

Assessment Map for 2 nd Grade 2015 – 2016							
1 st Quarter August 20 – October 23							
Reading		Writing		Social Studies Unit 1 & maps		Math Chapters 1, 2, 3, & 8	
FS3a	Short or long vowel	W8	Recall info answer ?s	5	Maps answer location ?s	OA1	Word Problems
RL1	Essential Questions			10	Personal Accountability	OA2	+ & - within 20
RI 6	Main purpose of text	Language		11	Group Accountability	OA3	Odd & even
		L1e	Adjectives/adverbs	12	Rules in different settings	OA4	Repeated Addition & Arrays
		L1f	Complete sentences		SS Beginning of quarter	NBT2	Skip count 5s, 10s,
		L3	English Formal/informal			NBT5	Add 2-digit #s
Speaking & Listening						NBT6	3 – 4 addends
SL1	Conversations					NBT9	Explain + & -
SL4	Retell story or experience					MD8	Money
SL6	Complete sentences			Science			
				<i>The Atmosphere</i>			
					Air (wind)		
					Water in air		
					Weather Changes		

Assessment Map for 2 nd Grade 2015 – 2016							
2 nd Quarter October 26 – January 15							
Reading		Writing		Social Studies Unit 2 & 3		Math Chapters 4, 5, 6, 10	
FS3b	Vowel teams	W3	Narratives	3	S&T Changes Daily Life	OA1	Word problem
FS3e	Common spellings sounds correspondences	W5	Revise/edit	6	Work influenced by region	NBT1	Place Value
RL3	Character responds			7	Humans change environment	NBT2	Skip Count 5s, 10s, 100s
RL4	Rhythm & meaning			14	Resources used various ways	NBT3	Read numbers
RI5	Text features	Language				NBT4	Order numbers
RI9	Compare/contrast major points of 2 text on same topic	L1c	Reflective pronouns			NBT5	Subtract 2-digit #s
		L1d	Past irregular verbs				
Speaking & Listening		L4d	Compound words			NBT7	+ within 1000
SL5	Audio recordings, add drawings or visuals to stories or recounts			Science		NBT8	Mentally add 10 or 100
				<i>The Atmosphere (continued)</i>		NBT9	Explain + & -
					Air (wind)	MD7	Time
					Water in Air		
					Weather Changes		
					SC beginning of quarter		

Assessment Map for 2nd Grade 2015 – 2016

3rd Quarter January 19 – March 23

Reading		Writing		Social Studies Unit 4 & 5		Math Chapters 7, 9, 12	
FS3c	2 syllables/long vowels	W2	Informative/ explanatory texts	1	Calendars & Timelines	NBT7	Subtract 3-digit #s
FS3f	irregular spelled words			2	Artifacts, maps, photos	NBT8	Mentally subtract 10 & 100
RL5	Story structure	W7	Shared research & writing projects	4	Biographies	NBT9	Explain + & -
RL6	Points of view of characters			8	Culture influenced by environments	MD9	Line plot
RL7	understand setting, plot, & char Illustrations & words	Language		9	Cultures share ways of life	MD10	Picture & bar graphs
RL9	different versions story	L1a	Collective nouns		SS beginning of quarter	G1	Recognize, draw & Identify shapes
RI3	Connections/history/science/procedures	L1b	Irregular plural nouns			G2	Square units/ area
		L2a	capitalization			G3	Equal shares/ fractions
Speaking & Listening		L2b	Commas in letters				
SL2	Describe key ideas	L4c	Roots with ending meanings	Science			
		L5a	Word relationships	Changes in Motion			
		L5b	Shades of meanings		Force & Motion		
					*gravity & magnets		

Assessment Map for 2nd Grade 2015 –2016

4th Quarter March 30 – May 27

Reading		Writing		Social Studies Unit 6		Math Chapter 11	
FS3d	Prefixes/suffixes	W1	Opinion pieces	13	Bar graphs	MD1	Length tools
FS4	Fluency with	W6	Publish using digital tools	15	Jobs (goods or sevice)	MD2	Measure in. & cm
a	Purpose understanding			16	\$ buy goods & services	MD3	Estimate length
b	Accuracy, rate, expression			17	Earn income by working	MD4	Compare lengths
c	Monitor & self- correct	Language				MD5	Length word problems
RL2	Central message, lesson moral	L2c	Apostrophe contractions possessives			MD6	Lengths on # line
RL10	Read & comprehend					MD9	Measurement data on line plot
RI1	Essential Questions						
RI2	Main topic	L2d	Spelling patterns		Science		
RI4	Context Clues	L2e	Dictionary Spelling	Interactions within Habitats			
RI7	Images (diagrams) clarify text	L4a	Context clues Homographs		Living things change earth		
RI8	Describe how reasons support points	L4b	Meaning/affixes				
RI10	Read & comprehend	L4e	Dictionary Meaning		Some living things are gone because basic needs are gone		
Speaking & Listening		L6	Describing words				
SL3	Ask & answer ?s about speaker						
					SC beginning of quarter		

Third Grade
Language Arts
Indicators/CCSS by Month

September	October	November	December	January
RL.3.1,5 RI.3.1	RL.3.10,RI.3.10	RF.3.4a	W.3.1, W.3.1b, W.3.3b	RI.3.5,7
RF.3.4b,c	RL.3.7, RI.3.7	RL.3.2, RI.3.2, RI.3.9	RL.3.2	RL.3.1, RI.3.1
RI.3.1,7	W.3.1	RL3.3	L.3.2f	L.3.1a
RI.3.5,7	W.3.10	RF.3.4c, RL.3.4, L.3.4a	L.3.1a,b,d,g	W.3.6
RI.3.3,7,8	W.3.1a,c,2a,c,3c	W.3.3b	L.3.1e,f	L.3.2g, L.3.4d
W.3.1a	W.3.2a	RL.3.6, RI.3.6	L.3.1i	
W.3.5	L.3.2e,f	L.3.5a,b,c	RF.3.3d, L.3.2e	
L.3.2	RF.3.3a,b,c L.3.2e, L.3.4b			
L.3.2a	L.3.4c			
	RF.3.4b			
February	March	April	May	May
RL.3.9, RI.3.9	RL.3.9, RI.3.9	RI.3.2,7,8	W.3.7	W.3.2b
W.3.3a,b	RL.3.2,3,9	L.3.1b	W.3.8	L.3.2g
W.3.4	RL.3.2	L.3.1h	W.3.8	W.3.1a
L.3.2f	RL.3.2	W.3.5	W.3.8	W.3.5
L.3.2c,b,d	W.3.1d, W.2a,d W.3.3d	RL.3.4	W.3.8	W.3.5
L.3.1d,e	W.3.4,5	W.3.10	W.3.8	RI.3.4,5, L.3.2g
L.3.2d	L.3.2a	L.3.6	SL.3.1c,d SL.3.3	RL.3.10, RI.3.10
SL.3.4,5,6			SL.3.2	SL.3.1a,b
SL.3.4			SL.3.6	L.3.3a,b
			SL.3.4,5	

Third Grade Math

Indicators/CCSS by Month

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
September	November	January	April
3.NF.3c	3.OA.5,	3.OA.7	3.MD.4
3.NF.3d	3.MD.5a & b; 6; 7a,b,c,d; 8		3.MD.2
3.NBT.2	3.NBT.3	February	3.MD.4
3.OA.9		3.NBT.2;	
3.OA.9		3.NBT.2; 3.OA.5	May
3.MD.1	December	3.G.1	3.MD.3
3.MD.3	3.OA.1, 3,	3.OA.7	
	3.OA.2, 3, 6		
October			
3.NBT.2		March	
3.OA.8		3.NF.1,	
3.OA.9		3.NF.2a & b;	
3.OA.8, 9		3.NF.3a & b	
3.OA.8, 9, 4		3.G.2	
3.OA.9			
3.MD.2, 4			
3.NBT.1			

New CCSS

Indicators Following the Book

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
NBT.1	OA.1	OA.5	MD.5
NBT.2	OA.2	OA.8	MD.7
OA.1	OA.3	NF.1	MD.8
OA.2	OA.4	NF.2	G.1
OA.3	OA.7	NF.3	G.2
OA.7	OA.9	MD.1	
OA.9		MD.2	
		MD.3	
		MD.4	

Third Grade

Science

Indicators/CCSS by Quarter

1 st Quarter (October)		2 nd Quarter (November)		3 rd Quarter (March)		4 th Quarter (May)	
	New		New		New		New
	*		PS3		ESS1		LS3
	*		ESS2,				LS2
	*		ESS3				

New CCSS

*Add New PS1 & PS2 in First Quarter. Does not correlate with current standards.

**Add New LS1 in 4th Quarter. Does not correlate with current standards.

Third Grade
Social Studies
Indicators/CCSS by Month

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
September	December	January/ February	April
GE4	GE8	GO9	E14
GE4	GE7	GO10	E15
GE6		GO11	E16
GE5		GO11,12	E17
H1		GO13	E18
H2			E19
H3			E20
			GE2

New CCSS

Level Map

*At the beginning of the 1st Quarter, teachers will cover the "Be a Scientist" section at the beginning of our Science textbook. This covers the scientific method, laboratory tools and safety. This is an overview of how to do Science Experiments which is needed for the entire year. These concepts will be revisited during the 4th quarter.

New Content Statements (Core Standards)

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
ES1	LS1	PS1	SIA1
ES2	LS2	PS2	SIA2
ES3			SIA3
			SIA4
			SIA5
			SIA6
			SIA7
			SIA8

Old Indicators NOT covered by New Content Statements, but that are still tested on our current OAA's.

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
ES5-Nonrenewable Resources	LS5-Adaptation	PS1- Thermal Energy	
ES6- Renewable Resources	LS6- Environmental Positive & Negative Effects	PS2- Energy Transfer	
		PS3- Energy Conversion	
		PS4- Electrical Circuits	

Special Note: 5th Grade Science End of Year Assessment covers grades 3-5 indicators. Please don't forget to review grades 3 & 4 indicators as well as teach all of the above indicators and content statements.

Social Studies
5th Grade: Level Map

New Content Statements (Core Standards)

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
H1 Timelines	H1	H1	H1
H2 Early Civilizations			
H3 Exploration and Colonization	H3	H3	H3
GE4 Maps/Globes	GE4	GE4	GE4
GE5 Longitude/Latitude	GE5	GE5	GE5
GE6 Regional Elements	GE6	GE6	GE6
GE7 Human Environmental Interaction	GE7	GE7	GE7
GE8 Indian Cultures	GE8	GE8	GE8
GE9 Physical, Cultural, Social, Economic Factors that cause people to move.	GE9	GE9	GE9
GE10 Cultural Diversity	GE10	GE10	GE10
			GO11 Interpreting Information using multiple displays/sources.
GO12 Understanding different types of governments	GO12	GO12	GO12
E13 Interpreting Data			
E14 Choices & Consequences	E14	E14	E14
E15 Productive Resources	E15	E15	E15
E16 Division of Labor, Scarcity, Specialization	E16	E16	E16
E17 Interdependence	E17	E17	E17
E18 Financial Literacy	E18	E18	E18

Special Note: The United States will be covered in depth during the 4th Quarter.

