

Multiple Category Scope and Sequence Sunday, December 11, 2016, 3:20PM



Unit		Standards	Unit Overview
Elementary School Kindergarten <u>Literacy K</u> 2016-2017 <u>Deeg, Nora</u>	Unit Bienvenidos a la Escuela ⊠(Week 1, 3 Weeks)	Standards ELA Power Standards Kindergarten Reading: Literature Key Ideas and Details P RL.K.3 With prompting and support, identify characters, settings, and major events in a story. Integration of Knowledge and Ideas P RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). P RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text. Reading: Informational Text Craft and Structure P RI.K.5 Identify the front cover, back cover, and title page of a book.	 Unit Overview Big idea: Discovery In kindergarten, many students are discovering for the very first time what school is. They are just beginning to explore, question, and learn about the world around them. Learning is everywhere, and it's important for teachers to facilitate a classroom culture of curiosity and excitement for learning throughout the year. In this unit, we want to foster students' curiosity about books, their classmates, school, and learning. Students will spend a great deal of time practicing routines and procedures as a way to support each others' discovery; we all need to know how to use every minute and how to treat each other so that we can all learn and discover as much as possible. Books are introduced to students from Day One as an exciting and dynamic means of discovery. Students will understand the importance of the standards covered because they enable us to learn as much as possible from books. Students will also practice conversing with friends in Spanish and English. They will begin to use school-related vocabulary, and will speak in complete sentences with support from the teacher. If a student are previous to the standards cover is the previous of the standards cover is the previous of the standards cover is the support from the teacher. If a student are sponsible to the standards cover is the support from the teacher.
		Craft and Structure RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the	possible from books. Students will also practice conversing with friends in Spanish and English. They will begin to use school-related vocabulary, and will speak in complete sentences with support from the teacher. If a student answers in English during Spanish time, for example, the teacher repeats his/her sentence in Spanish and the student echoes.
		ideas or information in a text. Integration of Knowledge and Ideas RI.K.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 the text an illustration depicts).	 Other notes: Readers Workshop (outlined here in Atlas) is just one component of a strong literacy block. Teachers are also represented for teaching sight words.

	Comprehension and Collaboration Comprehension and Collaborative SL.K.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 and taking turns	phonemic awareness, concepts about print, and letters and syllables - see the attachment for an explanation of each. CAPS-PA-Letters Overview
	 speaking about the topics and texts under discussion). Presentation of Knowledge and Ideas SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly 	
Ayudantes en <u>Nuestra</u> Comunidad (Week 4, 4 Weeks)	ELA Power Standards Kindergarten Reading: Literature Key Ideas and Details RL.K.1 With prompting and support, ask and answer questions about key details in a text. Integration of Knowledge and Ideas RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text. Reading: Informational Text Key Ideas and Details RLK 1 With prompting and support ask and	Big idea: Community In kindergarten, classroom culture is so enmeshed with learning that it is essential to build a strong community around learning. Students are beginning to understand many different kinds of communities, all of which exist to support each other: families, classes, and cities are all communities in which people help each other. Students are learning to see how what we do in the classroom reflects what happens in the wider world, which gives relevance to their "jobs" as students and frames our learning in terms of college and careers. In this unit, students focus on interacting with texts by asking and answering questions (especially question words <i>quién, dónde,</i> and <i>qué</i> - the next unit will expand on the list of question words). Asking and answering questions helps

answer questions about key details in a text.

Speaking and Listening Comprehension and Collaboration

SL.K.2 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.

P a. Understand and follow one- and two-step oral directions

P SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

Conventions of Standard English

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

P. f. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

PL.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Broadly, students explore the idea of community and what it means to help others, especially in the context of supporting our classmates in their journey of discovery (see previous unit). In both fiction and non-fiction readalouds in this unit, students explore different careers and who community helpers are. During morning literacy time, students will begin guided reading groups, which will also help build their foundational and comprehension skills. Students continue to expand their vocabulary, both with school words and phrases and now community and career words and phrases. Consider introducing a vocabulary wall on which to post new vocabulary words with an accompanying visual. With teacher support and modeling, students are expected to speak in complete sentences and use vocabulary introduced in class. English speakers can still express their ideas in English, as long as they then repeat the teacher's translation in Spanish. Students should have frequent opportunities to converse with classmates.

Other notes:

- For this unit, plan ahead! (1) Invite parent or community speakers, especially people who can share a unique perspective or talk about something especially relevant in your community. (2) Plan a visit to a library on campus, or ask the fire department to send a firetruck and some firefighters to campus. (3) Invite an upper-grade class to visit for performance task. (4) Send a note to parents, explaining the unit and asking for support – see below. (5) Look for additional books about careers, since books were not ordered for every career. (6) Invite an upper-grade class to attend your end-of-unit performance task.
- During this unit might also be a good time to introduce classroom jobs. It's not written into the plans, but consider implementing a job rotation in your classroom as students begin to understand what it means to take care of their community. Lessons 16-18 can be taken out and those days

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		 Some of the standards listed were already introduced in a previous unit. Make sure to build on those skills and knowledge with regular reinforcement.
Investigación de autores ⊠(Week 8, 3 Weeks)	ELA Power Standards Kindergarten Reading: Literature Key Ideas and Details PRL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major	In kindergarten , students are building a foundation for thinking critically about fiction texts. Reading skills encompass both within-text features (telling the characters and setting, listing events in order, asking and answering questions) and beyond-text features (finding the main idea and details, making connections, using evidence to develop an opinion, making predictions). Students also explore the role of an author and an illustrator, and in doing so, begin to see themselves in those roles.
	 events in a story. Craft and Structure RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story Integration of Knowledge and Ideas 	In this unit, students will enjoy a variety of fiction books by beloved authors Eric Carle, Mo Willems, Jan Brett, and Alma Flor Ada. They will start digging deeper into books; the class will practice a variety of reading comprehension skills with each book. The consistency with which we practice each reading comprehension skill helps students to perform each one more fluidly. Students also begin to recognize that authors have unique styles and preferences,
	PRL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	and as we explore each author's works in depth, students might begin to recognize the style of Carle, Willems, Brett, or Ada as a "favorite author" whose books they enjoy finding at the library or rereading regularly.
	RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.	Each week students will read and focus on one author and their books. After reading three books by the author, students will reflect on what makes that author unique, making connections between the books' illustrations and stories. The same format will be followed each week: (Day 1) Learn vocabulary, make predictions, read book #1, tell the characters and setting. (Day 2) Learn vocabulary, make predictions, read book #2, tell the characters and setting.

		books: text-text, text-self, text-world.
Celebraciones: Cultura y Tradiciones C (Veek 11, 3 Weeks)	<section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header>	 In kindergarten, students lay the foundation for important literacy skills that they will use for the rest of their lives. Finding the main idea is a skill that students will practice in every grade, at increasingly advanced levels. In this unit, students are just beginning to understand the relationship between main idea and details, as well as how to find the main idea and details in a fiction or a nonfiction text. This is a very complex skill that students may not master fully, even by the end of kindergarten, but the idea is to expose them to the idea and for them to begin to practice the skill. When students (with teacher and peer support) find the main idea of these stories about celebrations, it will help them make connections about the traditions that are common across families and cultures. Notes: This is a relatively short unit, covering 3 weeks but only 12 instructional days. Of those 12 days, only 5 are full days. Each teacher should decide whether to teach Writers or Readers Workshop on half days, which will influence the length of this unit. Use your data to decide what would be most beneficial to your students. Take advantage of people, events, and resources in your community - this unit is a perfect opportunity for students to make personal connections!
<u>Héroes para la</u> <u>libertad</u> ⊠(Weel 14, 4 Weeks)	ELA Power Standards Kindergarten Reading: Literature Key Ideas and Details	**This unit was previously titled "African-American Heroes" and now is called "Heroes for Liberty." While much of the unit structure will stay the same, new sources and broader discussions will be incorporated once the unit is fully revised.

PRL.K.2 With prompting and support, retell familiar stories, including key details.	In kinderserten, etudente dive inte whet is likely their first
PRL.K.3 With prompting and support, identify characters, settings, and major events in a story.	academic experience with informational texts. They become critical thinkers by learning to compare and contrast the experiences of different characters in different texts. Moreover, making connections within and between
Integration of Knowledge and Ideas	texts is a meaningful skill that both prepares children for
PRL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	high-rigor texts in first grade, but also opens their minds as kindergartners to the endless possibilities in the world of literacy.
Reading: Informational Text	In this welt, as the student is the line work to demonstrate
Key Ideas and Details	high-rigor learning in both written and oral work. Students
PRI.K.1 With prompting and support, ask and answer questions about key details in a text.	compare the experiences of four African-American heroes: Rosa Parks, Jackie Robinson, Martin Luther King, Jr, and Ruby Bridges. They move towards this important competency in connection-making within and between
Writing	texts through the use of venn-diagrams, written letters,
Research to Build and Present Knowledge	class discussions, and class-created posters to organize, synthesize, and demonstrate their comprehension of each
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	hero's story.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	hero's story. Rather than introducing a new text each day as was the case through much of the first benchmark, students spend one full week diving deep into their comprehension and analysis of one book. As the class continues through the unit, each week will build upon the
Speaking and Listening	prior. Students will pull knowledge from prior weeks in
Presentation of Knowledge and Ideas	another. Students will identify characteristics and values of
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	leaders and discuss ways to model those characteristics and values.
	Additional standards (not power standards) taught in this unit are RL.K.5 and RI.K.3.

Hogares de Animales (UbD) (Week 18, 5 Weeks)

ELA Power Standards

Kindergarten

Reading: Literature Key Ideas and Details

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

Integration of Knowledge and Ideas

PRL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.

Reading: Informational Text Key Ideas and Details

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

Writing

Text Types and Purposes

• W.K.2 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.

Production and Distribution of Writing

PW.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

W.K.7 Participate in shared research and

In kindergarten, students thrive on making connections and discovering similarities. They are acquiring so much new knowledge about the world and how it works, including how they fit into the world around them. Making connections and finding similarities and differences comes naturally to curious kindergarteners, but it also sets an important academic foundation for skills that students will use throughout their schooling and beyond. Despite the fact that they are only five, kindergarteners are capable of making profound discoveries and seeing things in ways that are not always obvious to adults.

Big idea: Interdependence

In this unit, students really dig deep into content about animals, plants, habitats, interdependence, and survival. For this unit to be successful, it is critical that the teacher not only lead the way with enthusiasm and excitement, but also be knowledgeable about and fluent with the content (see especially "Knowledge" section below). This unit is taught during both Writers Workshop and Readers Workshop, making it highly interdisciplinary. The writing expectations for this unit are very high, so make sure to balance a strong *Si Se Puede!* attitude with the appropriate scaffolds and modifications for students who need them. This unit should culminate with a school-wide Science Night exhibition, though check your own school's calendar for the exact date.

Other notes:

	 by a favorite author and express opinions about them). W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening Presentation of Knowledge and Ideas SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly Language Vocabulary Acquisition and Use L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	
Ciclos de vida (Week 23, 4 Weeks)	 ELA Power Standards Kindergarten Reading: Informational Text Key Ideas and Details RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. Writing Text Types and Purposes W.K.3 Use a combination of drawing, 	 In kindergarten, students use informational texts to learn more about the world. Even with advanced texts, they learn how to ask questions about things they don't understand and use text features to understand the information. They are excited to learn facts and details about the things they see around them. Students are also learning to make connections as they read; they eagerly discover patterns in the natural world. In this unit, students will explore the concept of change over time through the study of several different living organisms. They will use both fiction and non-fiction texts to ask and answer questions that lead to deeper understanding. Students will also watch as the class's caterpillars grow, build a chrysalis, and emerge as butterflies.

		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.	Each week , the class will focus on a different organism's lifecycle and how it changes over time. They will investigate the main idea and supporting details of a text, sequence each animals' life cycle, and investigate their role in protecting each animal. The animals are a butterfly, lion, and frog.
			 Other notes: Because the books are very advanced for kindergarten, it is even more important that the teacher be familiar with the text <i>before</i> sharing it with students. It might be helpful to reword long sentences, cut out unnecessary information, and/or paraphrase complex sections. Consider scanning two pages at a time and projecting them on the board, very large, for all students to see. (Instead of reading the book like a storybook) Introduce the unit with a mystery picture (ex: a room with no kids but there are party hats, a cake, balloons, etc.) We need to be detectives and figure out what is going to happen in this room - that's the main idea. How do you know? - those are the details. Whenever we look for the main idea and details, we act like detectives and try to figure out what the author wants us to learn and how we know. During centers, give students a graphic organizer (main idea and details) to complete with one of their guided reading books
<u>Mi</u> (Ut 5 V	<u>familia y yo</u> <u>bD)</u> ⊠(Week 27, Weeks)	CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5 <u>CA: Kindergarten</u>	In kindergarten , students enter the grade curious young learners ready to grow. They are thirsty for new ways to understand the world around them, even though their own experiences as five- and six-year-olds are limited. They are challenged as emerging scholars to ask and answer

Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions	conclusions. They are just beginning to understand the difference between past and present, and are likely unfamiliar with the histories of their family members.
 drawn from the text. 1. With prompting and support, ask and answer questions about key details in a text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word 	In this unit, students will become young inquirers ready to investigate primary sources. Their investigations will uncover new understandings of what families are like today, what they were like in the recent past, and what they were like long ago. Using videos, family-donated and historical photographs, audio recordings, and in-person interviews, students will become detectives seeking to understand what makes families both different and the same. Ultimately, each student will seek to find an important piece of their family's story that makes them different and unique. They will practice critical thinking skills such as making inferences, providing evidence, and making connections.
 choices shape meaning or tone. 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA 	Each week , the class will focus on the inquiry of a different type of primary source: videos, photographs, audio recordings, and in-person interviews. For each source, the class will follow the same inquiry protocol, adapted for younger minds from the SCIM-C protocol. The steps they will follow are:
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	 Summarize what I see. Think about the time and place.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	3. Make an inference.4. Draw a conclusion from all sources.
Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.	Other notes:

		a. Activate prior knowledge related to the information and events in texts. © California Department of Education	 to journal each day. Consider ordering journals for students to use throughout the unit. This unit goes most smoothly when the parents are informed about projects and discussions well in advance. Plan ahead and send home notes in the Tuesday folder well in advance. This unit is taught during both read-aloud time and writers workshop. The unit is written so that students analyze a resource in the afternoon during Readers Workshop and reflect on it the next day during Writers Workshop. If you prefer to have your students do both steps in the same day, you can alter the schedule to make that possible. Social Studies standard addressed: 1A. The student understands family life now and in the recent past; family life in various places long ago.
	<u>Nutrición</u> ⊠(Week 32, 5 Weeks)	ELA Power Standards Kindergarten Reading: Literature Integration of Knowledge and Ideas	In kindergarten , students participate in reading informational and fictional texts, which open their minds to the possibilities of all the knowledge that can be attained from books. A key skill with which students must enter first grade is identifying the reasons an author gives for an assertion in a text.
		PRL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.	In this unit, each student is challenged to understand an author's message and use it to advocate for themselves. Students will learn about healthy foods and why they are good for their bodies. They will identify the reasons an
		CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5	author gives for why we should each fruits, vegetables, grains, and proteins. Combined with fictional texts telling about the adventures of different characters eating these types of foods. BrainPOP videos that tell about healthy
		CA: Kindergarten	eating, and weekly "science experiments" encouraging
		Reading: Informational Text	students to create their own healthy snacks, students will see each book come alive and apply to their own lives
		8. Delineate and evaluate the argument	

	 and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evide 8. With prompting and support, identifi reasons an author gives to support poin a text. Writing 8. Gather relevant information from m print and digital sources, assess the credibility and accuracy of each source and integrate the information while av plagiarism. 8. With guidance and support from ac recall information from provided sour to answer a question. Language 6. Acquire and use accurately a range general academic and domain-specifi words and phrases sufficient for readi writing, speaking, and listening at the college and career readiness level; demonstrate independence in gather invocabulary knowledge when encount an unknown term important to comprehension or expression. 6. Use words and phrases acquired through conversations, reading and b read to, and responding to texts. 	the ince. / the ints Each week, the class will focus on a different food group. They will begin reading an informational text about the food and watching applicable videos on Monday. Then on Tuesday, the class will participate in a shared reading of a fictional text where a character interacts with the food group of the week. On Wednesday, students will synthesize their knowledge from the two prior days to identify the reasons why they should eat that kind of food. On Thursday, students will apply their work from the day prior into a shared persuasive writing poster. Finally on Friday, students will apply their knowledge of the food group into a creation of their own snack containing that food. Ults, Notes: of • Start thinking about when to schedule the end-of-unit field trip to a nearby grocery store! *Nutrition Unit Letter Home and Parent Sign-Up Sheet DOC *Nutrition Unit Letter Home and Parent Sign-Up Sheet PDF eing
Unit	Standards	Unit Overview
Elementary <u>; Q</u> School <u>cla</u> Kindergarten <u>Nú</u> Math K [®] mu	uién está en se hoy? meros en el ndo ⊠(Week 1.Math Power Standards KindergartenCounting and Cardinality umany	Bid idea: Numbers are everywhere

2016-2017 <u>Collaboration</u>	4 Weeks)	 KCC.1 Count to 100 by ones and by tens. KCC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
		Count to tell the number of objects.
		P KCC.4. Understand the relationship betwee numbers and quantities; connect counting to cardinality
		P KCC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number namand each number name with one and only one object.
		CC.4b 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 we counted.
		CC.4c Understand that each successive number name refers to a quantity that is one larger.
		● KCC.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.
		Measurement and Data Classify objects and count the number of objects in each category.
		4. Demonstrate an understanding of concept of time (e.g., morning, afternoon, evening, toda

In kindergarten, students have a real-world understanding about numbers, and they are just beginning to learn different ways of representing numbers. In order to build a strong math foundation, kindergarten math needs to relate to real-life situations and relevant, concrete questions in order for students to grasp the Big Idea that "numbers are everywhere." Students need lots of opportunities to connect the concrete to the abstract; for example, going from 5 students standing in front of the class, to putting 5 blocks in their hands, to drawing 5 circles on a white board, to writing the number 5. Remember that numerals are just random symbols to some students who have not learned to write numbers, so repetition is key - not only during math time, but throughout the day: Count out loud every time the class wins a class point, read the numbers on your phonemic awareness posters, practice one-to-one pointing and counting during snack time, etc.

In this unit, students are laying the foundation for numbers and counting, as well as important mindsets, behaviors, and procedures. Even more important than specific skills, it is CRITICAL that the teacher set the tone for math time: *Numbers are everywhere. Math is fun because it's real! In order to grow our brains and have fun, we all need to show Scholarship, In lak'ech, and Sí se puede. Mistakes are* good because it means you learned something new! We celebrate mistakes and successes for all our friends. We have a lot to do in kindergarten, so we never waste even one minute. Math happens everywhere, all the time, and *not only in math class, so good mathematicians make connections and use what they learn throughout the whole day.*

Next year, in first grade, students are expected to have mastered basic number sense to the extent that they can jump right in with addition and subtraction up to 20. A strong understandin

	measure time (e.g., clock, calendar). a. Name the days of the week.	 Notes: This unit only works with numbers 1-10, despite the fact that K.CC.3 and K.CC.5 go up to 20. See attachment for a recommended math block schedule
<u>¿Quién tiene</u> <u>más?: Contando y</u> <u>comparando</u> (Week 5, 6 Weeks)	Math Power Standards Kindergarten Counting and Cardinality Know number names and the count sequence. P KCC.1 Count to 100 by ones and by tens. P KCC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). P KCC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Big idea : The parts are equal to the whole In kindergarten, the teacher's main focus throughout the entire year should be on developing mindsets and habits for strong mathematicians: Numbers are everywhere. Math is fun because it's real! In order to grow our brains and have fun, we all need to show Scholarship, In lak'ech, and Sí se puede. Mistakes are good because it means you learned something new! We celebrate mistakes and successes for all our friends. We have a lot to do in kindergarten, so we never waste even one minute. Math happens everywhere, all the time, and not only in math class, so good mathematicians make connections and use what they learn throughout the whole day.
	 KCC.4. Understand the relationship between numbers and quantities; connect counting to cardinality KCC.4b 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. KCC.4c Understand that each successive number name refers to a quantity that is one 	In this unit, the big idea focuses on the relationship between the parts and whole: Given the whole, what are the different parts I can create? (5 = 4+1 AND 5 = 2+3). If Joaquin has 4 and Julissa has 5, who has more and how do I know? How many do we have together? While the answers might seem straight-forward to adults, the depth and rigor comes in asking students to represent their answers in different ways (acting out, blocks, fingers, drawings, written numbers) and justify their answers. In terms of the standards, students will dig deeper into numbers 1-10 by decomposing and comparing them. They will count forward from a given number (other

	larger. KCC.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.	than 1). They will order numbers and quantities. Students will also continue to develop foundational math vocabulary as they explore more ways to talk about numbers and explain their thinking. They will continue to work with numbers 1-10 and build on last unit's vocabulary as they begin using more complex sentence frames, including the word "porque."
	 Compare Numbers Compare Numbers KCC.6 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. KCC.7 Compare two numbers between 1 and 10 presented as written numerals. Operations in Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.3 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). 	 Notes: This unit focuses on numbers 0-10, despite the fact that K.CC.3 and K.CC.5 are 0-20. This unit introduces students to equations as one way to represent decomposition, but it is not a major focus of this mainly conceptual unit. In this unit, K.OA.3 will focus on recording decomposition with a drawing, and later units will focus on recording decomposition. Recommended math block schedule
<u>; Qué partes</u> <u>hacen el total?</u> <u>Figuras 2D y 3D</u> (Week 11, 3 Weeks)	Math Power Standards <u>Kindergarten</u> Geometry Analyze, compare, create, and compose shapes. K.G. 4. Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other	Big idea : The parts make up the whole. In kindergarten , the idea of parts and whole is an ongoing theme and a lens for exploring how seemingly separate numbers or shapes are actually connected. Just like with numbers, shapes should be explored in terms of real-world examples. As noted in previous units, the teacher's main focus throughout the entire year should be on developing mindsets and habits for strong mathematicians: <i>Numbers are everywhere. Math is fun because it's real! In order to</i>

		 attributes (e.g., having sides of equal length). A.G. 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. A.G. 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" 	Scholarship, In lak'ech, and Sí se puede. Mistakes are good because it means you learned something new! We celebrate mistakes and successes for all our friends. We have a lot to do in kindergarten, so we never waste even one minute. Math happens everywhere, all the time, and not only in math class, so good mathematicians make connections and use what they learn throughout the whole day. In this unit, students will name 2D and 3D shapes and identify their characteristics. Students will relate geometric shapes to real-life objects. They will construct shapes and use shapes to compose other shapes, relating parts to whole. The exploration of shapes should be as concrete as possible: realia, classroom examples, even show-and-tell objects from home are all essential to students' understanding. Students will use increasingly precise vocabulary as they talk about the characteristics of shapes and how to manipulate them. Learning the names of different shapes requires a great deal of repetition and review, so find as many time to practice throughout the day as possible: name each student table a different shape (and change them occasionally so students need to pay attention), ask students to name a shape before lining up for recess, include shape names in the math fluency routine, etc.
			 Notes: Make sure your classroom has 2D and 3D manipulatives, and if either is missing, ask your business manager to order more. Check the school schedule closely: this unit happens during Thanksgiving, ROCI, conferences, and gingerbread house days.
<u>Nú</u>	úmeros dentro	Math Power Standards	In kindergarten, the main goal is for students to understand that numbers are used to represent real things

	<u>de números:</u> <u>Sumar</u> ⊠(Week 14, 4 Weeks)	Kindergarten Counting and Cardinality Know number names and the count sequence. KCC.2 Count forward beginning from a given number within the known sequence	and events in the world. Students' need to learn to manipulate numbers, starting with a concrete representation (i.e. manipulatives) and connecting that directly to symbols on paper (numbers, +/-/=, etc.). Students learn to use different resources and representations: number lines, ten frames, manipulatives, number bonds, equations, etc. Throughout the year, an important understanding is how the parts relate to the
		(instead of having to begin at 1). (instead of having to begin at	whole, whether in terms of numbers, shapes, or any other situation. All of the knowledge and skills learned in kindergarten are foundational for all other math skills; students need to master all kindergarten math standards in order to be successful.
		♥ KCC.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.	In first grade, students will build on their understanding of how the parts relate to the total as they expand their repertoire of representations with tape diagrams. Students will also build on their knowledge of addition and place value by adding 2-digit numbers and grouping ones and tens.
		Compare Numbers	
		PKCC.6 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.	In this unit, we will connect students' understanding of counting to how groups are joined together. Fundamental to this unit is the concept that the parts make up the total, and similarly, that the whole can be broken into parts. Students will use the conceptual part-whole relationship as a basis for learning about addition and subtraction.
		Operations in Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Students will learn to recognize, count, read, and write numbers up to 20. They will decompose numbers 11-20. Students will also begin developing strategies for addition and subtractions. They will continue to compare quantities. Although students are not required to write equations
			independently, they do need to understand the parts of an equation: the placement of numbers and the difference between the + and - symbols. This is important because, in first grade, students will transition from concrete addition/subtraction practice to more abstract work with numbers.

	 K.OA.3 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). K.OA.5 5. Fluently add and subtract within 5. Numbers and Operations in Base Ten Work with numbers 11-19 to gain foundations for place value. K.NBT. 1. Compose and decompose numbers from 11 to 19 into ten ones and some further 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. 	 Each week is a progression of students' understanding. Students start with learning what addition and subtraction mean. They will practice this skill with numbers within 5. Then students compose and decompose numbers 11-20. Finally, students will compare numbers up to 20 by telling which group is greater than / less than / or equal to another group. Notes to teachers: We broke up the addition/subtraction standards and, in this unit, we will focus on: Addition ONLY (not subtraction) with numbers 1-10 (unless it's 10+). Also, we will focus on representing addition with drawing, objects, verbal explanations, and equations. Finally, we are only asking students to represent story problems with drawings, objects, and verbal explanations, NOT equations (see Unit 6). In order to access many of the resources found in Lesson Plans, teachers will need to create a free account at LearnZillion.com This unit assumes that students are well-versed in the concept of parts and total: The parts make up the total, and the total can be broken into parts. If students still struggle with this concept, or they are unclear about what number bonds represent, then build in more time to explore parts and total. Even if students are familiar with the concept, help them to apply their understanding of parts and total in different contexts.
Midiendo, clasificando, y comparando (Week 18, 5 Weeks)	Math Power Standards <u>Kindergarten</u> Measurement and Data Classify objects and count the number of objects in each category.	In kindergarten , students must learn to observe details in the world around them and to describe those details. They should be able to observe both concrete, measurable attributes of objects as well as conceptual, abstract attributes. They must develop the precise language to describe the world around them, including both concrete and abstract nouns, as well as concrete and abstract

	categories; count the numbers of objects in each category and sort the categories by count. CA: CCSS: Mathematics CA: Kindergarten Counting & Cardinality K.CC: Count to tell the number of objects. 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. K.CC: Compare numbers. 6. 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. Measurement & Data K.MD Describe and compare measurable attributes. 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 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.	adjectives. Previously, students should already have learned to count to 20 and to recognize and write numbers to 20. They should know the names of 2D and 3D shapes, as well as ways to talk about qualities of shapes: sides, corners, faces, etc. Students also should have practiced telling which group has more, less, or if they're equal; students should be able to draw upon a range of strategies, from drawing lines to counting each group and looking at a number line to see which number is bigger. In this unit, students learn ways to describe the attributes of objects in the world around them. It's important that they can find similarities and differences between objects and articulate them. They will sort, classify, and compare objects, both by measurable attributes and conceptually. They will learn to measure objects and compare quantities and lengths. @ Unit 5 Unpacking Guided - January 15, 2016
<u>¿Cuántos tienes?:</u> <u>Sumar y restar</u> (Week 23, 7 Weeks)	Math Power Standards Kindergarten Counting and Cardinality Know number names and the count sequence. P KCC.1 Count to 100 by ones and by tens. P KCC.2 Count forward beginning from a given number within the known sequence (instead of	In kindergarten, students are learning how numbers interact with each other to represent what happens in the real world. In unit 4 (January), we introduced the idea of addition by finding one more and one less, then we expanded on addition by learning to represent it with manipulatives, fingers, mental images, drawings, number bonds, number sentences (equations), and story problems. Students have also used the concept of addition to represent numbers 11-20 and "10 and some more." In addition, students have practiced comparing number representations (both like and unlike - manipulatives,

having to begin at 1).

Operations in Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

P K.0A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

P K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

PK.OA.4 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

PK.OA.5 5. Fluently add and subtract within 5.

drawings, number sentences, etc.) to tell which is more or less.

In this unit, we will build on students' understandings of addition, number sentences, and story problems. Students will build a strong conceptual foundation for understanding subtraction, and they will represent subtraction - taking away - with manipulatives, fingers, mental images, drawings, number bonds, number sentences (equations), and story problems. Students will learn a variety of strategies that support problem solving and the ability to find the answer to any question, regardless of its format.

Each week, students will progress from developing a conceptual understanding of subtraction and addition (including the two types of subtraction: find the difference and take-away), to moving fluently between equations and different representations, to choosing which strategy they want to use to solve a story problem, to justifying their answer to a story problem.

Notes:

- For the end-of-unit poster project, each student will need a **large-size poster**. At the beginning of the unit, remember to ask the office to order them!
- Friday assessments are already created be sure to find the link in the "Assessment" section
- Routine for spiral review are important in this unit, especially with Acuity coming up. Make sure to have routines for practicing counting by 10s, automaticity with addition and subtraction within 5, and story problems that use a variety of language.

