution	Homework and Practice Book pp. 16-120, Rubrics, Exit Tickets, Chapter 2 Test	<p>Differentiated Lessons and Assessments Grade 5-- End of Unit Test vocabulary quizzes, project with teacher created rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7-- pair/share, project with teacher created rubric</p> <p>American Journey Quizzes and Tests--Pre Test, Post Test, Quizzes Chapter 1-6</p> <p>American Journey Performance Activities and Rubrics--Performance Tasks 1-6 Medieval Times-- Selected Response, constructed response for knowledge check, map follow up from spatial perspective and project with teacher created rubric</p> <p>Renaissance--Selected Response, constructed response for knowledge check, map follow up from spatial perspective and project with teacher created rubric</p> <p>Middle School Social Studies US History Bundle--comprehension questions, quiz, project with teacher created rubric</p> <p>Brain Waves Learning Stations Grades 5-8--critical thinking student response</p> <p>United States History Curriculum Bundles Resource -- STEM Challenge, End of Unit test, interactive notebook, PBL activity with rubric</p> <p>K.W.L</p> <p>13 Colonies Research project by Mrs J's Place-- project with rubric</p> <p>History of our Country by Steck/Vaughn Social Studies Level E-- daily quickstarts for comprehension, critical thinking student response, cause and effect relationships student response list events in sequence, open ended projects with teacher created rubric</p> <p>US History Quickstarts -- daily quickstarts for comprehension, critical thinking student response, cause and effect relationships student response list events in sequence, open ended projects with teacher created rubric</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Conflict and cooperation	8.2.8.D/8.3.8.A/8.4.8.A Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania/US/world history.	Harcourt Social Studies: Unit 1- Chapter 2 -Lesson 1 & 2 (States & Regions), Pennsylvania History Mini Unit, Interactive State History Mini Unit	Spying in the American Revolution by Jennifer Bazzit, United States History Curriculum Bundled Resource by Student Savvy, Battles of the American Revolution Scavenger Hunt by Think Tank (TpT), Causes of the American Revolution Scavenger Hunt by Think Tank (TpT), Journey through the American Revolutionary War by Peaceful History, Causes of the Revolutionary War Escape Room by Think Tank (TpT), Middle School Social Studies US History Bundle, History of our Country by Steck/Vaughn Social Studies Level E Unit 1 Chapter 1-3 and Unit 2 Chapter 4-6, US History Quickstarts by Mark Twain Publishing Unit 1-2, Early American History Task Card Set (TpT)	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania Constitution, U.S. Constitution	Homework and Practice book pp. 13,14,15, Graphic Organizer, Writing Rubric, Splash Publication	<p>Battles of the American Revolution Scavenger Hunt --written task, open ended critical thinking prompt, quick draw for comprehension, pair/share</p> <p>Causes of the American Revolution Scavenger Hunt -- written task, open ended critical thinking prompt, quick draw for comprehension, pair/share</p> <p>Causes of the Revolutionary War Escape Room --reading comprehension, critical thinking questions.</p> <p>United States History Curriculum Bundled Resource -- STEM Challenge, End of Unit test, interactive notebook, PBL activity with rubric</p> <p>Spying in the American Revolution --quiz</p> <p>Differentiated Lessons and Assessments Grade 5 Unit 1-5--End of Unit Test vocabulary quizzes, project with teacher created rubric</p> <p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7-- pair/share, project with teacher created rubric</p> <p>Middle School Social Studies US History Bundle -- comprehension questions, project with rubric and quiz</p> <p>Maps, Landforms and Continents--comprehension questions, label a globe, plot coordinates on a grid</p> <p>Latitude/Longitude by Thrive in Grade 5 --letter writing activity to write like a geographer</p> <p>Five Themes of Geometry Unit --End of Unit test, comprehension questions, student response essay with rubric</p> <p>Brain Waves Learning Stations Grades 5-8--critical thinking student response K.W.L</p> <p>13 Colonies Research project --project with rubric</p> <p>Five Themes of Geometry Unit -- End of Unit test, comprehension questions, student response essay with rubric</p> <p>Create a Country Geography Project by Mr Mitchell's Educational Resources--project with rubric</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Research	7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.	