Fifth Grade Language Arts Map 2014

Quarter 1	Quarter 2	Quarter 3	Quarter 4
RL1	RL4	RL1	RL2
RL2	RL9	RL2	RL3
RL3	RI1	RL3	RL4
RL4	RI2	RL4	RL5
RL5	RI3	RL5	RL9
RL6	RI4	RL6	RL10
RL9	RI5	RL7	RI1
RI1	RI9	RL9	RI2
RI2	FS3	RI1	RI3
RI3	FS4	RI2	RI4
RI4	W1	RI4	RI5
RI5	W2	RI6	RI8
RI9	W3	RI7	RI9
FS3	W4	RI8	RI10
FS4	W5	RI0	FS3
W1	W6	FS3	FS4
W2	W7	FS4	W1
W3	W8	W1	W2
W4	W9	W2	W3
W5	W10	W3	W4
W6	SL4	W4	W5
W7	L1	W5	W6
W8	L2	W6	W7
W9	L3	W7	W8
W10	L4	W8	W9
SL3	L5	W9	W10
SL4	L6	W10	SL2
SL6		SL1	SL4
L1		SL4	L1
L2		SL5	L2
L3		SL6	L4
L4		L1	L5
L5		L2	L6
L6		L3	
		L4	
		L5	
		L6	

5 th Grade Math	1 st Nine Weeks			2 nd Nine Weeks				3 rd Nine Weeks			4 th Nine Weeks	
	Ch. 1 8/25- 9/10	Ch. 2 9/11- 9/29	Ch. 3 9/30- 10/21	Ch. 4 10/22- 10/31	Ch. 5 11/3- 11/19	Ch. 6 12/1- 12/22	Ch. 7 1/5- 1/19	Ch. 8 1/20- 2/2	Ch. 9 2/3- 2/27	Ch. 10 3/2-3/20	Ch. 11 3/23-4/17	Ch. 12 4/20-5/15
Number and Operations in Base Ten (NBT)	NBT.1 NBT.3ab NBT.4	NBT.2 NBT.5	NBT.6	NBT.6	NBT.7	NBT.2 NBT.5 NBT.7						
Operations and Algebraic Thinking (OA)							OA.1 OA.2 OA.3					
Number and Operations – Fractions (NF)								NF.3 NF.5 NF.5b	NF.1 NF.2	NF.4ab NF.5ab NF.6 NF.7abc		
Measurement and Data (MD)											MD.1 MD.2	MD.3ab MD.4 MD.5abc
Geometry (G)												G.3 G.4
	<ul style="list-style-type: none"> Understand the Place Value System Perform operations with multi-digit whole numbers and with decimals to the hundredths 			<ul style="list-style-type: none"> Understand the Place Value System Perform operations with multi-digit whole numbers and with decimals to the hundredths Write and interpret numerical expressions Analyze patterns and relationships Graph points on the coordinate plan to solve real-world and mathematical problems 				<ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions 			<ul style="list-style-type: none"> Convert like measurement units within a given measurement system Represent and interpret data Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition Classify two-dimensional figures into categories based on their properties 	

5th Grade Math

1 st Nine Weeks		
Ch. 1 8/25- 9/10	Ch. 2 9/11-9/29	Ch. 3 9/30-10/21
Number and Operations in Base Ten (NBT)	NBT.1 NBT.3ab NBT.4	NBT.2 NBT.5 NBT.6
<ul style="list-style-type: none"> ○ <u>Understand the Place Value System</u> <ol style="list-style-type: none"> 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 3. Read, write, and compare decimals to thousandths. <ol style="list-style-type: none"> a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4. Use place value understanding to round decimals to any place. ○ <u>Perform operations with multi-digit whole numbers and with decimals to the hundredths</u> <ol style="list-style-type: none"> 5. Fluently multiply multi-digit whole numbers using the standard algorithm. 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 		

5th Grade Math

		2 nd Nine Weeks			
		Ch. 4 10/22-10/31	Ch. 5 11/3-11/19	Ch. 6 12/1-12/22	Ch. 7 1/5-1/19
Number & Operations in Base Ten (NBT)	NBT.6	NBT.7	NBT.2	NBT.5	NBT.7
Operations and Algebraic Thinking (OA)				OA.1	OA.2 OA.3
Geometry (G)				G.1	G.2
		<ul style="list-style-type: none"> ○ <u>Understand the Place Value System (NBT)</u> <ul style="list-style-type: none"> 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. ○ <u>Perform operations with multi-digit whole numbers and with decimals to the hundredths (NBT)</u> <ul style="list-style-type: none"> 5. Fluently multiply multi-digit whole numbers using the standard algorithm. 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. ○ <u>Write and interpret numerical expressions (OA)</u> <ul style="list-style-type: none"> 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. ○ <u>Analyze patterns and relationships (OA)</u> <ul style="list-style-type: none"> 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. ○ <u>Graph points on the coordinate plane to solve real-world and mathematical problems (G)</u> <ul style="list-style-type: none"> 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. 			

		3 rd Nine Weeks									
		Ch. 8	1/20-2/2			Ch. 9	2/3-2/27		Ch. 10	3/2-3/20	
Number and Operations – Fractions (NF)		NF.3	NF.5	NF.5b	NF.1	NF.2	NF.4ab	NF.5ab	NF.6	NF.7abc	
		<p>○ Use equivalent fractions as a strategy to add and subtract fractions</p> <p>1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</p> <p>2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</p> <p>○ Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p> <p>3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$ (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>5. Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.</p> <p>6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$-cup servings are in 2 cups of raisins?</p>									

5th Grade Math

		4 th Nine Weeks		
	Ch. 11	3/23-4/17	Ch. 12	4/20-5/15
Measurement and Data (MD)	MD.1	MD.2	MD.3ab MD.4	MD.5abc
Geometry (G)			G.3	G.4
	<ul style="list-style-type: none"> ○ <u>Convert like measurement units within a given measurement system (MD)</u> 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. ○ <u>Represent and interpret data (MD)</u> 2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. ○ <u>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition (MD)</u> 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <ul style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. ○ <u>Classify two-dimensional figures into categories based on their properties (G)</u> 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 4. Classify two-dimensional figures in a hierarchy based on properties 			

Curriculum Map for First Grade Math

Time Frame	Number and Operations in Base Ten	Cluster	Evidence of Understanding and Expectations of Learning	Assessment
1 st quarter		Extend the counting sequence.		
	1. Count to 120, starting at any number less than 120	In this range, read and write numerals and represent a number of objects with a written numeral.	Count, read, and write numbers in this range.	
	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.		
	1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.	E.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Add and subtract in various ways within 20, to solve for a missing number in any position.	
	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	E.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Add three whole numbers.	
	3. Apply properties of operations as strategies to add and subtract.	Understand and apply properties of operations and the relationship between addition and subtraction.	Use the commutative and associative properties to add and subtract.	
	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Add and subtract within 20.	Count on to add or back to subtract.	
	6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Add and subtract within 20.	
	7. Understand the meaning of the equal sign, and determine if equations involving addition and	Work with addition and subtraction equations.	Use the equal sign to determine whether an equation is true or false.	

Curriculum Map for First Grade Math

	subtraction are true or false.	For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.		
	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Work with addition and subtraction equations.	Determine the unknown number that makes an addition or subtraction equation true.	

Curriculum Map for First Grade Math

Time Frame	Number and Operations in Base Ten	Cluster	Evidence of Understanding and Expectations of Learning	Assessment
2 nd quarter	1. Count to 120, starting at any number less than 120.	Extend the counting sequence.	Count to 120.	
	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases			
	a. 10 can be thought of as a bundle of ten ones – called a “ten”.		Group ten ones into a ten.	
	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		Make teens by grouping ten ones and counting the extra ones.	
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Make more than one ten by grouping ten ones into a ten.	
	3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, $<$.	Understand place value.	Compare two digit numbers results with $>$, $=$, $<$.	
	5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, explain the reasoning used.		Mentally find ten more or less than a number.	
	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.		
	1. Use addition and subtraction within 20 to solve word problems involving situations of adding	E.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Add and subtract in various ways within 20, to solve for a missing number in any position.	

Curriculum Map for First Grade Math

	to, taking from, putting together, taking apart and comparing, with unknowns in all positions.			
	4. Understand subtraction as an unknown-addend problem.	For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	Use the associative property to subtract.	
	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Add and subtract within 20.	Count on to add or back to subtract.	
	6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Add and subtract within 20.	

Curriculum Map for First Grade Math

Time Frame	Number and Operations in Base Ten	Cluster	Evidence of Understanding and Expectations of Learning	Assessment
3 rd quarter	1. Count to 120, starting at any number less than 120.	Extend the counting sequence.	Count to 120.	
	4. 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 and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	Add two-digit numbers.	
	6. Subtract multiples of 10 in the range 10 – 90 from multiples of 10 in the range 10 – 90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		Subtract multiples of ten.	
	Measurement and Data	Tell and write time.		
	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.		Order and compare lengths of objects.	

Curriculum Map for First Grade Math

	2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Measure objects with whole numbers.	
	3. Tell and write time in hours and half hours using analog and digital clocks.		Tell time to the hour and half hour and draw the hands on a clock to show time to the hour and half hour.	
	4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Represent and interpret data.	Organize, represent, and interpret data. Ask and answer questions using data.	

Curriculum Map for First Grade Math

Time Frame	Number and Operations in Base Ten	Cluster	Evidence of Understanding and Expectations of Learning	Assessment
4th quarter	1. Count to 120, starting at any number less than 120.	Extend the counting sequence.	Count to 120.	
	Geometry	Reason with shapes and their attributes.		
	1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.			
	2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	(E.g., rectangles, squares, trapezoids, triangles, half-circles and quarter-circles or cubes, right triangular prisms, right circular cones, and right circular cylinders).	Compose two and three dimensional shapes. Create composite and new shapes from the composite shape.	
	3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.	Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Divide circles or rectangles into equal shares. Describe the shares (e.g., halves, fourths, quarters)	

Curriculum Map for First Grade Language Arts

Time Frame	Speaking and Listening	Topic	Evidence of Understanding and Expectations of Learning	Assessment
1 st quarter September	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Comprehension and Collaboration Communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as developing and presenting knowledge.	Participate in conversations with peers and adults in small or larger groups.	
	1a. Follow agreed-upon rules for discussions (e.g., listening others with care, speaking one at a time about the topics and texts under discussion).		Participate in discussions with peers about a topic following the rules as a listener and a speaker.	
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		Ask and answer questions about a topic.	
	Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Conventions of Standard English The conventions of standard English are learned and applied within the contexts of reading, writing, speaking and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text.		
	1a. Print all upper and lower case letters.		Use correct letter case when writing.	
October	Reading: Informational Text	Craft and Structure The craft and structure of informational text enhance understanding of the content. The rich content models for readers develop skills that are necessary for crafting nonfiction text of their own.		

Curriculum Map for First Grade Language Arts

	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
	7. Use the illustrations and details in a text to describe its key ideas.	Integration of Knowledge and Ideas Illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers integrate the knowledge and ideas gathered from multiple sources.	Identify the key ideas of a given text.	
	Reading: Literature	Integration of Knowledge and Ideas The focus of the integration of knowledge and ideas topic is making connections and comparisons, determining themes and main topics across different texts and genre.		
	7. Use illustrations and details in a story to describe its characters, setting, or events		Describe the characters, setting, or events of a story with illustrations and details.	
	Language 5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Vocabulary Acquisition and Use Young readers, writers, speakers and listeners identify and use word meanings, inflections and affixes based on shared reading experiences.		
	5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		Sort a list of given words into categories or give a name (category) to a list of words.	
	5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		Define given words by category and key attributes.	

Curriculum Map for First Grade Language Arts

Time Frame	Reading: Literature	Topic	Evidence of Understanding and Expectations of Learning	Assessment
2 nd quarter November		Craft and Structure The focus of the craft and structure topic is the reader's ability to understand word meaning and figurative language, story structure and development, and point of view.		
	6. Identify who is telling the story at various points in a text.		After reading a story, name who is telling the story at various points.	
	Reading: Informational Text	Key Ideas and Details Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.		
	2. Identify the main topic and retell key details of a text.		Fill in a chart identifying the main topic and key details of a text.	
	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Use a Venn Diagram to describe connections between two individuals, events, ideas or information in a text.	
	Language	Conventions of Standard English Writers and speakers use the rules and conventions of standard English to communicate effectively.	Use correct capitalization and punctuation when spelling and writing.	
	1b. Use common, proper, and possessive nouns.		Choose the correct type of noun to complete sentences.	
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	2a. Capitalize dates and names of people.			

Curriculum Map for First Grade Language Arts

December	Language	Conventions of Standard English Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English.		
	1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
	Speaking and Listening	Presentation of Knowledge and Ideas Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message. Success in post-secondary education, as well as the workplace, requires effective communication.		
	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Write or draw to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
	6. Produce complete sentences when appropriate to task and situation.		Write complete sentences when necessary to complete a task.	
January	Reading: Literature	Key Ideas and Details Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life..		
	1. Ask and answer questions about key details in a text.		Answer who, what when, where, and why questions about a story using complete sentences.	
	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Craft and Structure Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and	Highlight the sensory words and phrases in a story or poem.	

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		structure.		
	Reading: Informational Text	Key Ideas and Details Reading for key ideas and details is reading with purpose. It helps the reader focus on content and comprehension.		
	1. Ask and answer questions about key details in a text.		Answer who, what when, where, and why questions about a story using complete sentences.	
	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Craft and Structure The craft and structure of informational text enhance understanding of the content.	Ask and answer questions to determine the meaning of an unknown word. Use context to help clarify the meaning.	
	Speaking and Listening	Comprehension and Collaboration Communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as developing and presenting knowledge.		
	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		Answer questions orally or through other media giving details about the text.	
	Language	Vocabulary Acquisition and Use Young readers, writers, speakers and listeners identify and use word meanings, inflections and affixes based on shared reading experiences.		
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Use context to clarify the meaning of words such as homophones.	
	4a. Use sentence-level context as a clue to the meaning of a word or phrase.		Use context clues to match a word to its definition.	