	<u>Testing and fun</u> <u>lessons</u> ⊠(Week 30, 8 Weeks)		
	Unit	Standards	Unit Overview
Elementary School Kindergarten <u>Writing K</u> 2016-2017 <u>Deeg, Nora</u>	<u>¿Dónde empiezo?:</u> <u>Launching Writers</u> <u>Workshop</u> ■(Week 1, 4 Weeks)	 ELA Power Standards Kindergarten Writing Text Types and Purposes W.K.3 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. Production and Distribution of Writing W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. M.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening Comprehension and Collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. P. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under 	Big idea: We are all authors and illustrators. In kindergarten, many students are just learning that words and pictures on paper can convey a real-life story. Teachers should take care throughout the whole year to lay the foundation for productive habits and mindsets in writing. Students need to know that ALL stories are worth writing, no matter how small, and that all attempts are appreciated and celebrated. We NEVER want students to say, "I don't have anything to write about," or "I don't know how to write that." Besides simply being fun, writing is a way to demonstrate scholarship (by applying what we learn about how to be a good writer), in lak'ech (by following the procedures so everyone can do their best work), activism (by using your unique voice to tell and share stories that the world needs to hear), and si se puede (by trying your best and having a growth mindset, even when writing is tough). In this unit, the focus is on building productive habits and mindsets for writing. Students are introduced to and held accountable for the routines and procedures of Writers Workshop. They will express their ideas mainly through pictures and illustrations, so instruction will focus on adding details to students' drawings and not on writing any words or labels. Students will get excited about writing and take ownership of their work as authors and illustrators.

	 discussion). Presentation of Knowledge and Ideas SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly 	 Make sure to have ordered the materials you need, such as writing notebooks ("My Starfall Writing Journal" is a good one) OR paper and folders for students. Organization is key: Where do students store their writing? Where can they find more paper when they finish a story? What should they do if there are no sharpened pencils at the table? How will students know how much time they have left to write? How will they remind each other to work quietly if students start talking?
<u>¿Qué pasó?:</u> <u>Narratives</u> ⊠(Week 5, 9 Weeks)	ELA Power Standards <u>Kindergarten</u> Writing Text Types and Purposes W.K.3 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. Production and Distribution of Writing W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Big idea : Storytelling In kindergarten , students are grappling with the ideas that (1) anything that happens in real life can be retold as a story, and (2) real life stories can be shown on paper with words and pictures. The first step is for students to tell stories with pictures (previous unit), and before students start writing sentences (next unit), an important intermediary step is labeling drawings (this unit). Remember to keep mini-lessons short (10 min. max) so students have lots and lots of time to practice. Also remember to celebrate student work by allowing time to share and reflect on each other's work.
	Research to Build and Present Knowledge W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening Comprehension and Collaboration	In this unit, students will expand their storytelling capabilities by adding letters and words to their drawings. They will start by labeling drawings, move to writing individual words on the lines, and some students will even begin to write thoughts and sentences. (Note: all students should continue to label their drawings with single words, even if they have moved on to words and sentences on the lines.) The mini-lessons will focus on both craft (ex: using "emocionado" or "sorprendido" instead of simply "feliz")

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

P a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Presentation of Knowledge and Ideas

P SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

P SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

PSL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Language

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pa. Print all upper- and lowercase letters.

P LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

P c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

P d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

as many sounds as possible: /c/ /a/ /s/ /a/). Students will grow as independent writers who work autonomously and use resources around them (i.e. sight word wall), and they will take pride in their work.

Notes:

- B1 writing samples are due Nov. 10, 2016.
- Use the Lucy Calkins *Writers Workshop* curriculum! All of these lessons are based on her work, and especially since the lessons in this unit are not written in great detail, you will find many helpful recommendations and strategies in her curriculum.
- Handwriting is not taught explicitly during writers workshop, BUT it is an important skill that needs to be taught! Kids don't just pick up good handwriting on their own.
 - AT teachers penmanship lessons during enrichment
 - Create a center for handwriting, and alternate every other week with Keyboarding Without Tears
 - How do we motivate students to WANT to write neatly? Ideas: more meaningful endof-unit final products, visible bulletin boards, writing tracker, stoplight rubric
 - o Include a page in the homework packet

<u>¿Cómo lo haces?:</u> <u>How-to books</u> (Week 14, 4 Weeks)	ELA Power Standards Kindergarten Writing Text Types and Purposes W.K.2 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.	 In kindergarten, students are beginning to make the connection that they can use written words and pictures to transmit an idea or story to a reader. So far, students have only written narratives, either in response to prompts or by coming up with their own stories. In this unit, students will write informational texts for the first time. They will choose their own topics for their How To books and follow a specific format for explaining each step. Students will be held to higher standards of conventions, style, and organization, with the expectation that they score a 2 on the Voice writing rubric (see attachment below) for Benchmark 2. Each week, students will focus on one convention (ex: periods, spaces between words, stretching sounds to write all the letters). The first mini lesson of the week will focus on a convention, and from then on, the teacher should hold students accountable for that convention. The mini lessons during the rest of the days of the week should focus on craft, usually derived from the Calkins unit.
<u>¿Qué ves?:</u> Informational writing ⊠(Week 18, 5 Weeks)		
<u>¿Cómo te</u> <u>sentiste?:</u> <u>Narrative writing</u> (Week 23, 4 Weeks)	ELA Power Standards Kindergarten Writing Text Types and Purposes W.K.3 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	In kindergarten, students are learning that good writers are readers and good readers are writers. Everything we write is done with the goal of being read. By the end of the year, students should be creating works that more closely resemble the books we read together: multiple pages, multiple sentences on a page, detailed drawings, and stories that have a beginning, middle, and end.

	1	
	occurred, and provide a reaction to what happened.	skills from the fall. As opposed to the previous unit, though, students will focus on providing reactions to the events they narrate: how they feel, how others felt, what their reaction was, etc. Students will write multiple sentences per page, and they will create books with a beginning, middle, and end.
		Each week , students will focus on a different writing convention, in addition be being held accountable for all the conventions they have learned previously. The convention standard will be taught on Monday, while the rest of the week's mini-lessons will teach craft.
		*Notes
		 This unit uses Calkins' "IfThen" curriculum book and pieces of the Unit 1 book. When using the <i>IfThen</i> curriculum to plan a lesson, start with a teacher-created sample that exemplifies the struggle described in the Calkins text. For the mini-lesson, follow Calkins' text like a think-aloud to show students how to fix the problem. Consider having a tray for completed writing; from now on, students will only keep incomplete writing in their writing folders. Review the tray each afternoon, and if students have misspelled any sight words or forgotten any other conventions, return the writing to them. Because opinion writing is not a kinder Power Standard, we do not officially teach opinion writing during the year.
<u>Mi familia es</u> <u>especial: Journal</u> <u>writing</u> ⊠(Week 27, 4 Weeks)		See Social Studies UbD unit: Mi familia es especial

<u>;No me digas!</u> <u>Fictional narratives</u> ⊠(Week 31, 6 Weeks)	This unit has purposely been left blank so that teachers can use their April grade-level planning day to delve deep into what their own students need to practice before the end of the school year.
	One idea is to return to the narratives genre, this time with fictional narratives. While teachers should choose to focus on the mechanics and style skills that their students need most, though, at this point in the year it is helpful to give students a new type of story to write. By "fictional narratives," we envision students practice creative storytelling by responding to prompts such as: "One day, I came to school and saw a dinosaur" or "Imagine you got on a rocketship to the moon. Tell what you saw and did there."

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Multiple Category Scope and Sequence Sunday, December 11, 2016, 3:26PM

	Unit	Unit Overview	Standards
Elementary School Grade 1 <u>Math 1</u> 2016-2017 <u>Collaboration</u>	Unit 1: Story Problems In Addition and Subtraction I (Week 3, 7 Weeks) (Week 3, 7 Weeks)	In this unit, students will be learning how to solve story problems involving addition and subtraction to 20, including adding sums of 3 whole numbers. They will be using manipulatives, pictures and symbols as well as the algorithm to show their solutions to word problems. Students will also understand the operation symbols (addition, subtraction & equal sign) and how subtraction and addition are related.	Math Power Standards Grade 1 Operations in Algebraic Thinking Represent and solve problems involving addition and subtraction.
	Unit 2:Strategies	In this unit, students will be learning mental math strategies for addition and subtraction including	Math Power Standards

Subtracting (Week 10, 5) Weeks)	counting on/ counting back, making a 10, and using 10 frames. Students will be able to use these strategies to determine if an answer is correct/ incorrect and prove their answers.	Operations in Algebraic Thinking Represent and solve problems involving addition and subtraction. P 1.OA.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. Understand and apply properties of operations and the relationship between addition and subtraction . P 1.OA.3 Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on 2 to add 2). 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction (e.g., by counting on 2 to $2 + 3 - 1 = 10 - 1 = 9$); 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 $6 + 6 + 1 = 12 + 1 = 13$). Work with addition and subtraction equations. 1.OA.7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.
<u>Unit 3: Algebraic</u> <u>Concepts -</u> Determining	Rationale: This unit prepares students for algebra by helping them understand the concept of equality.	Math Power Standards Grade 1 Operations in Algebraic Thinking

<u>Unknowns</u> (Week 15, 2 Weeks)	Summary: In this unit, students will be further developing their conceptual understanding of addition and subtraction by exploring the concept of unknowns in all positions in number sentences with 3 whole numbers.	Represent and solve problems involving addition and subtraction. P 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and
	In Kindergarten, students learned to count on and back. In First Grade Units 1 and 2, students used counting on and back as a strategy for addition and subtraction. In Second Grade students will solve for the unknown number in word problems with addition and subtraction up to 100.	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. Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.3 Apply properties of operations as strategies to
	Now they will solve add to and put together result, change and start unknown problems. They will use counting on to solve and will explore the connection between the different problem types, understanding	add and subtract.2 Examples: If $8 + 3 = 11$ is known, then 3 + 8 = 11 is also known.(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
	that they use addition for all of them. They will also solve elimination and comparison result, change and start unknown problems. They	1.0A.4 Understand subtraction as an unknown- addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.
	will use counting back to solve and will explore the connection between the different problem types, understanding that they use subtraction for all of them.	1.0A.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 (a.g. 12) 1 1 2 2 1 10 1 0); using the
	Students will also understand that subtraction is an unknown addend problem. They will use their understanding of part-part-whole and "think addition" to solve subtraction problems.	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 $6 + 6 + 1 = 12 + 1 = 13$).
	Throughout the unit, students explore the symbol for the unknown as a question mark, line or an open box. (ex. $3+=5$, $2+2=5$, $5-\Box=2$)	Work with addition and subtraction equations. P 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and
	Students will also develop their understanding of the symbols $+$, $-$ and $=$ in this unit. In order to determine	subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
	whether an equation is true of false, First Grade students must first understand the meaning of the equal sign. This is developed as students in Kindergarten and First Grade solve numerous joining and separating situations with mathematical tools, rather than symbols. Once the concepts of joining,	P 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + $? = 11, 5 = -3, 6 + 6 = -$

	separating, and "the same amount/quantity as" are developed concretely, First Graders are ready to connect these experiences to the corresponding symbols (+, -, =). Thus, students learn that the equal sign does not mean "the answer comes next", but that the symbol signifies an equivalent relationship that the left side 'has the same value as' the right side of the equation. Students understand that an equation needs to "balance." The unit ends with students creating their own result, change and start unknown problems, and having their peers solve them through drawings and discussions.	
Unit 4: Intro to Place Value – 2 Digit Number (Week 17, 6 Weeks)	In kindergarten, students learned to compose and decompose numbers 11-19. In this unit, students will continue to build on place value concepts. They will count, read and write numbers to 120. They will use various visuals and manipulatives (ten-frames, and rods and cubes) to aide their understanding that 10 ones is equal to one 10. They will learn what each digit in a two-digit number represents and be able to explain how a number is composed or decomposed in tens and ones. Students will compare two-digit numbers, using their understanding of place value as reasoning for identifying a number as greater or lesser. In second grade, students will apply the concepts of place value learned in first grade to numbers to 1000. They will then compare three-digit numbers and explain their thinking using their understanding of place value.	 Math Power Standards Grade 1 Numbers and Operations in Base Ten Extend the counting sequence. 1.NBT. 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. Understand place value. 1.NBT. 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2a. 10 can be thought of as a bundle of ten ones – called a "ten." 1.NBT.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT. 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and

	understand other mathematical concepts (such as expanded notation). They will understand the organization of the base ten system and how each number relates to it.	
Unit 5: Adding Two-Digit Numbers (Week 23, 3 Weeks)	Summary: In kindergarten, students learned to decompose numbers 11-18 into tens and ones, using drawing and objects. They wrote number sentences to represent how these numbers were decomposed (example: 10+8=18). In this first grade unit, students build on their understanding of adding within 20 to develop strategies for adding larger numbers. Students will use various strategies and representations, including concrete manipulatives, number bonds, drawings, and numerical representations to add 10 more to a number and combine 2-digit numbers. Students may count on by ten from one number, decompose numbers into tens and ones and then combine like values, or combine ones to compose a new ten. Developing various efficient strategies for adding multiples of ten and the discussions in terms of tens and ones will continue to build students' number sense and place value fluency. Additionally, students can explain their reasoning through verbal communication as well as a variety of representations including pictures, drawings and models. In second grade, students will be taught to use objects or drawings to add and subtract within 1000. They will work with 3-digit numbers and will add up to four 2-digit numbers. The foundations set in kindergarten and first grade will be built upon so they can use the same strategies and skills, but with larger numbers.	 Math Power Standards Grade 1 Numbers and Operations in Base Ten Understand place value. 1.NBT. 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2a. 10 can be thought of as a bundle of ten ones – called a "ten." 1.NBT.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.2c. 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). Use place value understanding and properties of operations to add and subtract. 1.NBT.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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

	future grades. Despite the opportunity to use calculators, being able to create visuals and mentally solve these addition and subtraction problems will help them solve and understand many math problems that come up in their daily lives and jobs someday. The conceptual understanding is beneficial even if technology makes it seem as though the understanding is not necessary. For example, if one is to calculate 100-70 using a calculator, mistypes and finds 93 as the answer, he will catch the mistake with his conceptual understanding (realizing he must have typed 7 instead of 70), whereas he will not catch the mistake if he does not have the foundation of understanding place value.	
Unit 6: Mental Math Strategies for Adding and Subt (Week 26, 3 Weeks)	Summary: In kindergarten, students learned to decompose numbers 11-18 and write number sentences that correspond. In this first grade unit, students will continue to hone their skills with addition and subtraction of one and two-digit numbers. They will be introduced to mental math strategies they can use to check the reasonableness of their answer and quickly add and subtract within 100. Given a two-digit number, they will add and subtract multiples of 10 mentally, as well as subtract multiples of 10 using various methods that were introduced to them for addition in Unit 5. In second grade, they will use their understanding of place value and mental math strategies to add and subtract within 100 fluently. They will add more numbers together and as well as numbers with three digits.	 Math Power Standards Grade 1 Numbers and Operations in Base Ten Use place value understanding and properties of operations to add and subtract. 1.NBT.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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.5. Given a two-digit number, mentally find 10 or more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero)
	to spend less time doing drawings and calculations on paper. Though the conceptual understanding of math is important and must come first, eventually students will be so familiar with the concepts that	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;

	solve calculations more fluently	reasoning used
Unit 7: Principles of Measurement (Week 29, 4 Weeks)	Overview: In kindergarten, students learned to sort objects by length, size and color (categorizing). In first grade, the instructional progression for teaching measurement begins by ensuring that students can perform direct comparisons to compare lengths. Direct comparison means that students compare the amount of an attribute in two objects without measurement. Then, they perform indirect comparisons (transitivity principle: if A is longer than B, and B is longer than C, than A is longer than C).	Math Power Standards Grade 1 Operations in Algebraic Thinking Add and subtract within 20. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Work with addition and subtraction equations. 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6, 7$
	Next, children should engage in experiences that allow them to connect number to length, using manipulative units that have a standard unit of length, such as centimeter cubes. These can be labeled "length-units" with the students (an important concept of "iterating," or adding EQUAL-sized units, is foundational). Students learn to lay such physical units end-to-end and count them to measure a length. They use multiple copies of one object to measure the length of a larger object. Through numerous experiences and questioning by the teacher, students will recognize the importance of careful measuring so that there are not any gaps or overlaps in order to get an accurate measurement. When students use different sized units to measure the same object, they learn that the sizes of the units must be considered, rather than relying solely on the amount of objects counted.	 Numbers and Operations in Base Ten Understand place value. 1.NBT. 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and Measurement and Data Measure lengths indirectly and by iterating length units. 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.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.
	After making direct and indirect comparisons, and connecting number to length, they will compare these results. For example, they will compare their understanding that object A is longer than object B, B is longer than C, and A is longer than C, with the knowledge that A is 6 paperclips long, B is 8	 CA: Grade 1 Measurement & Data 1.MD Tell and write time. 3. Tell and write time in hours and half-hours using analog and digital clocks.