Harcourt Social Studies: Unit 1- Chapter 1 (Lessons 1,2,3) and Chapter 3 (Lesson 1,2,3) (States and Regions) Puzzle-Label States and Capitals 5 Regions, Washington DC Field Trip Activity	Middle School Social Studies US History Bundle (TpT), Maps, Landforms and Continents by Shelly Rees (TpT), Latitude/Longitude by Thrive in Grade 5 (TpT), Five Themes of Geometry Unit by Teaching Muse (TpT), Brain Waves Instruction Grades 5-8 Learning Stations, Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 6 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7, US History Maps by Don Blattner Units 1-5, Early American History Task Card Set (TpT)	- Glencoe - The American Journey Textbook & McDougal Littell - World History Patterns of Interaction, various units and lessons, Newspapers.com	Homebook and practice book, pp.1-3, 4-6,7, Graphic Organizer, Interactive Atlas, Line Graphs, Map Activity (Tabitha NewBerry - Teachers Pay Teachers), Roadtrip Worksheets and Research	<p>Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment, vocabulary quizzes, projects with teacher created rubric</p> <p>Hands-on History American History Activities--Units 1-2--pair/share, project with teacher created rubric</p> <p>Hands-on history Ancient Civilizations--Units 1-7-- pair/share, project with teacher created rubric</p> <p>Middle School Social Studies US History Bundle -- comprehension questions, project with rubric and quiz</p> <p>Maps, Landforms and Continents--comprehension questions, label a globe, plot coordinates on a grid</p> <p>Latitude/Longitude by Thrive in Grade 5 --letter writing activity to write like a geographer</p> <p>Five Themes of Geometry Unit --End of Unit test, comprehension questions, student response essay with rubric</p> <p>Brain Waves Learning Stations Grades 5-8--critical thinking student response K.W.L</p> <p>13 Colonies Research project --project with rubric</p> <p>Five Themes of Geometry Unit -- End of Unit test, comprehension questions, student response essay with rubric</p> <p>Create a Country Geography Project by Mr Mitchell's Educational Resources--project with rubric</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Geography	7.3.8.A Explain the human characteristics of places and regions using ...criteria.	Harcourt Social Studies: Unit 1- Chapter 3 (Lesson 1) (States and Regions)	US Geography Unit by Lesson Plan Guru (TpT), Five Themes of Geography Unit by Teaching Muse (TpT)	- Glencoe - The American Journey Textbook & McDougal Littell - World History Patterns of Interaction, various units and lessons, James F. Silver - Geography Skills Activities Kit	Homework and Practice book pg. 21-23, graphic organizer, Interactive Atlas, Internet Resources	<p>Five Themes of Geography Unit -- End of Unit test, comprehension questions, student response essay with rubric</p> <p>Create a Country Geography Project by Mr Mitchell's Educational Resources--project with rubric</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Geography	7.4.8.A Illustrate the effects of the physical systems on people within regions.	Harcourt Social Studies: Unit 1- Chapter 3 (Lessons 2,3) (States and Regions)	Social Studies Skills Series: Maps Timelines and Graphs	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, James F. Silver - Geography Skills Activities Kit	Homework and Practice Book pp. 24-27, Maps, Graphic Organizer, Chapter 3 Assessment	<p>Create a Country Geography Project by Mr Mitchell's Educational Resources--project with rubric</p>	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments, Map Quizzes

Basic geographic literacy	6.1.8.B Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services.	Harcourt Social Studies: Unit 6 - Chapter 12 - Lesson 2 (Our Communities) Goods and Services: Economics Skill Sheets	United States History Curriculum Bundled Resource by Student Savvy (TpT),	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, James F. Silver - Geography Skills Activities Kit	Homework and Practice Book pp. 124, Writing Rubric, Exit Ticket, White Board Activity, Worksheet #1 and Worksheet #2	United States History Curriculum Bundled Resource-- 13 Colonies PBL with rubric	Map quizzes
Human characteristics of places and regions	6.2.8.G Examine how various economic systems address the three basic questions. •What to produce? •How? •For whom?	Harcourt Social Studies:Unit 6 - Chapter 12 - Lesson 3 (Our Communities)	United States History Curriculum Bundled Resource by Student Savvy (TpT)	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, James F. Silver - Geography Skills Activities Kit	Homework Practice pp, 121-123, Rubrics,	United States History Curriculum Bundled Resource-- 13 Colonies PBL with rubric	Map quizzes
Interactions between people and the environment	6.3.8.B Predict how changes to government involvement at the state and national levels may affect the economy.	Harcourt Social Studies: Unit 1- Chapter 2: Lesson 3 (States and Regions)	Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 6 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania Constitution, U.S. Constitution	Homework and Practice book pp. 16-17, Study Guide, Rubric, Graphic Organizer	Differentiated Lessons and Assessments Grade 5 Unit 1-5--End of Unit Test vocabulary quizzes, project with teacher created rubric Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment , vocabulary quizzes, projects with teacher created rubric Hands-on History American History Activities--Units 1-2--pair/share , project with teacher created rubric Hands-on history Ancient Civilizations--Units 1-7--pair/share , project with teacher created rubric Differentiated Lessons and Assessments Grade 5 Unit 1-5--End of Unit Test vocabulary quizzes, project with teacher created rubric	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