Curriculum Map for First Grade Language Arts

Time Frame	Reading: Literature	Topic	Evidence of Understanding and Expectations of Learning	Assessment
3 rd quarter February		Key Ideas and Details The focus of the key ideas and details topic is using textual evidence to support understanding, making inferences, determining theme and main idea, and identifying literary elements.		
	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		Retell a story, citing details and the central message or lesson.	
	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Craft and Structure As students become more sophisticated readers, they understand the importance of the narrator in both fiction and nonfiction text.	Determine whether a text is fiction or nonfiction.	
March	Language	Conventions of Standard English Writers and speakers use the rules and conventions of standard English to communicate effectively.		
	1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		Use verbs in sentences to describe past, present, and future.	
	1f. Use frequently occurring conjunctions.		Combine sentences with frequently occurring conjunctions.	
	4b. Use frequently occurring affixes as a clue to the meaning of a word.	Vocabulary Acquisition and Use Young readers, writers, speakers and listeners identify and use word meanings, inflections and affixes based on shared reading experiences.	Use knowledge of prefixes and suffixes to determine the meaning of a word.	
	4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		Circle root words and their inflectional forms in provided materials.	
	5d. Distinguish shades of meaning			

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	among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and manner (e.g., large, gigantic) by defining or choosing them by acting out the meanings.			
	Reading: Informational Text	Craft and Structure The craft and structure of informational text enhance understanding of the content.		
	5. Know and use various text features e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		Use text features to answer questions about a text.	
	Reading: Foundational Skills	Phonics and Word Recognition Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get the meaning of the text.		
	3f. Read words with inflectional endings.		Read the word by using the root word plus its inflectional ending.	

Curriculum Map for First Grade Language Arts

Time Frame	Language	Topic	Evidence of Understanding and Expectations of Learning	Assessment
4 th quarter April		Conventions of Standard English Writers and speakers use the rules and conventions of standard English to communicate effectively.		
	1i. Use frequently occurring prepositions (e.g., during, beyond, toward).		Use prepositions to describe the position of a picture or item in complete sentences.	
	2c. Use commas in dates and to separate single words in a series.		Separate days and years by using a comma. Add commas to separate words in a series in a given sentence.	
	Reading: Informational Text	Integration of Knowledge and Ideas Illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers integrate the knowledge and ideas gathered from multiple sources.		
	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Compare and contrast two texts on the same topic. May use fiction and nonfiction texts.	
	Writing	Production and Distribution of Writing As students produce and distribute writing that reflects their ideas and interests, they begin to see the ways audience and purpose impact what they write.		
	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Use graphic organizers to develop a writing plan.	

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	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.		Write a “how-to” book using correct sequence.	
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Answer questions with support from adults, own experiences, or from other sources.	
May	Language	Conventions of Standard English Writers and speakers use the rules and conventions of standard English to communicate effectively.		
	1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		Use proper pronouns in writing and speaking.	
	Reading: Literature	Key Ideas and Details The focus of the key ideas and details topic is using textual evidence to support understanding, making inferences, determining theme and main idea, and identifying literary elements. When readers understand the elements of plot (characters, setting, and events) they have a better grasp of story structure.		
	3. Describe characters, settings, and major events in a story, using key details.		Retell a story including the setting, characters and major events.	
	9. Compare and contrast the adventures and experiences of character in stories.	Integration of Knowledge and Ideas Readers have a greater understanding of story details when they use both the illustrations and text to make meaning.	Compare and contrast two character in a story.	
	Reading: Informational Text	Integration of Knowledge and Ideas When readers make text-to-text connections, they become more insightful and strategic as they encounter new texts and information.		
	8. Identify the reasons		State the author’s reasons to support points in	

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	an author gives to support points in a text.		a text.	
	Writing	Text Types and Purposes		
		Students develop the understanding that writing is affected by the context of audience, purpose, genre and social situations.		
	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Write an informative/explanatory text in which you name a topic and supply facts providing a beginning, middle, and end.	
	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Write a narrative recounting two or more sequenced events, including temporal words (first, next, then) to signal order including details and an ending.	
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing	Publish a piece of writing using digital tools.	
		Student writers who understand writing errors are not incorrect, but rather the beginning of new learning, are more willing to reread and revise what they have written.		

Curriculum Map for First Grade Language Arts

Time Frame	Ongoing	Topic	Evidence of Understanding and Expectation of Learning	Assessment
1 st – 4 th quarters	Reading: Literature 10. With prompting and support, read prose and poetry of appropriate complexity for grade one.	Range of Reading and Level of Text Complexity The focus is the variety, difficulty and content of texts with which readers interact. High-quality texts expand the reader’s understanding of literature, language and the world.	Read a variety of prose and poetry at grade level.	
	Informational Text 10. With prompting and support, read informational texts appropriately complex for grade one.		Read a variety of informational text.	
	Foundational Skills 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Print Concepts Readers show their understanding of print concepts by demonstrating their understanding that print carries meaning by incorporating the functions of print in word-play activities.	Recognize the first word of a sentence is capitalized and there is punctuation to end a sentence.	
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	Phonological Awareness The ability to hear the sounds of a language independent of meaning and the ability to make sense of how sounds and letters operate in print.	State long and short vowel sounds in words.	
	b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.		Produce single-syllable words including consonant blends orally.	

Curriculum Map for First Grade Language Arts

Time Frame	Ongoing	Topic	Evidence of Understanding and Expectation of Learning	Assessment
1 st – 4 th quarters	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		Produce orally initial medial vowel, and final sounds in words.	
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		Segment single -syllable words orally.	
	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Phonics and Word Recognition Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text.	Write or say common consonant digraphs in words.	
	b. Decode regularly spelled one-syllable words.		Decode one-syllable words.	
	c. Know final -e and common vowel team conventions for representing long vowel sounds.		Use the knowledge of final –e and vowel teams as long vowel sounds.	
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Determine the number of syllables in a word.	
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.		Decode two-syllable words.	
	g. Recognize and read grade-appropriate irregularly spelled words.		Recognize and read sight words.	

Curriculum Map for First Grade Language Arts

Time Frame	Ongoing	Topic	Evidence of Understanding and Expectation of Learning	Assessment
1 st – 4 th quarters	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	Fluency Phonics and fluency are two of the main ingredients in the teaching of reading.	Be able to answer questions about the text.	
	b. Read grade-level text orally with accuracy, appropriate rate, and expression.		Read text with accuracy.	
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Use context clues and rereading to understand words.	
	Writing	Text Types and Purposes Students develop the understanding that writing is affected by the context of audience, purpose, genre and social situations. Writing is a tool for learning that makes content personal and gives the writer a means to communicate that knowledge with others.		
	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Write an opinion piece with a topic, your opinion and reason, and closing.	
	Speaking and Listening	Comprehension and Collaboration The best conversation comes when children are active listeners and connect their ideas with the ideas of the others.		
	1b. Build on others' talk in conversations by responding to comments of others through multiple exchanges.		Participate in conversations with others through multiple exchanges.	

Curriculum Map for First Grade Language Arts

Time Frame	Ongoing	Topic	Evidence of Understanding and Expectation of Learning	Assessment
1 st – 4 th quarters	c. Ask questions to clear up any confusion about topics and texts under discussion.		Ask questions when confused.	
	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Presentation of Knowledge and Ideas Students should begin to understand the interrelatedness of reading, writing, speaking and listening.	Add visuals to writings to convey ideas.	
	Language 1g. Use frequently occurring adjectives.	Conventions of Standard English As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text.	Use adjectives when speaking and writing.	
	1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		Respond to prompts using the appropriate type of sentence.	
	h. Use determiners (e.g., articles, demonstratives).		Use determiners when speaking and writing.	
	2b. Use end punctuation for sentences.		End all sentences with correct punctuation.	
	2d. Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.		Use conventional spellings when writing words.	
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		Spell unknown words phonetically.	
	5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Vocabulary Acquisition and Use Young readers, writers, speakers and listeners identify and use word meanings, inflections and	Make real-life connections when speaking and writing.	

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		affixes based on shared reading experiences.		
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		Use conjunctions when speaking and writing to signal simple relationships.	

Curriculum Map for First Grade Science Observations of the Environment

Time Frame	Life Science	Topic	Evidence of Understanding and Expectations of Learning	Assessment
1 st quarter 2 nd quarter	1. Living things have basic needs, which are met by obtaining materials from the physical environment.	Basic Needs of Living Things This topic focuses on the physical needs of living things in Ohio. Energy from the sun or food, nutrients, water, shelter and air are some of the physical needs of living things.	Identify the basic survival needs of plants and animals.	
	2. Living things survive only in environments that meet their needs.		Match pictures of local plants and animals to the environment in which they can be found.	
3 rd quarter	Earth and Space Science	Sun, Energy and Weather This topic focuses on the sun as a source of energy and energy changes that occur to land, air and water.		
	1. The sun is the principal source of energy.		Recognize that sunlight warms water, air and soil. Identify the sun as a primary source of energy.	
	2. The physical properties of water can change.		Identify the different ideas where water can be observed (e.g., lakes, streams, ponds, oceans, rain, snow, hail, sleet, fog). Recognize that water can be a solid or a liquid. Recall that heating and freezing water changes it from a solid to a liquid or a liquid to a solid.	
4 th quarter	Physical Science	Motion and Materials This topic focuses on the changes in properties that can occur in objects and materials. Changes of position of an object are a result of pushing or pulling.		
	1. Properties of objects and materials can change.		Recognize and classify various types of changes that objects or materials can go through to change observable properties (e.g., freezing, melting, tearing, wetting).	
	2. Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.		Recognize that to speed up, slow down or change the movement direction of an object, a push or pull is needed. Identify an objects position with respect to another object or the background.	

Curriculum Map for First Grade Science

Observations of the Environment

Curriculum Map for First Grade Social Studies Families Now and Long Ago, Near and Far

Time Frame	Government	Topic	Evidence of Understanding and Expectations of Learning	Assessment
1 st quarter	8. Individuals are accountable for their actions.	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	Demonstrate accountability for personal actions.	
	9. Collaboration requires group members to respect the rights and opinions of others.		Collaborate in a way that demonstrates respect for the rights and opinions of others.	
	10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	Rules and Laws Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.	Explain why there are different rules for different settings. Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.	

Curriculum Map for First Grade Social Studies

Families Now and Long Ago, Near and Far

2 nd quarter	Geography	Topic	Evidence of Understanding and Expectations of Learning	Assessment
	4. Maps can be used to locate and identify places.	<p>Spatial Thinking and Skills</p> <p>Spatial thinking examines relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Children need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</p>	Children can use simple maps and models to locate familiar places in the classroom, school or neighborhood. Use maps to locate and identify familiar places in the classroom, school or neighborhood.	
	5. Places are distinctive because of their physical characteristic (landforms and bodies of water) and human characteristics (structures built by people).	<p>Places and Regions</p> <p>A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.</p>	Compare physical and human characteristic of different places in the local community.	
	6. Families interact with the physical environment differently in different times and places.	<p>Human Systems</p> <p>Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.</p>	Describe the way families in different places interact with the physical environment. Compare the way families interacted with the physical environment in the past with the way they interact today.	

Curriculum Map for First Grade Social Studies Families Now and Long Ago, Near and Far

Time Frame	History	Topic	Evidence of Understanding and Expectations of Learning	Assessment
3rd quarter	1. Time can be divided into categories (e.g., months of the year, past, present and future).	Historical Thinking an Skills Historical thinking begins with a clear sense of time-past, present and future-and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Children distinguish between the past, present and future as they talk about events from their own daily lives. Children begin to use vocabulary that supports their understanding of the divisions of time such as months of the year, past, present and future. Use vocabulary correctly to distinguish categories of time.	
	2. Photographs, letters, artifacts and books can be used to learn about the past.		Children begin to talk about family photographs, letters, artifacts and books to learn about their past, if these resources are available. Use photographs, letters, artifacts and books to learn about the past.	
	3. The way basic human needs are met has changed over time.	Heritage Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	Compare the way families met basic needs in the past with the way they are met today.	
	Geography	Human Systems		
	7. Diverse cultural practices address basic human needs in various ways and may change over time.	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.	Describe how different cultures satisfy basic needs and how this may change over time.	