paperclips long and C is 10 paperclips long.	
Students will engage in discussion about their reasoning using appropriate mathematical language throughout the unit.	
Another important set of skills and understandings is ordering a set of objects by length. Such sequencing requires multiple comparisons (no more than 6 objects). Students need to understand that each object in a seriation is larger than those that come before it, and shorter than those that come after.	
Though not a power standard, students will learn to tell time in this unit. They will also relate the concept of measurement to their lives, understanding that measuring helps people have a common language and way of talking about academic levels/data, speed, amounts of time, and weight.	
In second grade, students will be introduced to standard units (rather than cubes and paperclips, students will learn how to use centimeters, inches, etc) to measure.	
Rationale: Measurement is used and applied in cooking, sports, data analysis, and many other everyday tasks and job skills. For example, to determine who wins a race, the speed of various runners is measured by the time it takes them to finish a race. To make a cake, ingredients must be carefully measured for it to turn out. To determine the progress a class makes in reading, a teacher	

		uses the same test (same unit of measurement) for each specific level so he can compare how many levels are passed by various students. For people to be able to compare results, students must be able to measure with equal-sized units, measure carefully and understand that different units may be used to measure the same object (and what the varying measurements mean if different units are used).	
	<u>Unit 8</u> ⊠(Week 33, 4 Weeks)		
Unit Unit Overview		Unit Overview	Standards
Elementary School Grade 1 <u>English</u> <u>Language Arts</u> 2016-2017 <u>Collaboration</u>	Talking About the Stories We Read- Living the Life ⊠ (Week 1, 6 Weeks)	In this unit, students will be reading fictional stories about characters their age. They will practice working with others to talk about stories they have read together. Students will learn to orally retell stories in sequence, using key details about characters, setting and major events and record themselves doing so. Students will be able to use drawings to enhance their summaries as needed. In this unit, students will also be introduced to the structure and expectations of Reader's Workshop and learn about the tools that authors use.	 ELA Power Standards Grade 1 Reading: Literature Key Ideas and Details RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details and illustrations. Speaking and Listening Presentation of Knowledge and Ideas SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Writing about what	In this unit, students will be learning how to respond	ELA Power Standards
<u>I have read – Our</u> <u>Community</u> (Week 7, 7 Weeks)	or heard. They will use conjunctions and transitional words to create a written summary of what the story was about, using illustrations as necessary.	Grade 1 Reading: Literature Key Ideas and Details RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details and illustrations. Reading: Informational Text Integration of Knowledge and Ideas RI.1.7 Use the illustrations and details in a text to describe its key ideas.	
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<u>Unit 3: Telling</u> <u>Stories in the Past,</u> <u>Present and F</u> (Week 14, 5 Weeks)	Summary: In Kindergarten, students learned to add - s or -es to nouns to make them plural. In this unit, students will be reading words with inflectional endings, including present, past and progressive verb tenses. They will use them to retell familiar stories orally and in writing. In second grade, students will read words with prefixes and suffixes, as well as past tense verbs with irregular endings. Rationale: Students will speak and write with correct grammar with these foundational skills.	ELA Power Standards Grade 1 Reading: Literature Key Ideas and Details P RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details and illustrations. Reading: Informational Text Integration of Knowledge and Ideas RI.1.7 Use the illustrations and details in a text to describe its key ideas. Reading: Foundational Skills Phonics and Word Recognition f. Read words with inflectional endings. Speaking and Listening Presentation of Knowledge and Ideas SL.1.6 Produce complete sentences when appropriate to task and situation. Language Conventions of Standard English	

		L.1.1. e. Use verbs to convey a sense of past, present, and future
Unit 4: Super Spellers Write about Heroes! (Week 19, 6 Weeks)	Summary: In Kindergarten, students start to spell words phonetically, using sound and letter knowledge. In this unit, students will spell untaught words phonetically. They will apply this skill by writing informative texts and presenting them orally. In second grade, they will generalize learned spelling patterns (not just individual sounds) when writing untaught words. Rationale: Students will discover and learn the patterns of English spelling, which will help them write new and untaught words in the future.	 ELA Power Standards Grade 1 Reading: Foundational Skills Phonics and Word Recognition a. Know the spelling-sound correspondences for common consonant digraphs. c. Know final -e and common vowel team conventions for representing long vowel sounds. Writing Text Types and Purposes W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure Research to Build and Present Knowledge W 1.7 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). Speaking and Listening Comprehension and Collaboration S L.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Presentation of Knowledge and Ideas S L.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Language Conventions of Standard English L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring

		L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Unit 5: Sorting, Categorizing and Defining Words (Week 25, 6 Weeks)	Summary: In kindergarten, students were introduced to the concept of sorting and sorted objects into categories. They acted out verbs that had similar meaning (such as strut, march and prance). In this unit, first graders will learn that authors choose words purposefully, and through read alouds, they will see how authors use word choice to convey meaning. They will learn that words can be categorized (animals, colors, etc), and that many words have similar meanings and slightly nuanced (i.e. thrilled, excited). They will sort words into categories and explain why the words were sorted that way. They will define words by these categories, as well (i.e., a duck is a bird that swims, a tiger is a large cat with stripes). In second grade, students will continue to learn about word relationships and nuances, making real-life connections between words and their use. Rationale: Vocabulary is important for reading development; it prepares students for more advanced texts. Understanding and being able to express oneself with a rich vocabulary creates opportunities and even ways of thinking that one would not have otherwise. For example, there is a lot of classic literature students will someday be able to read and enjoy and people can more specifically explain what they are thinking and feeling with a variety of words to choose from. Sorting and categorizing is an important skill to help with summarizing and organizing one's thoughts.	ELA Power Standards Grade 1 Language Vocabulary Acquisition and Use L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.b. 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).
Unit 6: Using Clues to Discover Word Meanings	Overview: In kindergarten, students learned that there is more than one meaning for a word (for example, duck is a bird and an action word). In first grade, students will learn how to use sentence level context to determine the meaning of an unknown	ELA Power Standards Grade 1 Reading: Literature Key Ideas and Details

the meaning of new words is directly tied to their comprehension of a text and that it is therefore very important to be able to decode those words first. Students will explain how coming to understand new words helps them better discuss characters and how they feel and how the author's word choice to affect meaning. In second grade, students continue learning to determine meaning of unknown words, now increasing their tool kit by using glossaries and their understanding of compound words.

Rationale: It is important for students to determine the meaning of unknown words because as they read more difficult books, they will encounter more difficult vocabulary. When a person reads, he does not generally look up new words in the dictionary, but rather uses the surrounding text to get an idea of what the word means. Understanding the new word is more about getting the jist of the entire text than about being able to define or explain that specific word in isolation. This skill will be useful as students read more complex fiction and non fiction texts (newspaper articles, short stories, essays, etc).

a text.

PRL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

PRL.1.3 Describe characters, settings, and major events in a story, using key details and illustrations.

Reading: Informational Text Integration of Knowledge and Ideas

PRI.1.7 Use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills Phonics and Word Recognition

PRF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

Pa. Know the spelling-sound correspondences for common consonant digraphs.

Pb. Decode regularly spelled one-syllable words.

Pc. Know final -e and common vowel team conventions for representing long vowel sounds.

Pd. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Pe. Decode two-syllable words following basic patterns by breaking the words into syllables.

Pf. Read words with inflectional endings.

Pg. Recognize and read grade-appropriate irregularly spelled words.

Language Knowledge of Language

L.1.4 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.

P a. Use sentence-level context as a clue to the meaning of a word or phrase

	Unit 7: Finding <u>Text Evidence for</u> <u>"W" Questions</u> (Week 33, 5 Weeks) Weeks)	Overview: This year, first grade students learned to ask and answer questions about a text, describing characters, setting and events, as well as determining the main idea or central message. They used picture and text evidence to support their answers to questions about books. To prepare them for second grade, in this last unit, first graders will focus on nonfiction texts. They will learn what questions with "who," "what," "when" and "where" refer to and what an answer to one of these questions requires. Students will learn to annotate a text, noting pictures and words that refer to the various question words. Students will begin to read passages on their own and will begin to read longer passages. Rationale: Though first grade standards are taught, students still enter second grade with some gaps. This unit as been created in order to better prepare them for comprehending nonfiction texts, reading longer passages and to use text evidence to support their answers. It is essential to focus on nonfiction texts because students will encounter more of them as they go through the grade levels and especially in college. Texts will also get longer, more detailed and include more complex vocabulary; for this reason, students must be given skills and practice in finding answers to different question types and citing evidence for those answers. Annotation is an important skill related to note-taking, summarizing and organizing information, all of which will be useful in second grade and in future years.	 ELA Power Standards Grade 1 Reading: Informational Text Key Ideas and Details RI.1.1 Ask and answer questions about key details in a text. Reading: Foundational Skills Fluency RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. Speaking and Listening Comprehension and Collaboration SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6 Produce complete sentences when apropriate to task and situation. Grade 2 Reading: Informational Text Key Ideas and Details R.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
U	Init	Unit Overview	Standards
Elementary School Grade 1	Unit 1: Talking About the Stories We Read – Living		

<u>Workshop</u> ☎ 2016-2017 <u>Collaboration</u>	Weeks)		
	<u>Unit 2: Writing</u> <u>About What I've</u> <u>Read-Our</u> <u>Community</u> (Week 5, 4 Weeks)		
	Unit 3: Answering Questions About What I Read (Week 9, 5 Weeks)	Summary: In kindergarten, students learned to retell a story from a fiction book and say what they learned from a non-fiction text. In this unit, students will be introduced to the basic differences between fiction and non-fiction texts and practice asking and answering questions about what they have read. They will learn how to find and summarize the main idea of a book (whether fiction or non-fiction), as well as key details. They will use illustrations and text as evidence of what they know from the story. Rationale: To prepare students for reading and comprehending fiction and non-fiction books in 2nd grade and above. To prepare students to read fiction and non-fictions books for appropriate purposes (i.e. research or pleasure). As they learn to find the main idea of simpler books, they will be prepared to pull out the central idea of more complicated and longer books in later grades. By teaching students to use illustrations and text as evidence of what they know from a story, they will be prepared to use illustrations and text to make inferences in later grades.	 ELA Power Standards Grade 1 Reading: Literature Key Ideas and Details RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details and illustrations. Craft and Structure RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Reading: Informational Text Key Ideas and Details RI.1.1 Ask and answer questions about key details in a text. Integration of Knowledge and Ideas RI.1.7 Use the illustrations and details in a text to describe its key ideas.
	Unit 4: How Do You Feel? Identifying Character's	Summary: In kindergarten, students learned to describe the relationship between pictures and the story (saying what moment in the story the illustration depicts), as well as compare character's experiences in similar stories. In this	ELA Power Standards Grade 1 Reading: Literature

(Week 14, 2 Weeks)	unit, students will learn to identify basic character traits and emotions in fiction texts. They will say how a character might feel, based on text and pictures. They will make connections and compare characters in different stories. They will explain why they think a character feels a certain way. In second grade, these skills will expand to print and digital text, and students will not only show understanding of characters, but will also use illustrations to understand setting and plot. Rationale: Using text and pictures to identify character traits and emotions is a building block for making inferences and understanding cause and effect.	Craft and Structure PRL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Integration of Knowledge and Ideas PRL.1.9 Compare and contrast the adventures and experiences of characters in stories.
<u>Unit 5:Being a</u> <u>Detective: Asking</u> <u>and Answering ?s</u> interfective: Asking interfective: Asking interfec	Unit Overview and Progression: <u>In kindergarten</u> , students learned to ask questions about unknown words in information texts. They began to compare and contrast two texts on the same topic (using the illustration and descriptions in the texts). They identified the following text features: front cover, back cover and title page. <u>In this first</u> grade unit, students will learn to comprehend texts more deeply, beginning with the foundations learned in kindergarten. Students will not only ask questions about unknown words, but also learn to use context clues to determine their meaning. They will use text features (such as headings, glossaries and tables of contents) to better understand various text structures (such as problem/solution, main idea/detail, and cause/effect). This understanding of text structure will help students conceptually organize information they learn from nonfiction books and more deeply understand the concept of main ideas and details, which has been focused on in previous units this year. As students are read to and read nonfiction books themselves, they will compare and contrast books on the same topic. <u>In second grade</u> , students will take these skills and understandings even further, by learning to use context clues in texts that	ELA Power StandardsGrade 1Reading: LiteratureCraft and StructureP RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.Reading: Informational TextCraft and StructureP RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 on pages 25-26 for additional expectations.)P RI1.5 Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text

features (such as subheadings, electronic menus PRI.1.9 Identify basic similarities in and and indexes) to locate important information differences between two texts on the same efficiently, and to identify, compare and contrast the most important points of two texts on the same topic. topic (e.g., in illustrations, descriptions, or procedures). Rationale: Being able to identify words that suggest feelings provides relevancy, taps into background knowledge, and helps learners interact with texts. This skill helps readers describe the author's tone and purpose for writing and describe characters, setting and plot. It also supports discussion and strengthen understanding of how feelings and perceptions relate to cause and effect. By learning to use **context clues**, students will also broaden their vocabulary, which they can use in any language modality. Also, students will become more independent readers as they learn to decipher word meanings on their own. Using text structure is important because it aides in comprehension, as well. When students understand how to use a table of contents, what information section headings provide and how to use a glossary, they will be able to determine the most pertinent information in a text and better summarize. This is a skill that is needed throughout life, as one writes reports, relays information to a coworker, or even summarizes a novel while talking to a friend, to give a few examples. As students learn to note similarities and differences between texts on the same topic, they will be practicing another life skill of comparing and contrasting. This skill is used in many ways, such as while we self-reflect and evaluate our job performance, while we research a topic to gather information and later present it, and while we read news articles from differing political parties.