	6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence.	Harcourt Social Studies : Unit 6- Chapter 11 Lessons 3 & 4 (Our Communities) , Unit 1- Chapter 3 Lesson 1 (States and Regions) Plan A Trip To Pennsylvania - Project Based Learning By Extra Sprinkles	Differentiated Lessons and Assessments Grade 5 by Teacher Created Resources Unit 1-5, Hands-on History American History Activities by Shell Education Units 1-2, Differentiated Lessons and Assessments Social Studies Grade 6 Teacher Created Resources Units 1-9, Hands-On History Ancient Civilizations by Shell Education Units 1-7	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Homework and Practice Book pp. 112-118, pp. 21-23, Graphic Organizer, Chapter 11 Assessment and Chapter 3 Assessment, Graph, Collage, PBL (Rubric, Poster Board, PowerPoint Presentation)	Differentiated Lessons and Assessments Social Studies Grade 6--Units 1-9--End of Unit Assessment , vocabulary quizzes, projects with teacher created rubric Hands-on History American History Activities--Units 1-2--pair/share , project with teacher created rubric Hands-on history Ancient Civilizations--Units 1-7--pair/share , project with teacher created rubric	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Economics	6.5.8.C Explain the organization of different types of businesses.	Harcourt Social Studies: Unit 6- Chapter 11 & 12 - Lessons 1 & 2 (Our Communities) Entrepreneur Project	United States History Curriculum Bundled Resource by Student Savvy	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Homework and Practice Book, pp.107 - 111, Community Newspaper, Rubric, Chapter 11 and 12 Unit Assessment, Entrepreneur Project (Teachers Pay Teachers)	United States History Curriculum Bundled Resource-- 13 Colonies PBL with rubric Create a Currency to Represent Daily Life of Colonists by Becky's Social Studies--project with rubric	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Scarcity and choice	5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.	Harcourt Social Studies: Unit 4- Chapter 8 (Our Communities), Three Branches of Governemnt Word Sort	American Journey McGraw Hill Textbook Chapters 1-6	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Homework and Practice book pg. 75-86, Exit Tickets, Line Graph, Graphic Organizers, Word Sort (cut and paste)	American Journey Quizzes and Tests--Pre Test , Post Test, Quizzes Chapters 1-6 American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Markets and economic systems	5.2.8.A Summarize the role of citizens in terms of right and responsibilities in different government systems.	Harcourt Social Studies: Unit 4 - Chapter 7 Lesson 1,2,3 (Our Communities) Open A Business - PBJ Economics and Entrepreneurship, Three branches of Governemnt Tree Craft and Activity Booklet	American Journey McGraw Hill Textbook Chapters 1-6	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Homework and Practice book pg 65-71, Write a Song, Write a Report, Exit Tickets, thumbs up, middle, down, Slogan Game Hero, Logos, Business Cards, Posters	American Journey Quizzes and Tests--Pre Test , Post Test, Quizzes Chapters 1-6 American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Functions of government	5.3.8.C Describe how local, state, and national governments provide services.	Harcourt Social Studies: Unit 4- Chapter 8 Lesson 1 (Our Communities) & United States Government Resource Box	American Journey McGraw Hill Textbook Chapters 1-6	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Homework and Practice book pg. 75, Graphic Organizer, Comprehension Questions (Google Form)	American Journey Quizzes and Tests--Pre Test , Post Test, Quizzes Chapters 1-6 American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Economic interdependence	5.4.8.C Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.	Harcourt Social Studies: Unit 1 - Chapter 2 - Lesson 3: United States Economy (States and Regions)	American Journey McGraw Hill Textbook Chapters 1-6	- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons	Homework and Practice book pg. 16-17, quick nod, white boards, Study Guide, Graphic Organizer	American Journey Quizzes and Tests--Pre Test , Post Test, Quizzes Chapters 1-6 American Journey Performance Activities and Rubrics--Performance Tasks Activities 1-6	Teacher-generated tests, Timeline Project, Assigned Class Readings, Primary Source Material, End of Textbook Unit Assessments
Income, profit, and wealth							
Civics and Government							
Principles and Documents of Government		Harcourt Social Studies: Unit 4- Chapter 8- Government Lesson 1-5 (Our Communities)		- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania & U.S. Constitutions	Interactive Maps, Graphic Organizer,		US Citizenship Test
Rights and Responsibilities of Citizenship		Harcourt Social Studies: Unit 4- Chapter 7 - Lesson 1 (Our Communities)		- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania & U.S. Constitutions	Homework and Practice book pp. 65-66, Graphic Organizer		US Citizenship Test
How Government Works		United States Government Resource Box by Lakeshore Learning		- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons, Pennsylvania & U.S. Constitutions	Comprehension Questions, Exit Tickets, Google Forms, Debates		US Citizenship Test
How International Relationships Function				- Glencoe - The American Journey textbook, McDougal Littell - World History Patterns of Interaction textbook, various units and lessons			