Curriculum Map for First Grade Social Studies Families Now and Long Ago, Near and Far

Time Frame	Economics	Topic	Evidence of Understanding and Expectations of Learning	Assessment
4 th quarter	11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.	Scarcity There are not enough resources to produce all the goods and services that people desire.	Explain how and why people must make economic choices.	
	12. People produce and consume goods and services in the community.	Production and Consumption Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	Demonstrate how people are producers and consumers in the community.	
	13. People trade to obtain goods and services they want.	Markets Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.	Explain why people trade.	
	14. Currency is used as a means of economic exchange.	Financial Literacy Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.	

Curriculum Map for First Grade Social Studies
Families Now and Long Ago, Near and Far

4th Grade Social Studies New Ohio Revised Standards
Curriculum Map Revised Spring 2015

Quarter 1

History

1. The order of significant events in Ohio and the U.S. can be shown on a timeline
2. Primary and secondary sources can be used to create historical narratives.
3. Various groups of people in Ohio such as prehistoric and Native Am. Indians, migrating settlers and immigrants have interacted together in ways resulting in both cooperation and conflict.

Geography

9. A map scale and cardinal and intermediate directions can be used to describe relative location of physical and human characteristics of OH and the U.S.

Government

15. Individuals have a variety of opportunities to participate in and influence their state and national government. They have rights and responsibilities in OH and the U.S.
20. A constitution is a written plan for government. Democratic constitutions Provide a framework for government in Ohio and the U.S.
21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among 3 branches.

Quarter 2

History

4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the Am. Revolution and to form a new nation.
5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.
6. The inability to resolve standing issues with Great Britain and ongoing conflicts with Am. Indians led the U.S. into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.
7. Sectional issues divided the U.S. after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

Geography

9. A map scale and cardinal/intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the U.S.
11. The regions which became known as the North, South, and West of the U.S. developed in the early 1800s largely based on their physical, environments and economics.

Quarter 3

History

8. Many technology innovations that originated in Ohio benefitted the U.S.

Geography

10. The economic development of the U.S. continues to influence and be influenced by agriculture, industry and natural resources in Ohio.
11. The regions which became known as the North, South, and West of the U.S. developed in the early 1800s largely based on their physical, environments and economics.
12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the U.S.
13. The population of the U.S. has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the U.S.
14. Ohio's location in the U.S. and its transportation systems continue to influence the movement of people, products and ideas.

Quarter 4

Economics

22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of formats (pictures, diagrams, graphs).
23. Entrepreneurs in Ohio and the U.S. organize productive resources and take risks to make a profit and compete with other producers.
24. Saving a portion of income contributes to an individual's financial well-being. One can reduce spending to save more.

English Language Arts
Curriculum Map
Fourth Grade
First Quarter

Reading: Literature
Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. **Determine a theme of a story, drama, or poem from details in the text;** summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a character's thoughts, words, or actions).

Reading: Literature
Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean).

Reading: Literature
Integration of Knowledge and Ideas

Reading: Literature
Range of Reading and Complexity of Text

1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text
Key Ideas and Details

Reading: Informational Text
Craft and Structure

1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (Word of the Day).

Reading: Informational Text
Integration of Knowledge and Ideas

English Language Arts
Curriculum Map
Fourth Grade
First Quarter
Page 2

Reading: Informational Text

Range of Reading and Complexity of Text

1. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

Reading: Foundational Skills:

Fluency

Writing:

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.

English Language Arts
Curriculum Map
Fourth Grade
First Quarter
Page 3

Writing:

Text Types and Purposes

2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Writing:

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Writing:

Research to Build and Present Knowledge

1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 4 Reading standards to literature (Describe in depth a character, setting, or event, in a story or drama, drawing on specific details in the text- character's thoughts, words, or actions).
 - b. Apply grade 4 Reading standards to informational texts (Explain how an author uses reasons and evidence to support particular points in a text).

Writing:

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, or audiences.

English Language Arts
Curriculum Map
Fourth Grade
First Quarter
Page 4

**Speaking and Listening:
Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

**Speaking and Listening:
Presentation of Knowledge and Ideas**

**Language:
Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - b. Form and use the progressive (I was walking; I am walking; I will be walking) verb tenses.
 - c. Use modal auxiliaries (can, may, must) to convey various conditions.
 - d. Order adjective within sentences according to conventional patterns (a small red bag rather than a red small bag).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.**
 - g. Correctly use frequently confused words (to, too, two; there, their).

Language:

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Use correct capitalization.**
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordination conjunction in a compound sentence.
 - d. **Spell grade appropriate words correctly, consulting references as needed.**

Language:

Knowledge of Language

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small-group discussion).

Language:

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 Reading and content, choosing flexibly from a range of strategies.
 - a. **Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph).
 - c. Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (quizzed, shined, stammered) and that are basic to a particular topic (wildlife, conservation, and endangered when discussing animal preservation).

English Language Arts
Curriculum Map
Fourth Grade
Second Quarter

Reading: Literature

Key Ideas and Details

1. Determine a theme of a story, drama, or poem from details in the text; **summarize the text.**

Reading: Literature

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean).
2. Compare and contrast the point of view from which different stories are narrated, including the **difference between first- and third-person narration.**

Reading: Literature

Integration of Knowledge and Ideas

1. Explain how an author uses reasons and evidence to support particular points in a text.
2. Integrate information from two texts on the same topic in order to write and speak about the subject knowledgeably.

Reading: Literature

Range of Reading and Complexity of Text

Reading: Informational Text

Key Ideas and Details

Reading: Informational Text

Craft and Structure

1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (Word of the Day).
2. Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
3. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Reading: Informational Text

Integration of Knowledge and Ideas

Reading: Informational Text

Range of Reading and Complexity of Text

**Reading: Foundational Skills
Phonics and Word Recognition**

**Reading: Foundational Skills:
Fluency**

Writing:

Text Types and Purposes

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - f. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (headings), illustrations, and multimedia when useful to aiding comprehension.
 - g. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - h. Link ideas within categories of information using words and phrases (another, for example, also, because).
 - i. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - j. Provide a concluding statement or section related to the information or explanation presented.

**Writing:
Production and Distribution of Writing**

Writing:

Research to Build and Present Knowledge

1. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Writing:

Range of Writing

**Speaking and Listening:
Comprehension and Collaboration**

**Speaking and Listening:
Presentation of Knowledge and Ideas**

Language:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).**
 - b. **Form and use the progressive (I was walking; I am walking; I will be walking) verb tenses.**
 - c. **Use modal auxiliaries (can, may, must) to convey various conditions.**
 - d. Order adjective within sentences according to conventional patterns (a small red bag rather than a red small bag).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (to, too, two; there, their).

Language:

Knowledge of Language

Language:

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (definitions, examples, or reinstatements in text) as a clue to the meaning of a word or phrase.
 - b. **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph).**
 - c. **Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**
2. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (quizzed, shined, stammered) and that are basic to a particular topic (wildlife, conservation, and endangered when discussing animal preservation).

English Language Arts
Curriculum Map
Fourth Grade
Third Quarter

Indicators missing from old standards

Reading Applications:

Informational, Technical, and Persuasive Text

1. Identify examples of cause and effect.
2. Clarify steps in a set of instruction or procedures for completeness.
3. Distinguish fact from opinion.

Reading: Literature

Key Ideas and Details

Reading: Literature

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean).
2. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
3. **Compare and contrast the point of view from which different stories are narrated**, including the difference between first- and third-person narration.

Reading: Literature

Integration of Knowledge and Ideas

1. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
2. Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures.

Reading: Literature

Range of Reading and Complexity of Text

Reading: Informational Text

Key Ideas and Details

Reading: Informational Text

Craft and Structure

1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (Word of the Day).

English Language Arts
Curriculum Map
Fourth Grade
Third Quarter
Page 2

Reading: Informational Text
Integration of Knowledge and Ideas

1. Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Reading: Informational Text
Range of Reading and Complexity of Text

Reading: Foundational Skills
Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Reading: Foundational Skills:
Fluency

1. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:
Text Types and Purposes

Writing:
Production and Distribution of Writing

Writing:
Research to Build and Present Knowledge

Writing:
Research to Build and Present Knowledge

Writing:
Range of Writing

Speaking and Listening:
Comprehension and Collaboration

Speaking and Listening:
Presentation of Knowledge and Ideas

1. 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 theme; speak clearly at an understandable pace.
2. Differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small group discussion); use formal English when appropriate to task and situation.

Language:
Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - b. Form and use the progressive (I was walking; I am walking; I will be walking) verb tenses.
 - c. Use modal auxiliaries (can, may, must) to convey various
 - d. Order adjective within sentences according to conventional patterns (a small red bag rather than a red small bag).**
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (to, too, two; there, their).**

English Language Arts
Curriculum Map
Fourth Grade
Third Quarter
Page 4

Language:
Knowledge of Language

Language:
Vocabulary Acquisition and Use

1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (quizzed, shined, stammered) and that are basic to a particular topic (wildlife, conservation, and endangered when discussing animal preservation).

English Language Arts
Curriculum Map
Fourth Grade
Fourth Quarter

Reading: Literature
Key Ideas and Details

Reading: Literature
Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean).

Reading: Literature
Integration of Knowledge and Ideas

Reading: Literature
Range of Reading and Complexity of Text

Reading: Informational Text
Key Ideas and Details

Reading: Informational Text
Craft and Structure

1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area.

Reading: Informational Text
Integration of Knowledge and Ideas

Reading: Informational Text
Range of Reading and Complexity of Text

Reading: Foundational Skills
Phonics and Word Recognition

Reading: Foundational Skills:
Fluency

English Language Arts
Curriculum Map
Fourth Grade
Fourth Quarter
Page 2

Writing:
Text Types and Purposes

Writing:
Production and Distribution of Writing

1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing:
Research to Build and Present Knowledge

Writing:
Range of Writing

Speaking and Listening:
Comprehension and Collaboration

Speaking and Listening:
Presentation of Knowledge and Ideas

1. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

English Language Arts
Curriculum Map
Fourth Grade
Fourth Quarter
Page 3

Language:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - b. Form and use the progressive (I was walking; I am walking; I will be walking) verb tenses.
 - c. Use modal auxiliaries (can, may, must) to convey various conditions.
 - d. Order adjective within sentences according to conventional patterns (a small red bag rather than a red small bag).
 - e. **Form and use prepositional phrases.**
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (to, too, two; there, their).

Language:

Knowledge of Language

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small-group discussions).

Language:

Vocabulary Acquisition and Use

1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

English Language Arts
Curriculum Map
Fourth Grade
Fourth Quarter
Page 4

Language:

Vocabulary Acquisition and Use

2. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (quizzed, whined, stammered) and that are basic to a particular topic (wildlife, conservation, and endangered when discussing animal preservation).

Fourth Grade Common Core State Standards for Mathematics Gant Chart

First Qtr Second Qtr Third Qtr Fourth Qtr

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems

4.1 Interpret a multiplication equation as a comparison

XXXXXXXXXXXXXXXXXXXXXXX

4.2 Multiply/Divide to solve word problems

XXXXXXXXXXXXXXXXXXXXXXX

4.3 Solve multistep word problems

XXXXXXXXXXXXXXXXXXXXXXX

Gain familiarity with factors and multiples

4.4 Find all factor pairs. Recognize that a whole number is a multiple of each of its factors.

XXXXXXXXXXXXXXXXXXXXXXX

Generate and analyze patterns

4.5 Generate a number or shape pattern that follows a given rule

XXXXXXXXXXXXXXXXXXXXXXX

Number and Operations in Base Ten² 4.NBT

Generalize place value understanding for multi-digit whole numbers

4.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right

XXXXXXXXXXXXXXXXXXXXXXX

First Qtr Second Qtr Third Qtr Fourth Qtr

4.2 Read and write multi-digit whole numbers using base-ten numerals, Number names, and expanded form. Compare two multi-digit numbers using $<$, $>$, $=$

XXXXXXXXXXXXXXXXXXXX

4.3 Use place value understanding to round multi-digit whole numbers

XXXXXXXXXXXXXXXXXXXX

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

4.4 Fluently add and subtract multi-digit whole numbers

XX

4.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations

XX

4.6 Find whole-number quotients and remainders with up to four-digit dividend and one-digit divisors, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division

XX

Number and Operations-Fractions (4.NF)

Extend understanding of fraction equivalence and ordering

4.1 Explain why a fraction a/b is equivalent to a fraction by using visual fraction models: recognize and generate equivalent fractions

XXXXXXX

	First Qtr	Second Qtr	Third Qtr	Fourth Qtr
4.2 Compare two fractions with different numerators and different denominators; create common denominators/numerators. compare fractions using $<.>.=$			XXXXXXXX	
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers				
4.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$				
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole			XXXXXXXX	
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recoding by an equation			XXXXXXXX	
c. Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction			XXXXXXXX	
d. Solve word problems involving addition and subtraction of fractions			XXXXXXXX	
4.4 Apply and extend previous understanding of multiplication to multiply a fraction by a whole number				
a .Understand a fraction a/b as a multiple of $1/b$			XXXXXXXX	
b .Understand a multiple of a/b as a multiple of $1/b$ and use this understanding to multiply a fraction by a whole number			XXXXXXXX	

First Qtr Second Qtr Third Qtr Fourth Qtr

c. Solve word problems involving multiplication of a fraction by a whole number

XXXXXXXX

Understand decimal notation for fractions, and compare decimal fractions

4.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use technique to add two fractions with respective denominators 10 and 100

XXXXXXXXXX

4.6 Use decimal notation for fractions with denominators 10 to 100

XXXXXXXXXX

4.7 Compare two decimals to hundredths by reasoning about their size, comparisons are valid only when two decimals refer to the same whole, record results with $<$, $>$, $=$, and justify by using visual model

XXXXXXXXXX

Measurement and Data (4MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

4.1 Know relative sizes of measurement units within one system of units Including km, m, cm, kg ,g, lb ,oz, l, ml, hr, min, sec. Express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table

XXXXXXXXXX

First Qtr Second Qtr Third Qtr Fourth Qtr

4.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

XXXXXXXXX

4.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

XXXXXXXXX

Represent and Interpret Data

4.4 Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using info presented in line plots.