Unit 6: Narrowing It Down I (Week 20, 4 Weeks)	Unit Summary: In kindergarten, students were prompted to identify the main idea and details of a nonfiction text. In first grade, they will identify main idea and details on their own. They will explain how they know the main idea of a book or section of a book and how the details relate. They will explain the difference between text structures of fiction and nonfiction books, as well as how text structure helps them find the main idea and details in a nonfiction text. They will learn how to summarize what they read, first using graphic organizers, then presenting and writing their findings. They will understand the importance of being able to find main ideas and details in texts. In second grade, they will be taught to find the main idea of multi-paragraph texts, as well as to find the main idea of specific paragraphs within a text. Rationale: Identifying main ideas and details is an important skill because it helps us retell what we've learned or read. Students who master this standard will be able to summarize what they've learned, explain to another person what a book is about, and organize his/her thoughts for writing. The abstract concept of main idea and detail will be spiraled throughout the grade levels and is an important life skill. Being able to see how details tie into a bigger main concept or vice versa will be helpful in talking about an organization's vision and goals, political views, and patterns of history, to name a few examples.	 ELA Power Standards Grade 1 Reading: Literature Craft and Structure RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Reading: Informational Text Key Ideas and Details RI 1.1 Ask and answer questions about key details in a text. RI 1.2 Identify the main topic and retell key details of a text. RI 1.5 Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
<u>Unit 7: Same or</u> <u>Different?</u> <u>Compare and</u> <u>Contrast</u> ⊠(Week 24, 4 Weeks)	Overview: In kindergarten, students compared and contrasted, with prompting and support, the experiences of characters in familiar stories as well as nonfiction texts with the same topic (such as two books about fish). In this first grade unit, students will make the connection between an earlier unit of comparing and contrasting fiction and nonfiction books, as well as the practice they had in kindergarten, to this unit's focus on similarities and	ELA Power Standards Grade 1 Reading: Literature Integration of Knowledge and Ideas PRL.1.9 Compare and contrast the adventures and experiences of characters in stories. Reading: Informational Text Key Ideas and Details

literature and between nonfiction texts. They will begin to understand that comparisons can be made within and across books, and will use the Double Bubble graphic organizer as a tool for these comparisons. Students will compare and contrast adventures and experiences of characters in various fairy tales, though now with less prompting and support than in kindergarten. As they note differences, they will learn how an author's choice about what information to include about a character or what a character says gives the reader a certain idea or perspective about that character. For informational text, students will look for similarities and differences between two texts of the same topic. They will look at descriptions, text structure, photographs, and procedures in these nonfiction texts. As they compare and contrast, they will see how authors have purpose in the illustrations, labels, and descriptions they include in their writing, and it affects what and how much the reader can learn about a certain topic. Students will learn that if they read multiple texts on the same topic, they can learn much more information than if they were to simply read one book on a certain topic. In second grade, students will move from comparing and contrasting characters to different versions of the same story. For nonfiction, they will focus their comparisons on the main idea of two texts with the same topic.

Rationale: Comparing and contrasting is an important skill students will need throughout their school years. With the foundation being built in the lower grades, they will be able to apply the skill in upper grades (in research projects and book reports, for example). These skills aren't only significant in that they allow students to excel academically. Comparing and contrasting requires critical thinking, which is extremely important as one moves into the workforce. Our students will someday find themselves using these skills as they compare job descriptions online, resources to recommend to an PRI.1.1 Ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

PRI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

		examples.	
	<u>Unit 8: Spiral</u> (Week 28, 4 Weeks)		
	<u>Unit 9: Reading</u> <u>Like Second</u> <u>Graders</u> ≌(Week 32, 6 Weeks)		
	Unit	Unit Overview	Standards
Elementary School Grade 1 <u>Writing 1</u> 2016-2017 <u>Collaboration</u>	<u>Unit 1: Launching</u> <u>Writer's Workshop</u> ⊠(Week 1, 3 Weeks)	Unit Summary: In kindergarten, students participated in Writer's Workshop, but now that they have a new teacher in 1st grade, they will spend a couple weeks being reminded of Writer's Workshop expectations and learning new routines and procedures in their new class. Students will be learning the writer's workshop process and how to use the tools available to them during writer's workshop. They will also practice how to write independently, edit their work and share it with others.	
		Rationale: For students to have a foundation for the rest of the year, they must learn how to effectively write and collaborate within the Writer's Workshop model. Writer's Workshop differs very much from traditional writing classes because each lesson focuses around a skill or strategy that writers can generalize to many topics they choose to write about. Students are given a lot of independence when it comes to choosing what to write about, and as with any subject at Voices, instruction is differentiated through conferencing and small groups. To be successful in this writing environment, students must be able to independently use and find materials, write focusing on a skill or strategy and follow classroom rules and routines. This foundation will prepare them to learn the craft of writing, not just	

Unit 2: Personal Stories ☎(Week 4 Weeks)	 conventions. Over their years at Voices, they will find joy in writing, and it won't just be a difficult and tedious part of the day. Unit Summary: In kindergarten, students began writing narratives, including pictures and writing about one event with sequenced story parts. In first grade, students will continue to write narratives, but will expand to writing about more than one event from their personal experience, sequencing the events and using temporal words to signal the event order. They will use capitals at the beginning of sentences and periods at the ends. They will use pictures to add voice and description to their writing. Craft and conventions will always be a focus in the writing units, and in this unit, students will learn to use the contractions "al" and "del" when appropriate. 	ELA Power Standards Grade 1 Writing Text Types and Purposes W.1.3 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. Research to Build and Present Knowledge W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Spanish Power Standards Grade 1
Stories (Week 4 Weeks)	4, writing narratives, including pictures and writing about one event with sequenced story parts. In first grade, students will continue to write narratives, but will expand to writing about more than one event from their personal experience, sequencing the events and using temporal words to signal the event order. They will use capitals at the beginning of sentences and periods at the ends. They will use pictures to add voice and description to their writing. Craft and conventions will always be a focus in the writing units, and in this unit, students will learn to use the contractions "al" and "del" when appropriate. Rationale: This unit is essential for students to learn that writing is a craft and that it can be used to share personal experiences with readers. It will open their eyes to the possibilities that writing brings and will motivate them to keep learning the conventions, so that they can express themselves more fully through their writing. The practice of sequencing and using temporal words will connect deeply with their reading; as they organize their thoughts and put events in order, they will see how this is done in books they have read or are reading, as well. This unit will prepare them for the following unit on narratives, which will require them to add more detail. As they move through the grades, their narratives will get longer and more complex, so the foundations are being set now in first grade.	 Grade 1 Writing Text Types and Purposes W.1.3 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. Research to Build and Present Knowledge W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Spanish Power Standards Grade 1 Foundational Skills Conceptos de lo Impreso I a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (¿?), exclamación (¡!), y guión largo para abrir y cerrar un diálogo. Language Normas y Convenciones del Español I 1. Reconocen y explican la formación de las dos contracciones del español: al = a + el, del = de + el. 2 b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación j!.
<u>Unit 3: Detailed</u> <u>Stories</u> ⊠(Week	8, Unit Summary: In the last unit, students began writing personal stories. They will continue writing	ELA Power Standards Grade 1

3 Weeks)	narratives, sequencing the events and using temporal words to signal event order, as well as using correct punctuation. They will learn now to add details and a conclusion to their stories. They will learn to choose a small moment from their personal experience and expand upon it, to make the story more interesting for the reader. Their conclusions will indicate a sense of closure to readers. Rationale: Learning to add details to their stories will help students persevere in their writing, never thinking "I'm done." It is important for them to learn that good writers are constantly revising, editing and adding, so that their writing is more interesting and clear to the reader. In second grade, students will need to write more elaborate narratives with descriptive and sensory details, a variety in word choice, dialogue, and from the perspectives of different narrators, so this unit again sets the foundation.	 Writing Text Types and Purposes W.1.3 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. Production and Distribution of Writing W.1.5 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. Research to Build and Present Knowledge W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Spanish Power Standards Grade 1 Foundational Skills Conceptos de lo Impreso P 1 a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación (i!), y guión largo para abrir y cerrar un diálogo. Language Normas y Convenciones del Español P 1 h. Usan determinativos tales como los artículos o pronombres demostrativos, reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas). P 2 b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación j!.
<u>Unit 4: Informative</u> <u>Texts</u> ⊠(Week 11, 6 Weeks)	Summary: In kindergarten, students learned to name a topic and supply some information about it. In this unit, students will be writing informative/explanatory texts about topics of their choosing (such as dogs, airplanes or vegetables), being sure to provide a sense of closure. They will use digital tools with	ELA Power Standards Grade 1 Writing Text Types and Purposes

	continue to use grade level conventions (periods, capitals, correctly spelled sight words, and Spanish articles and demonstratives (el, la, los, las, esos, aquellos)) in their writing. In second grade, will push their writing further by including definitions. Rationale: To expose students to different types of writing and purposes for the different types. To prepare them to write informative or research papers in the future.	provide some sense of closure Spanish Power Standards Grade 1 Language Normas y Convenciones del Español P 1 h. Usan determinativos tales como los artículos o pronombres demostrativos, reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas).
<u>Unit 5: How To</u> <u>Books</u> ≌(Week 17, 3 Weeks)	Unit Summary: In kindergarten, students learned to supply some information on a topic. In this first grade unit, students will continue writing informative/explanatory texts in the form of how-to books (such as How To Make a Ham Sandwich or How To Do Addition), with well-sequenced instructions. They will read various how-to books before choosing their own topic to write about. An explicit connection will be made between non fiction writing they have read throughout the year and the non fiction texts they are writing, so their sense of author's purpose and method is developed. This unit will prepare them for second grade, when they will read books to inform themselves about a topic, supply facts and definitions, and include a concluding statement or section in their writing.	ELA Power StandardsGrade 1WritingText Types and PurposesP W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closureResearch to Build and Present KnowledgeP W.1.7 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).
	Rationale: Students must learn to write how-to books to develop their understanding of how authors share information with readers. Students will make the connection between all the non fiction books they've read and their own non fiction writing. They will come to a deeper understanding of why authors choose the topics they do, how they gather information, and the best ways to share that information in a way that makes sense to readers. It is important for them to develop skills in writing non fiction books because as they go through upper grades, high school and	

	college, they'll need to write research papers and other types of non fiction text. In many professions, informational text is read and written often, so this unit is setting the foundation for skills needed throughout life.	
<u>Unit 6: Opinion</u> <u>Texts</u> ⊠(Week 20, 4 Weeks)	Unit Overview: In kindergarten, students stated a topic and wrote their preference or opinion about it. In this first grade unit, students will start by exploring opinion texts to learn to differentiate between opinion and fact. They will write opinion pieces on topics of their choosing. To build upon what they learned in kinder (simply stating their opinion), they will now write reasons for their opinion, as well as a conclusion. In second grade, they'll continue to write opinion pieces with reasons, now with linking words (such as <i>because, and, also</i>).	ELA Power Standards Grade 1 Writing Research to Build and Present Knowledge W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Rationale: It is a critical life skill to be able to differentiate between fact and opinion. Not only in writing, but for interpersonal communication, understanding political debates, and critically thinking about and analyzing information that is presented (via television and internet, especially), students need to use this skill. Being able to state an opinion or preference is important academically, but also on a social-emotional level. Students who can supply reasons for their opinions and preferences will demonstrate selfawareness, confidence and higher self-esteem. This unit will help as students move towards more persuasive writing, as well.	
	Another standard (this standard isn't a Power standard, so it's not listed on Atlas): W.1.1. 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.	

<u>Unit 7: Persuasive</u> <u>Writing</u> ⊠(Week 24, 4 Weeks)	Unit Overview: In this unit, first grade students will continue to write within the opinion genre, now focusing on persuasive writing. To prepare them to write, they will first explore some books with persuasive writing, to see how authors write what they think and supply details or reasons to support their thoughts. Students will bring collections in to class and use them to practice judging and then convincing others that their opinion is best. Then, they will choose a topic that is important to them and write a persuasive text to convince friends and family. To build off of last unit, they will continue to supply reasons for their opinions.	ELA Power Standards Grade 1 Writing Research to Build and Present Knowledge W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Rationale: Persuasive writing (and public speaking) will be useful in many domains of life as these students get older. Not only will they need to debate and persuade in school, but when they are thinking critically about real-life issues and their effects on the world we live in, they will find the skill of persuasion very useful. They will be able to stand up for what they believe is right, as well as simply hold their own when others disagree with them.	
	W.1.1. 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.	
<u>Unit 8: Poetry</u> ⊠ (Week 28, 3 Weeks)		



Multiple Category Scope and Sequence Sunday, December 11, 2016, 3:27PM



	Unit	Standards	Unit Overview
Element ary School Grade 3 <u>Math 3</u> 2016- 2017 <u>Collabor</u> <u>ation</u>	Math Manipul ation ⊠ (Week 1, 4 Weeks)	 CA: CCCS: Mathematics CA: Grade 3 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 6. Attend to precision. Number & Operations in Base Ten 3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic. 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. © California Department of Education 	 Unit Summary: Students will review basic skills of adding and subtracting numbers through 1000 through math talks. During these math talks, students will practice the expectations of using math vocabulary, having discussions about math in large and small groups, review different ways to prove their work on paper and then writing their thinking in their math journals. Math talks should be kept to 10 minutes. Students will also review math expectations for tools, discussion, and journals. Progressions of Standards: In second grade, students read, write and compare numbers to 1000. This unit builds on that previous understanding Recommendations: It is recommended that this unit be launched the first week of school.
	<u>Units of</u> <u>Measure</u> ⊠(Week 5, 4 Weeks)	Math Power Standards Grade 3 Numbers and Operations in Base Ten Use place value understanding and properties of operations to perform multi- digit arithmetic.	Unit Summary: For most people, the word mathematics is a noun. However, mathematics is not simply something we learn in school but something we do as an intrinsic part of our

based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

P 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and English Units (oz, lb.), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

CA: CCCS: Mathematics

CA: Grade 3

Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should

seek to develop in their students.

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.

Number & Operations in Base Ten

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

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

experience math as a verb! This unit is meant to build excitement among students through manipulatives and hands on activities. This unit will review basic skills of adding and subtracting through both writing and talking. The unit will also set norms and expectations for math for the rest of the year.