XXXXXXXXX

Geometric measurement: understand concepts of angle and measure angles

4.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

First Qtr Second Qtr Third Qtr Fourth Qtr

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree Angle,” and can be used to measure angles.

XXXXXXXXXX

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees

XXXXXXXXXX

4.6 Measure angles in whole-number degrees using a protractor.

Sketch angles of specified measure.

XXXXXXXXXX

4.7 Recognize angle measure as additive. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems by using an equation with a symbol for the unknown angle measure.

XXXXXXXXXX

Geometry (4G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

XXXXXXXXXX

First Qtr Second Qtr Third Qtr Fourth Qtr

4.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right angles.

XXXXXXXX

4.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

XXXXXXXX

2015_2016 Potential 4th grade Science Map

Quarter One	Quarter Two	Quarter Three	Quarter Four
ESS1	LS1	PS1	SI1
ESS2	LS2	PS2	SI2
ESS3	LS3	PS3	SI3
ESS4	LS4	PS4	SI4
ESS5	LS5	PS5	SI5
ESS6	LS6		SI6
ESS7	LS7		SI7
	LS8		SWK1
			SWK2
ESS Earth and Space Sciences	LS Life Science	PS Physical Science	SWK3
			SWK4
			ST1
			ST2
			ST3
			The bolded standard's indicators are the new learning standards. *****
			These are imbedded in the new common core science standards. They are not taught separately. *****

2012-2013 Fourth Grade Science Map

Quarter One	Quarter Two	Quarter Three	Quarter Four
SI 1	SI1	SI1	SI1
SI2	SI2	SI2	SI2
SI3	SI3	SI3	SI3
SI4	SI4	SI4	SI4
SI5	SI5	SI5	SI5
SI6	SI6	SI6	SI6
SI7	SI7	SI7	SI7
SWK1	SWK1	SWK1	SWK1
SWK2	SWK2	SWK2	SWK2
SWK3	SWK3	SWK3	SWK3
SWK4	SWK4	SWK4	SWK4
ST1	ST1	ST1	ST1
ST2	ST2	ST2	ST2
ST3	ST3	ST3	ST3
These are imbedded in the new common core science standards. They are not taught separately. *****	The bolded standard's indicators are the new common core standards. *****	*****	*****
SI Scientific Inquiry	ST Science and Technology	SWK Scientific Ways and Knowing	

2012-2013 Fourth Grade Science Map

Quarter One	Quarter Two	Quarter Three	Quarter Four
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Date: July 30, 2015

Grade: Kindergarten

Content Area: Ongoing

Ongoing Indicators	
FS3abcd	ESS1
FS4	ESS2
L1abc	
L2cd	
L6	

Date: July 30, 2015

Grade: Kindergarten Content Area: Language Arts

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
<u>September</u>	<u>November</u>	<u>February</u>	<u>April</u>
SL1ab	IT5	IT9	LIT10
SL6	FS2a	FS1a	IT4
L5cd	SL4	FS2ce	IT7
	SL5	L1f	IT8
<u>October</u>	L5b	L4ab	IT10
LIT1			WR2
LIT2	<u>December</u>	<u>March</u>	WR7
SL2	LIT5	IT1	WR8
SL3	FS1c	IT2	
L5a	L1e	FS1bd	<u>May</u>
		WR1	L1d
	<u>January</u>	L2ab	LIT4
	LIT3		LIT6
	LIT7		IT3
	LIT9		IT6
	RF2b		WR3
			WR5
			WR6

Date: July 31, 2015

Grade: Kindergarten Content Area: Mathematics

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
<i>Covering Ch. 11, Ch. 1</i>	<i>Covering Ch. 2, Ch. 3, Ch. 4, and Ch. 5</i>	<i>Covering Ch. 6, Ch. 7, and Ch. 8</i>	<i>Covering Ch. 9, Ch. 10, and Ch. 12</i>
GEO 1	CC 1	OAT 1	MD 3
GEO 2	CC 2	OAT 2	GEO 4
GEO 3	CC 3	OAT 5	GEO 1
GEO 6	CC 4	NO 1	GEO 5
CC 1	CC 5	MD 1	
CC 2	CC 6	MD 2	
CC 3	CC 7	MD 3	
CC 4	OAT 3		
CC 5	OAT 4		
CC 6	OAT 1		
CC 7	OAT 2		
	OAT 5		

*Some of these indicators repeat for deeper understanding.

Date: July 30, 2015

Grade: Kindergarten Content Area: Science

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
PS1	PS2	LS1	LS2

Date: July 9, 2012

Grade: Kindergarten Content Area: Social Studies

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
GOV9	H1	GE5	E11
GO10	H2	GE6	E12
	H3	GE7	
	H4	GE8	

Kindergarten Indicators by Quarter

Updated July 30, 2015

Ongoing Indicators:

FS3-Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spelling for the five major vowels.
- c. Read common high-frequency words by sight.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

FS4-Read emergent-reader texts with purpose and understanding.

L1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/.

L2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Write letter(s) for most consonant and short-vowel sounds
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L6-Use words & phrases acquired through conversations, reading & being read to, & responding to texts.

Science indicators that will be taught and assessed throughout the year:

ESS-Weather changes are long term and short term.

ESS-The moon, sun, and stars are visible at different times of the day or night.

September

Language Arts

SL 1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g. listening to others & taking turns speaking about the topic & texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL6-Speak audibly and express thoughts, feelings, and ideas clearly.

L5C-Identify real-life connections between words and their use (e.g. note places at school that are colorful).

L5D-Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.

Math

CC1 -Count to thirty by ones.

CC2- Count forward beginning from a given number within the known sequence. (instead of having to begin at one)

CC3- Write numbers 0-20 Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CC4a- When counting objects say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CC4b- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CC4c- Understand that each successive number name refers to a quantity that is one larger.

CC 5-Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (EM 1-14, 2-4: 1-10 objects)

CC6- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.

CC7- Compare two numbers between one and ten presented as written numerals.

GEO1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

GEO2-Correctly name shapes regardless of their orientations or overall size. (EM 2-2: triangle & circle)

GEO3- Identify shapes as two or three dimensional

GEO6 – Compose simple shapes to form larger shapes

Social Studies

GOV9-Individuals have shared responsibilities toward the achievement of common goals in homes, schools, and communities.

GOV10-The purpose of rules and authority figures is to provide order, security, and safety in the home, school and communities.

Science

PS-Objects and materials can be sorted and described by their properties.

October

Language Arts

LIT 1-With prompting and support, ask and answer questions about key details in a text.

LIT2-With prompting and support, retell familiar stories, including key details.

SL2-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L5a-Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

Math

CC1 -Count to thirty by ones.

CC2- Count forward beginning from a given number within the known sequence. (instead of having to begin at one)

CC3- Write numbers 0-20 Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CC4a- When counting objects say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CC4b- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CC4c- Understand that each successive number name refers to a quantity that is one larger.

CC 5-Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (EM 1-14, 2-4: 1-10 objects)

CC6- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.

CC7- Compare two numbers between one and ten presented as written numerals.

Social Studies

GO9-Individuals have shared responsibilities toward the achievement of common goals in homes, schools, and communities.

GO10-The purpose of rules and authority figures is to provide order, security, and safety in the home, school and communities.

Science

PS Objects and materials can be sorted and described by their properties.

Second Nine Weeks

November

Language Arts

IT5-Identify the front cover, back cover, and title page of a book.

FS2a-Recognize and produce rhyming words.

SL4-Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL5-Add drawings or other visual displays to descriptions as desired to provide additional detail.

L5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

Mathematics

CC1 -Count to thirty by ones.

CC2- Count forward beginning from a given number within the known sequence. (instead of having to begin at one)

CC3- Write numbers 0-20 Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CC4a- When counting objects say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CC4b- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CC4c- Understand that each successive number name refers to a quantity that is one larger.

CC 5-Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (EM 1-14, 2-4: 1-10 objects)

CC6- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies.

CC7- Compare two numbers between one and ten presented as written numerals.

Science

PS-Some objects and materials produce sound.

Social Studies

H1-Time can be measured.

H2-Personal history can be shared through stories and pictures.

H3-Heritage is reflected through the arts, customs, traditions, family celebrations and language.

H4-Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

December

Language Arts

LIT5-Recognize common types of texts.

FS1c-Understand that words are separated by spaces in print.

L1e-Use the most frequently occurring prepositions.

Mathematics

OA1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

OA2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem.

OA3 Decompose numbers less than or equal to 10 into pairs in more than one way e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).

OA4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

OA5 Fluently add and subtract within 5.

Science

PS-Some objects and materials produce sound.

Social Studies

H1-Time can be measured.

H2-Personal history can be shared through stories and pictures.

H3-Heritage is reflected through the arts, customs, traditions, family celebrations and language.

H4-Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

January

Language Arts

LIT3-With prompting and support, identify characters, setting, & major events in a story.

LIT7-With prompting and support, describe the relationship between illustrations and the story in which they appear.

LIT9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RF2b-Count, pronounce, blend, and segment syllables in spoken words.

Mathematics

OA1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

OA2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem.

OA5 Fluently add and subtract within 5.

Science

PS-Some objects and materials produce sound.

Social Studies

H1-Time can be measured.

H2-Personal history can be shared through stories and pictures.

H3-Heritage is reflected through the arts, customs, traditions, family celebrations and language.

H4-Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

Third Nine Weeks February Indicators

Language Arts

- IT9- With prompting and support, identify basic similarities in and differences between two texts on the same topic
- FS 1a- Follow words from left to right, top to bottom, and page by page
- FS2c- Blend and segment onsets and rimes of single syllable spoken words
- FS 2e- Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words
- L 1f- Produce and expand complete sentences in shared language activities
- L4a- Identify new meanings for familiar words and apply them accurately
- L4b- Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (ed, s re, un, pre, ful, less)

Math

- NO 1- Compose and decompose numbers from 11-19 into ten ones and some farther ones ,e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- MD 1 – Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- MD 2-Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- MD3- Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Science

- LS-Living things are different from nonliving things

Social Studies

- GE5- Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places
- GE6- Models and maps represent places
- GE7-Humans depend on and impact the physical environment in order to supply food, clothing , and shelter
- GE8- Individuals are unique but share common characteristics of multiple groups

Third Nine Weeks March

Language Arts

IT 1- With prompting and support, ask and answer questions about key details in a text

IT2-With prompting and support, identify the main topic and retell key details of a text

FS 1b- Recognize that spoken words are represented in written language by specific sequences of letters

FS1d- Recognize and name all upper and lower-case letters of the alphabet

FS2d- Isolate and pronounce the initial medial vowel and final sounds (phonemes) in three-phoneme (consonant- vowel-consonant)

WR1-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book

L2a-Capitalize the first word in a sentence and the pronoun "I"

L2b-Recognize and name end punctuation

Math

MD 1 – Describe measureable attributes of objects, such as length or weight. Describe several measureable attributes of a single object.

MD 2-Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

MD3- Classify objects into given categories; count the number of objects in each category and sort the categories by count.

GEO1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

GEO4- Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes

Science

LS-Living things are different from nonliving things

Social Studies

GE5- Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places

GE6 -Models and maps represent places

GE7- Humans depend on and impact the physical environment in order to supply food, clothing, and shelter

GE8- Individuals are unique but share common characteristics of multiple groups

April

Language Arts

LIT10-Actively engage in group reading activities with purpose and understanding

IT 4-With prompting and support, ask and answer questions about unknown words in a text

IT 7-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in a text an illustration depicts)

IT 8-With prompting and support, identify the reasons an author gives to support points in a text

IT 10-Actively engage in group reading activities with purpose and understanding

WR2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

WR7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W R8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Mathematics

GEO1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

GEO4- Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes

GEO5 – Model shapes in the world by building shapes from components and drawing shapes

Science

LS-Living things have physical traits and behaviors, which influence their survival

Social Studies

E 11-People have many wants and make decisions to satisfy those wants. These decisions impact others.

E 12-Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants

May

Language Arts

LIT4-Ask and answer questions about unknown words in a text.

LIT6-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

IT3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

IT6-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

WR3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

WR5-With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed.

WR6-With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers.

L1d-Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Mathematics

GEO1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

GEO4- Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes

GEO5 – Model shapes in the world by building shapes from components and drawing shapes

Science

LS- Living things have physical traits and behaviors, which influence their survival.

Social Studies

E11-People have many wants and make decisions to satisfy those wants. These decisions impact others.

E12-Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.

Language Arts

Quarter 1

Literature:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Informational Text:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - e. Provide a conclusion that follows from the narrated experiences or events.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing from conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Quarter 2

Literature:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
9. Compare and contrast text in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Informational Text:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a

biography on the same person).

Writing:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing from conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or

paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and

paraphrasing.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
4. Present claims and findings, sequencing ideas logically using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - b. Maintain consistency in style and tone.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Quarter 3

Literature:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Informational:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.

- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing from conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

- b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language:

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Quarter 4

Literature:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.

- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the

topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest, and style.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Quarter 1</p>	<p>RL.6.1-7 W.6.2,4,5,10 SL.6.1-4 L.6.1-6</p> <p>RL.7.1-3,5,6,7 W.7.1,4-6,9,10 SL.7.4-6 L.7.1-6</p> <p>RL.8.1,3,4-7 W.8.3,4-6,10 SL.8.4,6 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 1,2 • Focus on Narrative Writing (personal, short stories, include a poem) • Also touch on compare/contrast writing and opinion writing (formulating claims). • Plot, Conflict, Setting, Character, Point-of-View, Theme (lightly) • Begin introducing terminology for answers including “claim” and “evidence.” • Diagnose and augment grammatical understanding.
<p>Quarter 2</p>	<p>RL.6.1,2,3,5,10 RI.6.3-7 W.6.2-5,10 SL.6.1,2,4,5 L.6.1-6</p> <p>RL.7.1-3,10 RI.7.1,3,5,6,9 W.7.2-6,10 L.7.1-6</p> <p>RL.8.1-3,10 RI.8.1,3,5,6,9 W.8.2-6,10 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 3,6,9 • Continue with Theme concepts from Quarter 1. • Focus on Explanatory Writing <ul style="list-style-type: none"> --Analyze Literature and Discuss how a chosen literary element impacts the theme in an extended response/essay. --Compare/Contrast could be a good assignment as well. • Transition into focus on informational texts. • Teach a unit on Research Skills to prepare for future projects, like the Academic Festival. • Text Structure, Style, Headings, Graphics, Transitions (introduce as they relate to types of writing), citing sources, central ideas, summary, paraphrasing, quoting • Continue grammatical instruction according to student pacing. • Begin introducing poetry concepts lightly. More emphasis will be added in Quarter 4.
<p>Quarter 3</p>	<p>RI.6.1-9 W.6.2-5,10 SL.6.5 L.6.1-6</p> <p>RI.7.1,2,5,6,8-10 W.7.1,4-6,10 SL.7.1,2,3,5 L.7.1-6</p> <p>RI.8.1,2,5,6,8-10 W.8.1,4-6,10 SL.8.1,2,3,5 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 7,8 • Focus on Persuasive Writing • Very focused on establishing text-based claims with evidence. • Coordinate with Academic Festival Project to promote sound research and citation practices. Support • Biography, Autobiography, Argument, Persuasion, Propaganda • Continue grammatical instruction according to student pacing.

<p>Quarter 4</p>	<p>RL.6.1,4,5,6,9 RI.6.1,2,4,5 W.6.2,4-6,8-10 SL.6.1,4-6 L.7.1-6</p> <p>RL.7.1,3-5 RI.7.1,5,9 W.7.2,4,5,9,10 SL.7.4,6 L.7.1-6</p> <p>RL.7.1,3-5 RI.7.1,5,9 W.7.2,4,5,9,10 SL.7.4,6 L.7.1-6</p>	<ul style="list-style-type: none"> • Units 4,5 • Focus on Web Authoring • Key and Central Ideas, Sensory Language, Style, Mood, Imagery, Sound Devices, Rhyme and Repetition, Precise Language, Connotation • Dramas, Poetry, Media Content • Oral Responses to Literature • Continue grammatical instruction according to student pacing.
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<p>Quarter 1</p>	<p>RL.6.1-7 W.6.2,4,5,10 SL.6.1-4 L.6.1-6</p> <p>RL.7.1-3,5,6,7 W.7.1,4-6,9,10 SL.7.4-6 L.7.1-6</p> <p>RL.8.1,3,4-7 W.8.3,4-6,10 SL.8.4,6 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 1,2 • Focus on Narrative Writing (personal, short stories, include a poem) • Also touch on compare/contrast writing and opinion writing (formulating claims). • Plot, Conflict, Setting, Character, Point-of-View, Theme (lightly) • Begin introducing terminology for answers including “claim” and “evidence.” • Diagnose and augment grammatical understanding.
<p>Quarter 2</p>	<p>RL.6.1,2,3,5,10 RI.6.3-7 W.6.2-5,10 SL.6.1,2,4,5 L.6.1-6</p> <p>RL.7.1-3,10 RI.7.1,3,5,6,9 W.7.2-6,10 L.7.1-6</p> <p>RL.8.1-3,10 RI.8.1,3,5,6,9 W.8.2-6,10 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 3,6,9 • Continue with Theme concepts from Quarter 1. • Focus on Explanatory Writing <ul style="list-style-type: none"> --Analyze Literature and Discuss how a chosen literary element impacts the theme in an extended response/essay. --Compare/Contrast could be a good assignment as well. • Transition into focus on informational texts. • Teach a unit on Research Skills to prepare for future projects, like the Academic Festival. • Text Structure, Style, Headings, Graphics, Transitions (introduce as they relate to types of writing), citing sources, central ideas, summary, paraphrasing, quoting • Continue grammatical instruction according to student pacing. • Begin introducing poetry concepts lightly. More emphasis will be added in Quarter 4.
<p>Quarter 3</p>	<p>RI.6.1-9 W.6.2-5,10 SL.6.5 L.6.1-6</p> <p>RI.7.1,2,5,6,8-10 W.7.1,4-6,10 SL.7.1,2,3,5 L.7.1-6</p> <p>RI.8.1,2,5,6,8-10 W.8.1,4-6,10 SL.8.1,2,3,5 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 7,8 • Focus on Persuasive Writing • Very focused on establishing text-based claims with evidence. • Coordinate with Academic Festival Project to promote sound research and citation practices. Support • Biography, Autobiography, Argument, Persuasion, Propaganda • Continue grammatical instruction according to student pacing.

<p>Quarter 4</p>	<p>RL.6.1,4,5,6,9 RI.6.1,2,4,5 W.6.2,4-6,8-10 SL.6.1,4-6 L.7.1-6</p> <p>RL.7.1,3-5 RI.7.1,5,9 W.7.2,4,5,9,10 SL.7.4,6 L.7.1-6</p> <p>RL.7.1,3-5 RI.7.1,5,9 W.7.2,4,5,9,10 SL.7.4,6 L.7.1-6</p>	<ul style="list-style-type: none"> • Units 4,5 • Focus on Web Authoring • Key and Central Ideas, Sensory Language, Style, Mood, Imagery, Sound Devices, Rhyme and Repetition, Precise Language, Connotation • Dramas, Poetry, Media Content • Oral Responses to Literature • Continue grammatical instruction according to student pacing.
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<p>Quarter 1</p>	<p>RL.6.1-7 W.6.2,4,5,10 SL.6.1-4 L.6.1-6</p> <p>RL.7.1-3,5,6,7 W.7.1,4-6,9,10 SL.7.4-6 L.7.1-6</p> <p>RL.8.1,3,4-7 W.8.3,4-6,10 SL.8.4,6 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 1,2 • Focus on Narrative Writing (personal, short stories, include a poem) • Also touch on compare/contrast writing and opinion writing (formulating claims). • Plot, Conflict, Setting, Character, Point-of-View, Theme (lightly) • Begin introducing terminology for answers including “claim” and “evidence.” • Diagnose and augment grammatical understanding.
<p>Quarter 2</p>	<p>RL.6.1,2,3,5,10 RI.6.3-7 W.6.2-5,10 SL.6.1,2,4,5 L.6.1-6</p> <p>RL.7.1-3,10 RI.7.1,3,5,6,9 W.7.2-6,10 L.7.1-6</p> <p>RL.8.1-3,10 RI.8.1,3,5,6,9 W.8.2-6,10 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 3,6,9 • Continue with Theme concepts from Quarter 1. • Focus on Explanatory Writing <ul style="list-style-type: none"> --Analyze Literature and Discuss how a chosen literary element impacts the theme in an extended response/essay. --Compare/Contrast could be a good assignment as well. • Transition into focus on informational texts. • Teach a unit on Research Skills to prepare for future projects, like the Academic Festival. • Text Structure, Style, Headings, Graphics, Transitions (introduce as they relate to types of writing), citing sources, central ideas, summary, paraphrasing, quoting • Continue grammatical instruction according to student pacing. • Begin introducing poetry concepts lightly. More emphasis will be added in Quarter 4.
<p>Quarter 3</p>	<p>RI.6.1-9 W.6.2-5,10 SL.6.5 L.6.1-6</p> <p>RI.7.1,2,5,6,8-10 W.7.1,4-6,10 SL.7.1,2,3,5 L.7.1-6</p> <p>RI.8.1,2,5,6,8-10 W.8.1,4-6,10 SL.8.1,2,3,5 L.8.1-6</p>	<ul style="list-style-type: none"> • Units 7,8 • Focus on Persuasive Writing • Very focused on establishing text-based claims with evidence. • Coordinate with Academic Festival Project to promote sound research and citation practices. Support • Biography, Autobiography, Argument, Persuasion, Propaganda • Continue grammatical instruction according to student pacing.