Students will begin the unit by measuring weight and volume in metric units. Students will then spend a few days extending their knowledge from second grade regarding estimation by learning to round and estimate to the nearest ten and hundred. Students will use their understanding of measuring weight and volume to solve addition and subtraction word problems using the standard algorithm and checking their work with a variety of strategies.

Progressions of Standards:

In second grade students may have learned how to select and use appropriate tools to measure length, and in fourth grade students will need to extend their measurement skills to convert larger units into smaller units. Additionally, in second grade students may have been exposed to rounding and estimation strategies, and in fourth grade students will need to use rounding and estimation skills to round whole numbers using place value.

Recommendations:

		Engage New York Curriculum: Grade 3, Module 2, Place Value and Problem Solving with Units of Measure. Use the support as necessary.
Multiplic ation (Week 9, 5 Weeks)	Math Power Standards Grade 3 Operations in Algebraic Thinking Represent and solve problems involving multiplication and division. (P) 3.0A.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each, or 7 groups of 5 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7. (P) 3.0A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (P) 3.0A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48, 5 = ? \div 3, 6 \times 6 = ?$ Understand properties of multiplication and the relationship between multiplication and division. (P) 3.0A.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16$ = 56. (Distributive property.) Multiply and divide within 100. (P) 3.0A.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. CA: CCCS: Mathematics CA: Grade 3 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in thei	Unit Summary: Students are introduced to the concept of multiplication through equal groups, drawings, and arrays. In learning about different ways to model multiplication, students will construct arguments for their reasoning about the methods. They will be multiplying single-digit numbers in equations and word problems. In reading word problems, they will note that the order of numbers in equation does not matter but the context does (communicative property) this will be important for division, where students will need to identify the dividend and divisor based on the context. In this unit, students will specifically solve word problems that deal with measurements and whole-number quantities. Third graders should focus on developing fluency in their times tables through various methods (flash card games, songs, timed quizzes, apps) alongside the concepts in this unit. A deep understanding of the structure in multiplication and fluency in multiplication facts will also enable students to be more successful in the next third grade unit: Multiplication and Division. Progression of Standards: In second grade, students may have learned to skip count, pair objects up into equal groups and use repeated addition to create arrays. Third graders will build off the work in second grade, using pictoral

	 Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure. Look for and express regularity in repeated reasoning. 	representations of multiplication (arrays, groups, pictures) before moving on to abstract representations in word problems. Students will also learn other properties of operation that will help them solve difficult multiplication problems in 4th and 5th grade (distributive property). Students in 3rd grade begin to add multiplication and division word problems to their mathematical toolbox. In 4th grade, they will solve multi-step multi-operation word problems.These skills are crucial because students will need to be fluent in multiplication and division for years to come. In the following grades, students will multiply and divide fractions, decimals and rational numbers.
Multiplic ation & Division ∰(Week 14, 5 Weeks)	Math Power Standards Grade 3 Operations in Algebraic Thinking Represent and solve problems involving multiplication and division. Image: Standards Image: Standards Represent and solve problems involving multiplication and division. Image: Standards Image: Standards Represent and solve problems involving multiplication and division. Image: Standards Image: Standard	In this second 3rd grade multiplication unit, the focus shifts to the relationship between multiplication and division. Students will continue to use models and tools for division (arrays, pictures, diagrams). However, they will heavily rely on their knowledge of multiplication and multiplication facts. Students will note that division is much easier to understand when you have a solid grasp of multiplication facts. They will work with inverse operations, decomposing arrays, and solve equations with unknown parts and symbols.

equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?	with two-step word problems involving
Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	There continues to be an emphasis on multiplication and division fluency in this unit. Students should continue to practices
Multiply and divide within 100.	multiplication facts throughout the unit, and
P 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	now they are adding division facts. This can be done through centers or daily activities with the assistant teacher.
CA: CCCS: Mathematics	continue to use division throughout their
CA: Grade 3	education and in real-life contexts.
Mathematical Practice	Students will move on to divide fractions,
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.	decimals and other rational numbers in the upper grades. They will also do long division and division with remainders starting in fourth grade. The performance
1. Make sense of problems and persevere in solving them.	task reflects a real-life context, but students should be making connections to their life throughout the unit in discussions and math journals.
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
7. Look for and make use of structure.	
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	<u>%20and%20Algebraic%20Thinking.pdf</u> ⊕ <u>https://docs.google.com/a/voicescharterschool.com/document/d/1og0gsmz72LpWEyc</u> <u>FoRJ2-4X0jAeWZoOU00KOXI-0CfY/edit?usp=sharing</u>	
Fraction s (Week 19, 5 Weeks)	 Math Power Standards Grade 3 Numbers and Operations in Fractions Develop understanding of fractions as numbers. 3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram: 3.NF.2a Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line 	In this unit students will be introduced to the idea of a fraction and the language associated with its use. They will learn that there are many ways to model a fraction. Students will learn what fractions are and what they can represent. This conceptual understanding is a building block—in 4th and 5th grade they will learn to compute with fractions. Students will use their division skills to identify the parts of a whole. Students will realize that fractions can be represented in many contexts.
	 3.NF.2b Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 	First, students will be introduced to unit fractions informally through the use of discrete objects (if five chairs are the whole, then one chair is 1/5 of the whole) through word problems/ stories.
	 3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that equivalencies are only valid when the two fractions refer to the same whole 3.NF.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model 3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. 	Then, students will transition to understand the whole as an area (each unit in a an area is the same size and shame shape). Using manipulatives during this part of the unit will strengthen students grasp of the concept of a unit fraction.
	P 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or	Students will ultimately transition to the number line where students will learn the difference between the unit and the unit segment
		Progressions Grades 3-5: Fractions https://math.berkeley.edu/~wu/CCSS-

		Fractions 1.pdf
Area & Perimete ſ I I (Week 24, 4 Weeks)	 Math Power Standards Grade 3 Measurement and Data Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Image: Standards S	RationaleStudents should be able to solve real-world problems involving area and perimeter by the end of third grade, including complex problems where students need to find missing information or take multiple steps to solve. Students should look for patterns in polygons or structures that help make finding area or perimeter easier. Students will be working with different polygons. Examples of problems include students finding the area or an irregular polygons. Examples of problems include students finding the area or an irregularly shaped house or designing different parks with an assigned perimeter. In these problems, students can justify their reasoning for how they found the correct area or perimeter.Students should not be introduced to formulas for area and perimeter before first exploring with area models, square units,

	4. Model with mathematics.	Progressions
	 8. Look for and express regularity in repeated reasoning. Measurement & Data 3.MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. 	In second grade, students start to work with arrays. In third grade, students work with arrays to help them represent or model multiplication.Students learn to find the total number of an array by skip counting or labeling the columns and rows. Students can make the connections between arrays and area models.
		In fifth grade, students review area, perimeter and are introduced to volume.They work with larger numbers. Students are introduced to this third dimension and should know how to manipulate length and width beforehand. Later in middle school, students find the area of circles and half-circles and right triangles.
Data (Week 28, 4 Weeks)	 CA: CCCS: Mathematics CA: Grade 3 Measurement & Data 3.MD Represent and interpret data. 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. © California Department of Education 	Students will collect data and represent it in different forms. They will ask and answer questions about the data in which all four operations are necessary. Resource: <u>Betterlessons.com</u> Unit 1: Getting to know each other through graphs and Unit 17: Volcanoes (data collection, graphs, addition and subtraction) by Jennifer Valentine
Time 💼	CA: CCCS: Mathematics	Students will use a number line to solve word problems involving elapsed time

	32, 3 Weeks)	 Operations & Algebraic Thinking 3.OA Multiply and divide within 100. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Number & Operations in Base Ten 3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic. 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Measurement & Data 3.MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. © California Department of Education 	They will move from subtraction or addition problems, to multistep problems involving time and a task to do in such a time.
	Unit	Standards	Unit Overview
Element ary School Grade 3 Languag e Arts 3 2016- 2017 Collabor ation	<u>Welcom</u> <u>e to 3rd</u> <u>grade!</u> (Week 2, 3 Weeks)	 ELA Power Standards Grade 3 Reading: Literature Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Speaking and Listening Comprehension and Collaboration SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.1.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. SL.1. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1. c. Ask questions to check understanding of information presented, stay on 	"When you talk you are only repeating what you already know; but when you listen, you may learn something new" - Dalai Lama In this unit students will learn and practice skills that will guide them in becoming mindful speakers and listeners and critical readers (lectores concientes y criticos). To become mindful and critical readers students will further develop their listening and speaking skills.Students will re-visit the procedures and routines for language arts lessons and reader's workshop expectations. They also practice guided reading, word study and fluency routines and expectations. Students will be introduced to the idea of using a presenter's voice when sharing connections, ideas, and opinions with partners, small groups, and the whole class. When sharing connections, ideas,

	topic, and link their comments to the remarks of others. PSL.1. d. Explain their own ideas and understanding in light of the discussion. Presentation of Knowledge and Ideas SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	and opinions, students will speak in complete sentences and provide strong evidence. Students will use the information from text as well as prior knowledge and information acquired in class discussions to respectfully engage in discussion with partners, small groups, and the whole class. Students will learn third grade expectations for answering explicit questions based on text. It is recommended that this unit be taught in Spanish.
<u>Main</u> Idea (Week 5, 4 Weeks)	 ELA Power Standards Grade 3 Reading: Informational Text Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Craft and Structure RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks, maps, photographs) to locate information relevant to a given topic efficiently. ** Speaking and Listening Comprehension and Collaboration SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	Students will read non-fiction texts and find the main idea of a paragraph. They will first practice main idea with videos. They will cite the text to pull out key details and topics (nouns) that support the main idea. As they read non-fiction texts, they will also learn to use context clues to solve for unknown words and how text features are important key details. Students will be able to write complete sentences about the main idea of a text.
Practicin g_our College English ≅(Week 9, 5	ELA Power Standards Grade 3 Reading: Informational Text Craft and Structure PRI.3.5 Use text features and search tools (e.g., key words, sidebars,	This unit is intended to tie into the UBD Science Unit and the Informational Writing Unit. Ideally, these units are taking place at the same time in order to make cross- curricular connections. The class will continue to access complex, non-fiction texts with the assistance of the teacher.

	Weeks)	hyperlinks, maps, photographs) to locate information relevant to a given	Through the context of these non-fiction texts, students will learn how to research, write and present a solid report. Some of the skills needed to write a strong report include recognizing the correct use of language (nouns, verbs, subjects) and punctuation. However, these language and punctuation skills should not be taught in isolation. These skills should be taught within the context of a text, allowing students to make connections between the work they produce and revise and the meaning gained from such written work
		Writing	
		Research to Build and Present Knowledge	
		V.3.7 Conduct short research projects that build knowledge about a topic.	
		W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **	
		Speaking and Listening	Students will be writing and revising their
		Presentation of Knowledge and Ideas	report during this unit in ELA and during
		SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	 the unit in Writing. The unit finishes with a structured presentation of the research and report completed. Prior to third grade, students will have had experience retelling stories with detail. This is the first year that students will need to present on a non-fiction topic. In future
		Pa. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.	
		Language	grades, students will continue to engage in
		Conventions of Standard English	research projects that cover a variety of topics, and they move from structured
		L.3.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	investigations to open-ended investigations. Students should come into 3rd grade with some research experience
		L.3.1.h Ensure subject-verb and pronoun-antecedent agreement.	(researching how-to-books in 1st and 2nd
		L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	grade). They will continue to finesse their researching skills in further grades as they learn to synthesize multiple resources and analyze claims and arguments in sources. In third grade and below, the language and punctuation standards may appear basic, but students should continue to pay close attention to these in future grades to ensure their writing does not slip in minor errors.

		This unit is crucial to students' success as it guides students in many skills that are required for college. Students in college are required to have impeccable grammar and punctuation skills, or at the very least, be able to revise their essays prior to submission. Beginning in high school, students begin to engage in sustained research and investigation. This unit lays the foundation for how to research and write a basic report.
Famous Charact ers from Around the World (Week 14, 3 Weeks)	 ELA Power Standards Grade 3 Reading: Literature Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Craft and Structure RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.) Language Knowledge of Language L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. Vocabulary Acquisition and Use L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of 	The class will read fables, folktales and myths and determine the central lesson or idea. They will determine the central lesson by describing key details in the text. In trying to find the message or theme of these stories, readers will also analyze characters. They will describe characters with evidence from the text and describe how central characters take actions that drive the story towards its message. During this unit, students will spiral review asking and answering questions, and they will be introduced to inference questions. In order to help them make inference, students should first try solving unknown words with context clues. Students will learn that clues in the text help you understand unknown words, but may also help you get a better understanding of the text. In the second half of the unit, students will compare literal and non-literal language in fables, folktales and myths. Students put all these skills together in the final performance task, where they are expected to complete a folktale after completing a character analysis and selecting from a group of central messages/lessons.

strategies.

L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase

L.3.5.a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

Half of the lessons in this unit are taught using close reading strategies, where the teacher is guiding students to look at various parts of a text to find the theme. The students then use those passages and that understanding of the text when looking at specific questions around grade-level comprehension standards.

Prior to this unit, students have already read folktales and fairy tales in 2nd grade. They have been working with context clues in second grade as well. They also have been looking at characters since kindergarten. Students will continue to build on these key standards through 8th grade. In future grades, they will further compare central themes in larger stories and the ways the author's developed these themes. They will also apply this skill to poems and dramas in future grades. Character analysis runs through every grade, and is a necessary skill in reading classic literature in high school. Using context clues is a necessary skill throughout life, especially when reading complex, technical texts in college and career.

This unit is also crucial because the majority of the work in third grade focuses around non-fiction texts and informational reading standards. Students get chance to engage with traditional literature before jumping back into non-fiction texts in the next unit.