<p>Quarter 4</p>	<p>RL.6.1,4,5,6,9 RI.6.1,2,4,5 W.6.2,4-6,8-10 SL.6.1,4-6 L.7.1-6</p> <p>RL.7.1,3-5 RI.7.1,5,9 W.7.2,4,5,9,10 SL.7.4,6 L.7.1-6</p> <p>RL.7.1,3-5 RI.7.1,5,9 W.7.2,4,5,9,10 SL.7.4,6 L.7.1-6</p>	<ul style="list-style-type: none"> • Units 4,5 • Focus on Web Authoring • Key and Central Ideas, Sensory Language, Style, Mood, Imagery, Sound Devices, Rhyme and Repetition, Precise Language, Connotation • Dramas, Poetry, Media Content • Oral Responses to Literature • Continue grammatical instruction according to student pacing.
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8th Grade Language Arts Curriculum Map

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Literary Format (Plot map, characterization, setting, conflict, climax, rising & falling action, resolution)	Argumentative (fiction and nonfiction); Reading in Social Studies -	Research, verify and justify resources; Reading in Science; doing experiments;	Genres - Drama and Poetry; Learning the characteristics of each work with writing, reading, and performing.
Spelling - Adding unknown words to your work banks	Vocabulary - Adding unknown words to your work banks	Spelling - Adding unknown words to your work banks	Vocabulary - Adding unknown words to your work banks
RL 1-6; 9	RL 5;		RL 2-3,6-7;10
RIT 7	RIT 1-9	RIT 1-9	RIT 7, 10
L 2,4-6	L 1,3 L 2,4-6	L 1,3 L 2,4-6	L 1,3 L 2,4-6
	SL 1-6		SL 1-2, 4-6
W 3, 9A (W4,5,6,10)	W 1-2,9B (W4,5,6,10)	W 1-2,7,8 (W4,5,6,10)	W3 (W4,5,6,10)
Graphic Organizers; Double-Entry Journals; 50 Literacy Strategies: Step-by-Step by Gail Tompkins. Merrill/Prentice Hall. Specific strategies and actions for developing literacy understanding. 'Raymond's Run', Literature Text. Good reading for Descriptive Writing and Character Traits (flat and dynamic characters). Comparing Literary Works - 'Up the Slide' and 'A Glow in the Dark' by Jack London and Gary Paulsen. Comparing fiction with nonfiction gives you a good comparison essay.	Graphic organizers; Engage in a range of collaborative discussions (one-on-one in groups, and teacher-led) with diverse partners on topics, texts and issues); Novel - <u>Devil's Arithmetic</u> ; also view movie. Use the novel tie for literary help. Research facts of time period to compare and contrast. IF7 WB Pg. 156 Prentice Hall Evaluating Media. Another good novel would be <u>The Summer of My German Soldier</u> . 'Travels with Charley' by John Steinbeck. Author's purpose and style. Autobiographical Essay if you like. Oral Presentation or Brochure of travels.	Academic Fair Project; history day, science project. Discuss and demonstrate primary and secondary sources. If there are primary sources available in the area, get them to come in and speak to the class. Meet with 8th grade Science Teachers and discuss vocabulary that students encounter most difficulty with during the year. Incorporate into the curriculum a lesson with Greek and Latin roots and affixes to help students remember the words better. Use Engrade to make word preparation skill practice games	Advantages and Disadvantages of Different Media - Workbook, <u>Common Core Clinics</u> by Triumph Learning, Reading Informational Text, Grade 8, pg. 64, Lesson 11. Discuss the Nixon/Kennedy Election. Drama - 'The Diary of Anne Frank', Literature Book. Drama. (Cause and Effect, Character's Motivation,) Suggestions: Novel - <u>Anne Frank: The Diary of A Young Girl</u> Comparing Literary Works: Comparing Sources with a Dramatization. (Compare and Contrast) If studying Poetry this 9 wks., possible poetry book. Suggest doing grade in sections; for example, a grade after 3 poems, then another after 6, etc. so that the final grade isn't the only one they get for the ongoing project.

Date: July 13, 2012

Grade: 6 Content Area: Language Arts

Grade Level Map

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Literature	Literature	Literature	Literature
1, 3, 7	1, 5, 6, 9	1, 2, 4	1, 10
Informational Text	Informational Text	Informational Text	Informational Text
1, 2, 3, 4, 7, 8	1, 2, 4, 6, 8, 9	1, 2, 4, 8	1, 2, 4, 8, 10
Writing	Writing	Writing	Writing
1a-e, 3a, 3e, 5, 7, 8, 9a-b, 10	1a-e, 3c-d, 5, 7, 8, 9a-b, 10	1a-e, 3b, 5, 7, 8, 9a-b, 10	1a-e, 2a-f, 4, 6, 7, 8, 9a-b, 10
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
1a-d, 2, 3	1a-d, 3, 4, 5, 6	1a-d, 3	1a-d, 3
Language	Language	Language	Language
2a-b, 5b, 6	1a-e, 3b, 6	5a, 5c, 6	3, 6

6th Grade Math Curriculum Map

1 st Quarter Chapters (1-4)	2 nd Quarter Chapters (5-7)	3 rd Quarter Chapters (8-10)	4 th Quarter Chapters (11-12)
6.NS.2 Division Algorithm	6.NS.1 Quotients of Fractions	6.G.1 Area of polygons Compose/decompose	6.NS.5 Integers
6.NS.3 Decimal Algorithm (+, -, *, /)	6.NS.4 GCF/LCM/Dist. Prop.	6.G.2 Volume	6.NS.6a Opposites
6.NS.4 GCF/LCM/Dist. Prop.	6.EE.5 Solve Equation/Inequal.	6.G.3 Drawing Polygons	6.NS.6b Coordinate Plane
6.NS.7a Inequalities	6.EE.6 Variables	6.G.4 Nets – Surface Area	6.NS.6c Number Line Diagrams
6.NS.7b Rational Numbers	6.SP.1 Statistical Questions	6.RP.3d Ratio	6.NS.7a Inequalities
6.EE.1 Numerical Expressions	6.SP.2 Data Distribution		6.NS.7b Order Rational Number
6.EE.2a Writing Expressions	6.SP.3 Meas. of Center/Var.		6.NS.7c Absolute Value
6.EE.2b Expressions	6.SP.4 Displaying Data		6.NS.7d Compare Absol. Value
6.EE.2c Evaluate Expressions “Order of Operation”	6.SP.5a Reporting Observations		6.NS.8 Graphing Points
6.EE.3 Equivalent Expressions (Apply Prop.)	6.SP.5b Describing Investigation		6.EE.9 Variables Independent/Dependent
6.EE.4 Equivalent Expressions (Identify)	6.SP.5c Quantitative Measures		
6.EE.5 Solve Equation/Inequal.	6.SP.5d Shape of Distribution		
6.EE.6 Variables	6.RP.1 Ratio		
6.EE.7 Writing Equations	6.RP.2 Unit Rate		
6.EE.8 Writing Inequalities	6.RP.3a Equivalent Ratios (tables)		
	6.RP.3b Solving Unit Rates		
	6.RP.3c Percent	M2, M3, M3a, M3b,	

N1 and N13

G6 and D4

M4, M5, M6, G1, G2, G3

P3 and D7

7th Grade Curriculum Map

1st 9 Weeks (Ch. 3, 4, 1)	2nd 9 Weeks (Ch. 2, 5, 6)	3rd 9 Weeks (Ch. 7, 8)	4th 9 Weeks (Ch. 9 – 10)
NS1	RP 2	G1	SP 1
NS 2	RP 3	G2	SP 2
NS 3	EE 1	G3	SP 3
EE 2	EE 2	G4	SP 4
EE 3	EE 3	G5	SP 5
RP 1	EE 4	G6	SP 6
RP 2			SP 7
RP3			SP 8

**8th Grade Math
Quarterly Map
2015 Revision**

1st Quarter Chapters #1-#3 (Lessons 1-4)	2nd Quarter Chapters #3 (Lessons 5-8) - Chapter #5	3rd Quarter Chapters #6-#9 (Lessons 1-3)	4th Quarter Chapters #9 (Lessons 4-6)
NS1 Real numbers and decimal expansion	EE2 Square Roots and Cube Roots	EE6 Slope triangles	G4 Transformations and similarity
NS2 Rational Approximations	EE8 Systems of Equations	G1 Transformations	G9 Volume
EE1 Integer Exponents	G5 Angle Study (parallel lines cut by transversal, polygons, similar triangles)	G2 Transformations and congruent	
EE2 Square Roots and Cube Roots	G6/G7/G8 Pythagorean Theorem and its converse	G3 Transformations on the coordinate plane	
EE3 Scientific notation	F1 Definition of function	G4 Transformations and similarity	
EE4 Operations with scientific notation	F2 Compare forms of functions	G5 Angle study (parallel lines cut by transversal, polygons, similar triangles)	
EE5 Graph proportional relationships: unit rate as slope	F3 $y = mx+b$	G9 Volume	
EE6 Slope triangles	F4 Find and interpret rate of	SP1 Scatterplots	

	change and initial value		
EE7 Linear equations	F5 Qualify functions	SP2 Line of best fit	
EE8 Systems of equations		SP3 Scatterplots line of best fit slope and intercept	
F2 Compare forms of functions		SP4 Two way table	
F3 $y = mx+b$			
F4 Find and interpret rate of change and initial value			

NS = Number System
 EE = Expressions and Equations
 F = Functions
 G = Geometry
 SP = Statistics and Probability

New Common Core Curriculum Map
6th Grade Math

Quarter #1 (Chapters 3-5)	Quarter #2 (Chapters 1-2 & 6-8)	Quarter #3 (Chapters 9-10)	Quarter #4 (Chapters 11-12)
6.NS.1 division of fractions	6.NS.4 GCF/Dist. Property	6.G.1 area	6.SP.1 statistical questions
6.NS.2 divide whole #'s	6.RP.1 ratio/ratio language	6.G.2 SA/Volume	6.SP.2 distribution
6.NS.3 computing w/dec.	6.RP.2 unit rate	6.G.3 coordinate geo.	6.SP.3 measure of center
6.NS.5 Positive/negative numbers	6.RP.3 ratio/rate reasoning	6.G.4 3-D figures	6.SP.4 display data
6.NS.6 rational numbers	6.RP.3a tables equivalent ratios	6.NS.8 graphing points	6.SP.5 summarize numerical data
6.NS.6a number lines	6.RP.3b unit pricing and constant speed		6.SP.5a report observations
6.NS.6b coordinate planes	6.RP.3c percent of a quantity		6.SP.5b describe attributes
6.NS.6c horizontal/vertical number line diag.	6.RP.3d ratio reasoning convert measure.		6.SP.5c quantitative meas.
6.NS.7 absolute value	6.EE.1 numerical expressions		6.SP.5d data distribution
6.NS.7a inequalities	6.EE.2 algebraic express.		
6.NS.7b order integers	6.EE.2a write expressions		
6.NS.7c absolute values	6.EE.2b identify parts of expression		
6.NS.7d comparisons absolute values	6.EE.2c evaluate expression		
6.NS.8 coordinate plane	6.EE.3 properties		
	6.EE.4 equal expressions		
Mathematical Practices:	6.EE.5 Equation/inequality		
MP 1 Persevere w/prob. MP 2 Reason Abstractly and Quantitatively	6.EE.6 write expressions		
MP 3 Construct/Critique Reasoning of Others	6.EE.7 write/solve equations		
MP 4 Model w/Math	6.EE.8 write/solve inequal		
MP 5 Use Math Tools	6.EE.9 variables		
MP 6 Be Precise			
MP 7 Identify Structure			
MP 8 Identify Repeated Reasoning			

7th Grade Science Curriculum Map & Pacing Chart for 2015-2016

Grade Band Theme: Order & Organization

This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

Scientific Inquiry and Application (SIA)

During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas.

The following Scientific Inquiry & Application standards will be incorporated & reinforced throughout the quarterly content areas:

- SIA 1: Identify questions that can be answered through scientific investigations.
- SIA 2: Design and conduct a scientific investigation.
- SIA 3: Use appropriate mathematics, tools and techniques to gather data and information.
- SIA 4: Analyze and interpret data.
- SIA 5: Develop descriptions, models, explanations and predictions.
- SIA 6: Think critically and logically to connect evidence and explanations.
- SIA 7: Recognize and analyze alternative explanations and predictions.
- SIA 8: Communicate scientific procedures and explanations.

Strands

Strand Connections: Systems can exchange energy and/or matter when interactions occur within systems and between systems. Systems cycle matter and energy in observable and predictable patterns.

Physical Science (PS)	Earth and Space Science (ESS)	Life Science (LS)
<p>Topic: Conservation of Mass and Energy This topic focuses on the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy</p>	<p>Topic: Cycles and Patterns of Earth and the Moon This topic focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon.</p>	<p>Topic: Cycles of Matter and Flow of Energy This topic focuses on the impact of matter and energy transfer within the biotic component of ecosystems</p>
<p style="text-align: center;">Q1</p> <p>PS 1: The properties of matter are determined by the arrangement of atoms. PS 2: Energy can be transformed or transferred but is never lost PS 3: Energy can be transferred through a variety of ways</p>	<p style="text-align: center;">Q2</p> <p>ESS 1: The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere. ESS 2: Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.</p> <p style="text-align: center;">Q3</p> <p>ESS 3: The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere. ESS 4: The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.</p>	<p style="text-align: center;">Q4</p> <p>LS 1: Matter is transferred continuously between one organism to another and between organisms and their physical environments. LS 2: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.</p>

7th Grade Science Concepts Taught by Quarter

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Physical	Earth	Earth	Life
<p>PS1: The Properties of matter are determined by the arrangement of atoms.</p>	<p>ESS 1: The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.</p>	<p>ESS 3: The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.</p>	<p>LS 1: Matter is transferred continuously between one organism to another and between organisms and their physical environments.</p>
<ul style="list-style-type: none"> ✓ Periodic Table-Families & Properties Classified ✓ Mixtures & Solutions- Interaction of Substances ✓ Simple Equations- Parts/Balances ✓ Acids & Bases ✓ Chemical & Physical Changes 	<ul style="list-style-type: none"> ✓ Water Cycle- Include Percolation & Infiltration ✓ Hydrologic Cycle Pieces- Properties of Water, Changes of State, Relationship to Weather, Effects on Earth's Surface ✓ Water Contamination ✓ Water Table- How Porosity & Permeability Affect Water Flow Rate ✓ Watersheds & Drainage Patterns 	<ul style="list-style-type: none"> ✓ Layers & Properties (Temperature, Physical Composition) of Atmosphere ✓ Greenhouse Gases & Ozone ✓ Natural & Human Events that Change Properties of Atmosphere ✓ Biogeochemical Cycles - Carbon & Nitrogen 	<ul style="list-style-type: none"> ✓ Photosynthesis ✓ Cellular Respiration ✓ Energy Pyramid- Matter & Energy Transfer, Amount Remains Constant; Just Undergoes Continuous Change
<p>PS 2: Energy can be transformed or transferred but is never lost</p>	<p>ESS 2: Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.</p>	<p>ESS 4: The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.</p>	<p>LS 2: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.</p>
<ul style="list-style-type: none"> ✓ Law of Conservation of Energy ✓ Open & Closed Systems ✓ Transformation ✓ Identification of Energy Transfers 	<ul style="list-style-type: none"> ✓ Sun- Major Source of Energy ✓ Current Patterns in Atmosphere & Ocean Happen as Energy Transfer- Connected to Density, Pressure, Composition, Topographic /Geographic, Earth's Rotation ✓ Relate to Global Climate Patterns 	<ul style="list-style-type: none"> ✓ Movement of Moon, Earth, & Sun- Predict Effects ✓ Moon Phases ✓ Solar/Lunar Eclipse ✓ Tides- Causes, Daily, Neap, & Spring 	<ul style="list-style-type: none"> ✓ Biomes- Aquatic (Freshwater, Brackish, Marine), Land, Climate Zones ✓ Biotic & Abiotic Components ✓ Biodiversity ✓ Disruptions- Deliberate & Inadvertent Impacts on Ecosystem ✓ Limiting Factors ✓ Succession ✓ Symbiotic Relationships
<p>PS 3: Energy can be transferred through a variety of ways</p>			
<ul style="list-style-type: none"> ✓ Mechanical Energy- Relationship with Force, Classify ✓ Wave Energy Description & Classification ✓ Electromagnetic Waves ✓ Thermal ✓ Electrical (Measurements, Renewable Energy Systems) ✓ Types of Waves (Light, Sound, Seismic, Ocean) 			

6th Grade Science Curriculum Map & Pacing Chart for 2015-2016

Grade Band Theme: Order & Organization

This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

Scientific Inquiry and Application (SIA)

During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

The following Scientific Inquiry & Application standards will be taught first quarter, then incorporated & reinforced throughout the quarterly content areas:

Q1

- SIA 1: Identify questions that can be answered through scientific investigations.
- SIA 2: Design and conduct a scientific investigation.
- SIA 3: Use appropriate mathematics, tools and techniques to gather data and information.
- SIA 4: Analyze and interpret data.
- SIA 5: Develop descriptions, models, explanations and predictions.
- SIA 6: Think critically and logically to connect evidence and explanations.
- SIA 7: Recognize and analyze alternative explanations and predictions.
- SIA 8: Communicate scientific procedures and explanations.

Strands

Strand Connections: All matter is made of small particles called atoms. The properties of matter are based on the order and organization of atoms and molecules. Cells, minerals, rocks, and soil are all examples of matter.

Physical Science (PS)	Earth and Space Science (ESS)	Life Science (LS)
<p>Topic: Matter & Motion Focus is on the study of foundational concepts of the particulate nature of matter, linear motion, and kinetic and potential energy.</p>	<p>Topic: Rocks, Minerals & Soil Focus is on the study of rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed.</p>	<p>Topic: Cellular to Multicellular Focus is on the study of the basics of Modern Cell Theory. All organisms are composed of cells, which are the fundamental unit of life. Cells carry on the many processes that sustain life. All cells come from pre-existing cells.</p>
Q2	Q3	Q4
<p>PS 1: All matter is made up of small particles called atoms. PS 2: Changes of states are explained by a model of matter composed of atoms and/or molecules that are in motion. PS 3: There are two categories of energy; kinetic and potential. PS 4: An object's motion can be described by its speed and the direction in which it is moving.</p> <p>*Prepare Academic Fair Project.</p>	<p>ESS 1: Minerals have specific quantifiable properties. ESS 2: Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification. ESS 3: Igneous, metamorphic and sedimentary rocks form in different ways. ESS 4: Soil is unconsolidated material that contains nutrient matter and weathered rock. ESS 5: Rocks, minerals and soils have common and practical uses.</p>	<p>LS 1: Cells are fundamental unit of life. LS 2: All cells come from pre-existing cells. LS 3: Cells carry on specific functions that sustain life. LS 4: Living systems at all levels of organization demonstrate the complementary nature of structure and function.</p> <p>*Review of all content standards before SGM.</p>

6th Grade Science Concepts Taught by Quarter

Quarter 1	Quarter 2	Quarter 3	Quarter 4
SIA/Physical	Physical / Earth	Earth / Life	Life / SIA
<p>SIA 1,3,4,7: Use scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding</p> <ul style="list-style-type: none"> ✓ Scientific Method ✓ Flexible Thinking & Alternative Explanations ✓ Questions that can & cannot be Answered Using Science ✓ Science Tools, Techniques & Relevant Mathematics ✓ Lab Safety ✓ Charts, Graphs, Diagrams, & Models ✓ Data Analysis & Interpretation 	<p>PS 1: All matter is made up of small particles called atoms.</p> <ul style="list-style-type: none"> ✓ Identifying Matter & Basic Atomic Structure ✓ Physical Properties (mass, volume, density, etc.) ✓ Elements & Molecules ✓ Introduce Periodic Table ✓ Chemical Properties ✓ Compounds, Mixtures & Solutions ✓ Qualitative vs Quantitative Data 	<p>ESS 1: Minerals have specific quantifiable properties.</p> <ul style="list-style-type: none"> ✓ Defining Minerals ✓ Formation of Minerals & their Environment ✓ Identification of Minerals based on Physical & Chemical Properties: ✓ Streak, Luster, Hardness, Density, SG, Cleavage, Fracture, Magnetism, Crystal Shape, Fluorescence, Flammability, combustibility, etc. 	<p>LS 1: Cells are fundamental unit of life.</p> <ul style="list-style-type: none"> ✓ Cell Theory ✓ Pioneer Contributions ✓ Plant & Animal Cells Similarities & Differences ✓ Organelles (structure, ID)
<p>SIA 2,5,6,8: All students must use scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas. <u>This area will be reinforced this quarter.</u></p>	<p>PS 2: Changes of states are explained by a model of matter composed of atoms and/or molecules that are in motion.</p>	<p>ESS 2: Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification.</p>	<p>LS 2: All cells come from pre-existing cells.</p>
<ul style="list-style-type: none"> ✓ Design & Conduct Scientific Investigations ✓ Models, Descriptions, Explanations, & Predictions ✓ Connect Evidence to Explanations ✓ Presentations to communicate Findings ✓ Application of Skills & Knowledge for Student Selected Investigations Based on Interest 	<ul style="list-style-type: none"> ✓ Changes of State Due to Motion of & Spacing /Attraction Between Atoms & Molecules ✓ Thermal Energy as a Measure of Atomic & Molecular Motion (Kinetic Energy) ✓ Conservation of Mass when Substances Change State 	<ul style="list-style-type: none"> ✓ Rock Types ✓ Rock Characteristics ✓ Rock Identification 	<ul style="list-style-type: none"> ✓ Cellular Reproduction- Mitosis ✓ Reasons for Reproduction- Repair, Growth, Transference of Genetic Material, & Continuation of the Species

	PS 3: There are two categories of energy; kinetic and potential.	ESS 3: Igneous, metamorphic and sedimentary rocks form in different ways.	LS 3: Cells carry on specific functions that sustain life.
	<ul style="list-style-type: none"> ✓ Kinetic Energy as Energy of Motion of an Object (Changes when Speed Changes) ✓ Potential Energy as Energy of Position Between two Interacting Objects ✓ Gravitational Potential Energy Associated with Height of an Object Above a Reference Position (Changes as Height Changes) ✓ Electrical, Thermal & Sound Energy due to Motion of Particles/Medium 	<ul style="list-style-type: none"> ✓ Rock Formation & Chemical Composition ✓ Igneous- Intrusive & Extrusive ✓ Metamorphic- Foliated & nonfoliated ✓ Sedimentary- Clastic/Detrital, Organic, Chemical ✓ Rock Cycle ✓ Weathering & Erosion 	<ul style="list-style-type: none"> ✓ Cellular Requirements ✓ Organelle Functions ✓ Cellular Processes- (Homeostasis, Cellular Respiration, Materials Transport, Energy Capture & Release, protein-building, waste disposal, information feedback & movement)
	PS 4: An object's motion can be described by its speed and the direction in which it is moving.	ESS 4: Soil is unconsolidated material that contains nutrient matter and weathered rock.	LS 4: Living systems at all levels of organization demonstrate the complementary nature of structure and function.
	<ul style="list-style-type: none"> ✓ Measuring & Graphing an Object's Speed & Position as a Function of Time ✓ Interpreting Motion Graphs ✓ Reference Points ✓ Direction of Motion 	<ul style="list-style-type: none"> ✓ Soil Formation & Types ✓ Properties of Soil- Color, Composition, Texture, Porosity, Permeability ✓ Soil Identification ✓ Soil Horizons 	<ul style="list-style-type: none"> ✓ Levels of Organization- Cells, Tissues, Organs, Organ Systems ✓ Unicellular & Multicellular Organisms ✓ Cell Specialization ✓ Organism Commonalities & Differences ✓ Symmetry ✓ Diverse Body Plans ✓ Basic Classification of Organisms
		ESS 5: Rocks, minerals and soils have common and practical uses.	
		<ul style="list-style-type: none"> ✓ Uses Management of Renewable & Nonrenewable Resources ✓ Methods of extraction 	

6th Grade: Social Studies

Curriculum Map

1 st	2 nd	3 rd	4 th
H1: Time Lines	H2: Early Civilizations	H2: Eastern Hemisphere Today	E11: Economic Data Review
GE3: Globes and Maps	GO9: Sources		E12: Consequences of Economic Choices
GE4: Absolute/Relative Locations	GO:10 Types of Government		E13: Responsible production of Resources
GE5: Region classification			E14: Specialization and Global Trade
GE6: Human/environment interaction			E15: Supply and Demand
GE7: Movement (Why)			E16: Consumerism
GE8: Culture (traditions/religion)			

*Since the focus of 6th grade is the Eastern Hemisphere past to present; history, geography, government and economics will be taught throughout the entire year. The above curriculum map is a guide for emphasis.

7th Grade World History Pacing Guide

Theme: World Studies from 750 B.C to 1600 A.D.: Ancient Greece to the First Global Age

The seventh-grade year is an integrated study of world history, beginning with Ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

I.

Major Units	Suggested Pacing										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
I. Ancient Greece through the Fall of Rome <i>Quarter 1- Chapters 8, 9, 10, 11</i>	→										
II. The Islamic World <i>Quarter 2- Chapter 12</i>		→									
III. West African Civilizations <i>Quarter 2- Chapter 13</i>			→								
IV. Asian Civilizations <i>Quarter 2/3- Chapter 6, 14, and 15</i>			→								
V. Medieval Europe <i>Quarter 3- Chapter 18</i>					→						
VI. Renewal in Europe <i>Quarter 3- Chapter 19</i>						→					
VII. The Early Modern World <i>Quarter 4 Chapter 20 and 21</i>							→				
VIII. The Modern World <i>Quarter 4 Chapter 22 and 23</i>								→			

8th Grade: UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Theme: U.S Studies from 1492 to 1877: Exploration through Reconstruction

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

I. The Big Topics

Major Units	Suggested Pacing									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I. Review – Early Exploration and Settlement to the American Revolution <i>Quarter 1</i>	→									
II. “A New Nation” – Articles of Confederation through the Adams Presidency <i>Quarter 1</i>	→									
III. “The New Republic” – The Jefferson Era through the California Gold Rush” <i>Quarter 2</i>		→								
IV. “The Nation Expands” – Early Industrialization through the Beginnings of the Civil War <i>Quarter 2</i>				→						
V. “Westward Expansion and the Industrial Revolution” <i>Quarter 3</i>					→					
VI. “The Nation Breaks Apart” – The Civil War and Reconstruction <i>Quarter 3 & 4</i>							→			

Adopted textbook: *United States History – Independence to 1914* (Holt Publishing)