<u>Diving</u> <u>deep</u> <u>into non-</u> <u>fiction</u> <u>texts</u> m (Week 17, 3 Weeks)	 ELA Power Standards Grade 3 Reading: Informational Text Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Craft and Structure RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks, maps, photographs) to locate information relevant to a given topic efficiently. ** Integration of Knowledge and Ideas RI.3.9 Compare and contrast the most important points and key details presented 	In this unit students will deepen their understanding of what it means to be a critical and close reader. Students will be using their learned understandings of text features, main idea, and asking and answering questions to support the new learning in this unit. Students will first explore different types of texts (historical, scientific, and technical) and spend time on patterns and text correlations. After exploring individual texts, students will move to comparing and contrasting two texts. In third grade, students only compare and contrast the most important points so that in future grades they can integrate information from several texts and compare
	 in two texts on the same topic. Reading: Foundational Skills Phonics and Word Recognition P RF.3. a. Identify and know the meaning of the most common prefixes and derivational suffixes. P RF.3. b. Decode words with common Latin suffixes. Speaking and Listening Comprehension and Collaboration P SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Conventions of Standard English P L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Vocabulary Acquisition and Use P L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)	a variety of points. Throughout the unit, on a daily basis, students will be introduced to new word patterns (affixes, prefixes, suffixes, roots) at the end of each lesson. <u>ELA Progressions</u>

	L.3.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Unpacked Standards	
<u>Compari</u> <u>ng &</u> <u>Contrasti</u> <u>ng</u> ⊠ (Week 20, 4 Weeks)	 ELA Power Standards Grade 3 Reading: Literature Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Integration of Knowledge and Ideas RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	
<u>Growth</u> <u>Mindset</u> ⊠(Week 24, 4 Weeks)		
UBD: History Comes Alive! (Week 28, 5 Weeks)	 ELA Power Standards Grade 3 Reading: Informational Text Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Craft and Structure RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 	For Spring 2016,please use UBD unit for Social Studies: Immigration. Locate more non-fiction texts on immigration. Topics may include: the Middle Passage, Chinese Exclusion Act, Angel Island, Ellis Island, Irish immigrants, immigrants from Latin America, modern immigrants to the USA. When reading these articles, spiral previously learned standards including main idea, context clues, text features and asking/answering questions. Introduce comparing and contrasting texts and looking at text structures specific to social studies texts (sequence and compare and

P RI.3.5 Use text featur maps, photographs) to lo Integration of Knowledg P RI.3.9 Compare and o in two texts on the same	s and search tools (e.g., key words, sidebars, hyperlinks, ate information relevant to a given topic efficiently. ** • and Ideas ntrast the most important points and key details presented pic.	contrast). For example, students may read two passages (one on Ellis Island, the other on Angel Island) and compare and contrast the main ideas in each text. They may also listen to read-alouds and compare/contrast main ideas or messages of each immigration story.
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Unit		Standards	Unit Overview
Element ary School Grade 3 <u>Reader's</u> Worksho <u>p 3</u> 2016- 2017 <u>Collabor</u> <u>ation</u>	<u>Making</u> <u>A</u> <u>Reading</u> <u>Life</u> ⊠ (Week 1, 6 Weeks)		Resource: Calkins Reading Unit 1
	Reading to Learn: Graspin g Main Ideas and Text Str (Week 7, 7 Weeks)		Resource: Calkins Reading Unit 2
	<u>Charact</u> <u>er</u> <u>Studies</u> ⊠(Week 14, 6		Resource: Calkins Reading Unit 3

Weeks)		
<u>Researc</u> <u>h Clubs</u> ⊠(Week 20, 6 Weeks)		Resource: Calkins Reading Unit 4
Unit	Standards	Unit Overview
Element ary School Grade 3 Writing 3 2016- 2017 Collabor ation	 ELA Power Standards Grade 3 Writing Text Types and Purposes W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2. b. Develop the topic with facts, definitions, and details. W.3.2. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2. e. Provide a concluding statement or section. Production and Distribution of Writing W.3.5 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Research to Build and Present Knowledge W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	Students will compose an informational book about a topic of their choice. Along the way, they will cover organization, voice, mechanics and ver conjugations for past, present and future tense in Spanish. Resource: Caulkins Writing Unit 2

	 Grade 3 Language Normas y Convenciones del Español 1 d. Forman y usan verbos regulares que terminan en -ar, -er, -ir y verbos irregulares (ser, ir, haber). 1 e. Forman y usan los tiempos simples de los verbos (ejemplo: Yo caminé; Yo camino; Yo caminaré) y reconocen el uso de verbos en el modo subjuntivo (mandatos, expresión de posibilidad). 1 g. Forman y usan adjetivos y adverbios en sus tres grados: positivo, comparativo, superlativo, en concordancia a lo que modifican (ejemplo: Juan es alto; Pedro es más alto que Juan; Pedro es altísimo). 	
Revision ⊠(Week 9, 5 Weeks)	 ELA Power Standards Grade 3 Writing Production and Distribution of Writing W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) Language Conventions of Standard English L.3.1.f Form and use regular and irregular verbs. L.3.1.g Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.2.a Capitalize appropriate words in titles. 	Students will focus on revision for informational texts in their on informational texts. Students will practice with authentic writing as well as test-format questions in English.
<u>Changin</u> <u>g the</u> <u>World</u> (Week 14, 6 Weeks)	 ELA Power Standards Grade 3 Writing Text Types and Purposes W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1. b. Provide reasons that support the opinion. W.3.1. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1. d. Provide a concluding statement or section. 	Students will learn how to create an opinion piece, and support their point of view with reasons. They will review Spanish language expectations as well. Resource: Calkins Writing Unit 3

Revisi	 Production and Distribution of Writing W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Research to Build and Present Knowledge W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ** Language Conventions of Standard English ① L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students will focus on revision for opinion
<u>II</u> (Week 20, 5 Weeks	 Grade 3 Writing Production and Distribution of Writing P W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1−3 up to and including grade 3.) Language Conventions of Standard English L.3.1.h Ensure subject-verb and pronoun-antecedent agreement. L.3.1.j Use coordinating and subordinating conjunctions. L.3.2.c Use commas and quotation marks in dialogue. 	with authentic writing as well as test-format questions in English.
<u>Short</u> <u>Term</u> <u>Inform</u> <u>onal</u> <u>Projec</u> ⊠(Wee	ELA Power Standards Grade 3 Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 	Students will write informative texts for content areas. Resource: Calkins Writing Unit 2

25, 5 Weeks)	 W.3.2. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2. b. Develop the topic with facts, definitions, and details. W.3.2. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2. e. Provide a concluding statement or section. Production and Distribution of Writing W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Research to Build and Present Knowledge W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	
Petitions Èditorial s, & Persuasi ve Letters ⊠(Week 30, 5 Weeks)	 ELA Power Standards Grade 3 Language Conventions of Standard English P L.3.1.j Use coordinating and subordinating conjunctions. P L.3.2.c Use commas and quotation marks in dialogue. P L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ** 	Students will move from persuasive pieces to an authentic petition, editorial, or letter regarding immigration in the United States. Resource: Calkins Writing Unit 3


Multiple Category Scope and Sequence Sunday, December 11, 2016, 3:34PM



Unit		Standards	Unit Overview	
Middle <u>Ur</u> School <u>Hi</u> Grade 7 4 V <u>History 7</u> 2016-2017 <u>Gonzalez,</u> Jose	<u>istory</u> ≌(Week 1, Weeks)	ELA Power Standards Grade 7 Reading: Literature Key Ideas and Details RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text Craft and Structure RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama Reading: Informational Text Key Ideas and Details RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	In this unit, students will be introduced to the overarching essential questions for the year, <i>"Is history in perpetual change? Is history a paradox?"</i> Students will understand that throughout our year, we will realize how history changes, and changes at different rates in different parts of history. Change is an essential aspect of history. As citizens of the world, we need to be aware of the perpetual change and how those changes affect us in the future.	
<u>Ur</u>	nit 2: Age of	NCHS: History	The focus of this unit is for students to develop a historical	

Exploration and Conquest ⊠(Week 5, 9 Weeks)	NCHS: Grades 5-12 World Era 5:Hemispheric Interactions STANDARD 6 The expansion of states and civilizations in the Americas, 1000- 1500. Standard 6A The student understands the development of complex societies and states in North America and Mesoamerica. Analyze how the Aztec empire arose in the 14th and 15th centuries and explain major aspects of Aztec government society religion and	includes geographical mapping of explorers' routes and recognizing how European contact and colonization affected diverse groups of people. Students will investigate the motives of European explorers in the 15 th and 16 th centuries, identify the impact of new technologies related to navigation and sailing, track exploration routes and finally evaluate the impact exploration had on Europe, Mesoamerican Indegenous groups and the world today. Students will study how trade and exploration led to the conquest and settlement of the Americas. Students will learn about the many European explorers who first arrived in the Americas and their motivations. Students will understand the differences among the Spanish and Portuguese methods of conquests. While their methods were different, their reasons were similar. Students will also dive deep into the "first contact" of indigenous peoples and Spaniards, and use primary resources to come up with arguments about their credibility. We will also discuss the impact of European settlement in Mesoamerica, and the Indigenous peoples of the region.
	culture. [Interrogate historical data] Standard 6B The student understands the	
	development of the Inca empire in Andean South America.	
	Explain Inca social, political, religious, and economic institutions. [Interrogate historical data]	
	World Era 6:First Global Age	
	STANDARD 1 How the transoceanic interlinking of all major regions of the world from 1450- 1600 led to global transformations.	
	Standard 1A The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.	

	interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. [Consider multiple perspectives] Analyze the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas. [Identify issues and problems in the past] Identify major technological developments in shipbuilding, navigation, and naval warfare and trace the cultural origins of various innovations. [Analyze cause-and-effect relationships] Standard 1B The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries. Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed. [Identify issues and problems in the past] © The Organization of American Historians.	
<u>Unit 3: EI</u> <u>Intercambio</u> <u>Colombino</u> (Week 14, 7 Weeks)	NCHS: History NCHS: Grades 5-12 World Era 6:First Global Age Standard 1C The student understands the	Esta unidad sigue la unidad de la Era de la Exploración. Después de estudiar el primer contacto y colisiones militares entre los imperios indigenas y los españoles, los estudiantes serán capaces de analizar cómo se deterioraron rápidamente esas sociedades complejas y avanzadas. Antes del "descubrimiento" de América por los europeos en 1492, el "Viejo

	consequences of the worldwide exchange of flora, fauna, and pathogens. Assess ways in which the exchange of plants and animals around the world in the late 15th and the 16th centuries affected European, Asian, African, and American Indian societies and commerce. [Analyze cause-and-effect relationships] Analyze why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on American Indian populations. [Analyze cause-and-effect relationships] © The Organization of American Historians.	 Mundo" y el "Nuevo Mundo" no había intercambiado plantas, los animales, las enfermedades, ideas o tecnologías. El intercambio, una vez comenzado, no ha cesado. El período de tiempo después de los viajes de Cristóbal Colón, en que este gran cambio comenzó a desarrollarse se conoce como el intercambio colombino. Los estudiantes aprenden que el intercambio colombino dio lugar a un enorme intercambio de bienes, recursos y instituciones entre el Viejo Mundo y el Nuevo Mundo. Los resultados del intercambio fueron tanto positivas como negativas, y los estudiantes podrán evaluar como lo ven ellos - fue un evento afortunado o desafortunado? Al analizar el impacto de las infecciones claves, la sifilis y la viruela, a través de datos demográficos - los estudiantes comprenderán el alcance de la devastación. Los estudiantes también analizarán esta era como un gran momento de la historia cuando frutas, verduras, y animales nuevos fueron intercambiados entre el hemisferio occidental y oriental. Los estudiantes harán conexiones con la forma en que el intercambio se puede ver hoy en día. Los proyectos incluyen el proyecto final del periodico del Intercambio Colombino. Estudiantes usaran varios videos para entender profundamente el concepto de afortunado y desafortunado. Primeramente, la unidad comenzara con un video acerca de los efectos de redes sociales y los estudiantes tendrán que evaluar si los efectos son afortunados o desafortunados. Ademas, estudiantes usaran la película "The Namesake" para identificar el intercambio de culturas entre la cultura India y Americana. Después de ver la película, estudiantes tendrán la oportunidad de evaluar si el intercambio de la unidad. Estudiantes apenderán acerca de las caricaturas políticas, anuncio de trabajos, un editorial de escritor, y artículos principales en periódicos para poder crear sus propios ejemplos.
Unit 4: The Italian Renaissance (Week 21, 8	NCHS: History NCHS: Grades 5-12 World Era 6:First Global Age	The focus of this unit is for students to develop a historical understanding of the Renaissance, and realize that contributions from important individuals during this time had an impact on the present as well as in the past. Through the study of these

	Standard 2B The student understands the Renaissance, Reformation, and Catholic Reformation. Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. [Compare and contrast differing sets of ideas and values] Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. [Draw upon visual data and literary sources] © The Organization of American Historians.	learn to appreciate ideals and values expressed during the Renaissance through various mediums. By accessing prior knowledge and incorporating various skills and strategies, the students will cultivate an understanding of the advances in culture and life during the Renaissance.
<u>Unit 5: Scientific</u> <u>Rev. & Protestant</u> <u>Reformation</u> (Week 29, 5 Weeks)		
UBD: Enlightenment & Trans-Atlantic Slave Trade (Week 34, 4 Weeks)	NCHS: History NCHS: Grades 5-12 World Era 6:First Global Age Standard 2E The student understands the significance of the Enlightenment in European and world history. Explain connections between the	These units, both the Enlightenment and the Trans-Atlantic Slave Trade, are taught side by side. Strategically placed this way, students should be able to notice the historical paradox present among these two events in history. The units work together to create a Unit by Design (UBD). At the end of the unit, students will work collaboratively to finalize a culminating project. See the UBD Unit plan for more details.
	Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. [Marshal evidence of antecedent circumstances] Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights,	The Enlightenment unit, allows for students to become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. Through this unit, there will be an explicit understanding of the cause and effect relationship of historical events, decisions, and consequences.

education. [Examine the influence of ideas] making process of the Enlightenment thinkers. The goal of the Assess the impact of Enlightenment ideas on Enlightenment unit is for students to realize that history is an the development of modern nationalism and ongoing, open-ended process, and that decisions made today democratic thought and institutions. create the conditions of tomorrow's history. [Hypothesize the influence of the past] Standard 4B The student understands the origins and consequences of the trans-Atlantic African The Enlightenment focuses on the development of democratic slave trade. ideas. However, at the same time in history, the atlantic-slave Analyze the ways in which entrepreneurs and trade was at its peak. Students will need to be taught this units colonial governments exploited American right after the other in order to fully grasp the concepts necessary Indian labor and why commercial agriculture to be successful with the Unit By Design (UBD) project. The UBD came to rely overwhelmingly on African slave focuses on answering the essential question: Is history a labor. [Evidence historical perspectives] paradox? In this unit, students will come to understand why Explain how commercial sugar production slavery existed in Africa from at least the 11th Century, as Arab spread from the Mediterranean to the traders sought salt, gold, ivory and other natural resources in Americas and analyze why sugar, tobacco, Africa and African populations were subjugated or moved. The and other crops grown in the Americas slavery practices that existed at the time differed from slavery as became so important in the world economy. it later took hold in the Americas. For example, in Senegal, there [Analyze cause-and-effect relationships] might be one, four or sixteen slaves for each free adult. The Explain how European governments and firms slaves would most likely be individuals captured in fighting with organized and financed the trans-Atlantic slave opposing tribes. The slaves would be forced to work but they trade; and describe the conditions under which would be treated more as members of the family rather than as slaves made the "middle passage" from Africa inferiors. In the 1450s, Portuguese mariners found their way to the Americas. [Appreciate historical around the Horn of Africa on their way to Asia and later set up perspectives] trading posts along the West African coasts. One of the most Describe conditions of slave life on plantations valuable "commodities" was African slaves. Students will use in the Caribbean, Brazil, and British North maps to determine the origins of enslaved people from Africa America and analyze ways in which slaves and their destinations in the Americas. They will study the trade perpetuated aspects of African culture and routes from Europe to Africa and from Africa to the American resisted plantation servitude. [Appreciate colonies/states. Timelines will be studied to follow the growth of historical perspectives] the slave trade. Students will read a history of slavery from a © The Organization of American Historians. Senegalese viewpoint. They will read and compare eyewitness accounts of the slave trade from various perspectives and evaluate the economics of the slave trade. In this unit, students will read individually for information in order to examine the history of the Atlantic slave trade. In cooperative groups, they will analyze primary and secondary documents in order to determine the costs and benefits of the slave trade to the nations and peoples involved.

			packaged curriculums that have been modified, selected, and reviewed the meet the needs of our students. These primary sources have been taken from government documents, artifacts, journals, diaries, newspapers, magazines, literature, contemporary photographs, paintings, and other art from the period under study. With the use of primary source documents, the hope is to remove the distance students feel from historical events and to connect them more intimately with the past. Through this unit, the hope is for students to grasp a sense of "being there," a sense of seeing history through the eyes of the very people who were affected by the decisions of the dominant culture's power.
	Unit	Standards	Unit Overview
Middle School Grade 7 <u>Math 7</u> 2016-2017 <u>Collaboration</u>	Unit 1: [Integers]	 CA: CCCS: Mathematics CA: Grade 7 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Subtraction is the same as adding a negative , while addition is the same as subtracting a negative . How is this so? This Unit strives to explore the patterns between positive and negative numbers, and how an addition and subtraction problem can be literally written in another way using negative numbers. Unit 1 builds on previous Math learning in 5th and 6th grades, particularly where students learned to add and subtract fractions (5th grade) and discovered that positive and negative numbers track movement in opposite directions (6th grade). The students' learning in this Unit is incredibly important for the rest of the year and beyond, as their investigation of algebraic equations will invariably involve negative numbers (i.e. modeling a bank account decreasing by \$12 every day.)
		 The Number System 7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and 	(From achievethecore.org) A fundamental fact about addition of rational numbers is that p + (-p) = 0 for any rational number p; in fact, this is a new property of operations that comes into play when negative numbers

	subtraction on a horizontal or vertical number line diagram. 1a. Describe situations in which opposite	are introduced. This property can be introduced using situations in which the equation makes sense in a context. 7.NS.1a
	quantities combine to make 0. 1b. Understand $p + q$ as the number located a distance $ q $ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational	For example, the operation of adding an integer could be modeled by an elevator moving up or down a certain number of floors. It can also be shown using the directed line segment model of addition on the number, as shown in the margin. 7.NS.1b (Showing that 5 + (-3) and -3 + 5 are identical on a number line.)
	numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. 1d. Apply properties of operations as strategies to add and subtract rational numbers. © California Department of Education	However, the integer chips are not suited to representing rational numbers that are not integers. Whether such chips are used or not, the Standards require that students eventually understand location and addition of rational numbers on the number line. With the number line model, showing that the properties of operations extend to rational numbers requires some reasoning. 7.NS.1d
		With this interpretation we can say that the absolute value of p - q is just the distance from p to q , regardless of direction. Understanding p - q as a missing addend also helps us see that p + (- q) = p - q . 7.NS.1c
		I.e. when teaching subtraction we can say $5 - 3 = ?$ is the same as $3 + ? = 5$. The answer is obviously 2. The same goes for negative numbers. $-5 - (-3) = ?$ is the same as $-3 + ? = -5$. The answer, then, is -2. Students will be able to find the pattern (two negatives turn into a positive) soon enough.

Unit 2: [Operations with Rational <u>Numbers</u>] (Week 5, 3 Weeks)	 CA: CCCS: Mathematics CA: Grade 7 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 1. Make sense of problems and persevere in solving them. 5. Use appropriate tools strategically. 6. Attend to precision. 8. Look for and express regularity in repeated reasoning. 	WE C BY IN MULT facts ways division the op have are th to find Furth with r learni What descr a port
	 The Number System 7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. 	(From 7.NS For e whole be un under as -2 the rig as fiv
	2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then – (p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. 2c. Apply properties of operations as strategies to multiply and divide rational numbers. 2d. Convert a rational number to a decimal	Why negat multip prope that re you w have and th

CAN MODEL MORE SITUATIONS IN THE REAL WORLD NTRODUCING NEGATIVE NUMBERS TO

TIPLICATION AND DIVISION. This Unit reviews three key a) that fractions and decimals are intimately, and are two of representing the same number, b) that the property of on and the concept of fractions are synonymous, and c) that perations of division and multiplication are inverses; they the "opposite" effect on numbers. Also essential to this unit ne ideas of patterns and repetition. Students will be pushed d commonalities between fractions, division, and decimals. ermore, students will need to develop fluency in operations negative and positive numbers because of later algebraic ing. More metacognitive is the idea of sign vs. signified. does a sign tell us about a number? What situations ribe that sign? How is this sign imperative to understanding tion of earth's phenomena?

n achievethecore.org)

.2a

xample, multiplication of a negative number by a positive e number can still be understood as before; just as 5 x 2 can derstood as 2 + 2 + 2 + 2 + 2 = 10, so 5×-2 can be rstood

+ -2 + -2 + -2 = 10. We think of 5 x 2 as five jumps to ght on the number line, starting at 0, and we think of 5×-2 e jumps to the left.

do we make the choice of saying that a negative times a tive is positive? Because we want to extend the operation of plication to rational number is such a way that all of the erties of operations are satisfied. In particular, the property eally makes a difference here is the distributive property. If vant to be able to say that $4(5+(-2)) = 4 \times 5 + 4 \times -2$, you to say that $4 \times -2 = -8$, because the number on the left is 12 he first addend on the right is 20. This leads to the rules

of a rational number terminates in 0s or eventually repeats. 3. Solve real-world and mathematical problems involving the four operations with rational numbers. © California Department of Education	negative. If you want to be able to say that $-4(5+(-2)) = (-4 \times 5) + (-4 \times -2)$, then you have to say that $-4 \times -2 = 8$, since now we know that the number on the left is -12 and the first addend on the right is -20. This leads to the rule negative x negative = positive .
	Until this point students have not seen fractions where the numerator or denominator could be a negative integer. But working with the corresponding multiplication equations allows students to make
	sense of such fractions. In general, they see that 7.NS.2b
	-(p/q) = -p/q = p/-q
	Again, using multiplication as a guide, students can extend division to rational numbers that are not integers. 7.NS.2c For example
	$2/3 / (-1/2) = -4/3$ because $-4/3 \times -1/2 = 2/3$
	And again it makes sense to write this division as a fraction, instead of just using division signs.
	But the fact that the properties of operations extend to rational numbers means that calculations with fractions extend to these so-called complex fractions p/q , where p and q could be rational numbers, not only integers. By the end of Grade 7, students are solving problems involving complex fractions. 7.NS.3
	of a rational number terminates in 0s or eventually repeats. 3. Solve real-world and mathematical problems involving the four operations with rational numbers. © California Department of Education

Unit 3: [Expressions and Equations – The Basics] (Week 8, 4 Weeks)	 CA: CCSS: Mathematics CA: Grade 7 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 	WE CAN USE <u>SYMBOLS</u> TO MORE EFFICIENTLY PROBLEM- SOLVE. Algebra is powerful because of its ability to ease the mental load on the human mind when solving more challenging Mathematical problems. Through using a system of patterns and symbols , students will be able to establish a set of tools that will allow them to efficiently solve complex problems. This knowledge is <i>essential</i> for success in 8th grade, when students build on algebraic equations to actually construct functions, (which visually quantify real-life phenomena.) Although algebra can at first seem abstract, it is an essential tool to use when approaching more difficult Mathematical challenges
	 5. Use appropriate tools strategically. Expressions & Equations 7.EE Use properties of operations to generate equivalent expressions. 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 2. Understand that rewriting an expression in different forms in a parablem context can about 	Unit 3 builds off of 6th Grade learning in the area of combining algebraic expressions to expanding and factoring <i>complex</i> algebraic expressions and, finally, solving algebraic equations. A combination of fluency in solving one, two, and multi-step equations and real-world applications will be necessary so that, at the end of the unit, students can interpret a real-world problem, translate it into algebra, and easily solve and interpret their answer.
	different forms in a problem context can shed light on the problem and how the quantities in it are related. 7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Unit 3- Introduce Expressions and Equations and then Angle Measures as a way to practice evaluating algebraic expressions.
	4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities	from achievethecore.com
	4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. © California Department of Education	Building on work in Grade 6, where students used conventions about the order of operations to parse, and properties of operations to transform, simple expressions such as $2(3 + 8x)$ or 10 - 2p, students now encounter linear expressions with more operations and whose transformation may require an understanding of the rules for multiplying negative numbers, such as $7 - 2(3 - 8x)$. 7.EE.1

		As students gain experience with multiple ways of writing an expression, they also learn that different ways of writing expressions can serve different purposes and provide different ways of seeing a problem. For example, a + 0.05a 🖙 1.05a means that "increase by 5%" is the same as "multiply by 1.05." 7.EE.2
		The steps in solving the equation mirror the steps in the numerical solution. As problems get more complex, algebraic methods become more valuable. For example, in the cyclist problem: "Two cyclists are riding toward each other along a road (each at a constant speed). At 8 am, they are 63 miles apart. They meet at 11 am. If one cyclist rides at 12.5 miles per hour, what is the speed of the other cyclist?" the numerical solution requires some insight in order to keep the cognitive load of the calculations in check. By contrast, choosing the letter s to stand for the unknown speed, students build an equation by adding the distances traveled in three hours (3s and 3x12.5) and setting them equal to 63 to get: $3s + (3x12.5) = 63$.
		It is worthwhile exploring two different possible next steps in the solution of this equation: $3s + 37.5 = 63$ and $3(s + 12.5) = 63$. The first is suggested by a standard approach to solving linear equations; the second is suggested by a comparison with the numerical solution described earlier. 7.EE.4a
<u>Unit 4:</u> <u>Expressions and</u> <u>Equations – Multi-</u> <u>Step Eq</u> (Week 12, 4 Weeks)	CA: CCCS: Mathematics CA: Grade 7 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 1. Make sense of problems and persevere in solving them.	Unit 4- Perhaps weave in surface area and volume with circumference and area, or just save it for Unit 8. Algebra was <u>invented</u> to tackle large, confusing real-world problems in an efficient way. Unbeknownst to its creators, algebra completely shifted the <u>perspective</u> that humans had

5. Use appropriate tools strategically.7. Look for and make use of structure.	towards Mathematic abstract way. This b being <u>important</u> and solve our next world inequality, etc.)
Expressions & Equations 7.EE Use properties of operations to generate equivalent expressions.	
 2. Orderstand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. 7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools 	This unit gives stud tasks that involve si (inequalities). In doi circumference and a we have in the work builds on previous a the wrinkle of negat are expected to be (particularly maniput
strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	(from achievetheco
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an	As students gain ex expression, they als expressions can se ways of seeing a pr that "increase by 5%
algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. 4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Geometry 7.G Solve real-life and mathematical	The steps in solving numerical solution. methods become m problem in the marg (MP7) <i>Two cyclists</i> (each at a constant <i>They meet at 11 an</i> what is the speed o requires some insig calculations in choose
nroblems involving angle measure area	

cs. We could now represent the world in an brings up the idea of Mathematics (currently) possibly <u>urgent</u>: Math could quite possibly d challenge! (Global warming, income

ents all the tools necessary to solve real-life ingle solutions and a range of solutions ing so, it also introduces the idea of area, which explain a subset of problems that d with circular objects. Furthermore, the unit algebra learning in 6th grade by introducing tive rational numbers. In addition, students fluent in these skills so that 8th grade algebra lating functions) is facilitated.

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perience with multiple ways of writing an so learn that different ways of writing rve different purposes and provide different oblem. For example, a + 0.05a - 1.05a means %" is the same as "multiply by 1.05." 7.EE.2

the equation mirror the steps in the As problems get more complex, algebraic nore valuable. For example, in the cyclist gin, Looking for structure in word problems are riding toward each other along a road speed). At 8 am, they are 63 miles apart. n. If one cyclist rides at 12.5 miles per hour, of the other cyclist? The numerical solution ht in order to keep the cognitive load of the k. By contrast, choosing the letter s to stand

surface area, and volume. 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and	distances travelled in three hours (3s and 3 x 12.5) and setting them equal to 63 to get $3s + 3(12.5) = 63$ 7.EE.B4a
area of a circle. CA: Grade 8 Expressions & Equations 8.EE Analyze and solve linear equations and pairs of simultaneous linear equations . 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Students also recognize one important new consideration in solving inequalities: multiplying or dividing both sides of an inequality by a negative number reverses the order of the comparison it represents. It is useful to present contexts that allows students to make sense of this. <i>If the price of a ticket to a school concert is p dollars then the attendance is 1000 -50p. What range of prices ensures that at least 600 people attend?</i>
© California Department of Education	Before solving the inequality, they use common sense to anticipate that that answer will be of the form p <, since higher prices result in lower attendance. 7.EE.B.4b
	Students have long been familiar with circles and now they undertake a calculation of their perimeters and areas. 7.G.4 This is a step forward from their previous methods of calculating area by decomposing figures into rectangles and triangles. Students must now grapple with the meaning of the area of a figure with curved boundary. The area can be estimated by superimposing a square grid and counting squares inside the figure, with the estimate becoming more and more accurate as the grid is made finer and finer.
	There are pedagogical choices to be made about how to treat the fundamental constant π . One option is to have students learn about the relationship between the area and circumference of a circle before introducing the name of the constant involved. Because a diagram of a circle of radius r is a scale drawing of the circle of radius 1 with scale factor r, students can deduce that the area of the circle of radius r is proportional to the square of the radius. A scale drawing argument can also be used to see that the circumference of a circle is proportional to its radius.

		circumference of a circle are related. Area and circumference of a circle of radius 1 Dissecting a circle of radius 1 into smaller and smaller sectors gives an informal derivation of the relationship between its area and circumference. As the sectors become smaller, their rearrangement (on right) more closely approximates a rectangle whose width is the area of the circle. The width is also half of the circumference (shown in black). Putting these together: If A is the area of a circle of radius r and C is its circumference, then A " kr2 and C " 2kr where k is the area of a circle of radius 1. Students can be told that k is known as π .
Unit 5: [Ratios and Proportional Relationships] (Week 16, 4 Weeks)	 CA: CCCS: Mathematics CA: Grade 7 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 6. Attend to precision. 8. Look for and express regularity in repeated reasoning. 	IN Grade 7, S codify their knowledge about proportional relationships in preparation for a HUGE 8th Grade concept: Functions! In particular, this unit gives students the tools to both write equations for and compose graphs of proportional relationships, which prepares students to compare proportional relationships in different formats in 8th Grade (8.EE.B.5). Additionally, Ratio's and Proportions builds upon 6th Grade learning of finding missing values of proportional relationships and applying this to real-world concepts (6.RP.A.2-3). Of most interest to the learner is that proportional relationships can be seen everywhere on our planet! It is these series of <u>patterns</u> and <u>repetition</u> that make the Earth so fascinating - for example Euler's number <i>e</i> is the basis for all models of exponential growth. Of course, perhaps the most famous proportional relationship of all is between the circumference and diameter of a circle. $C = pi * D$, where pi is the unit rate.
	 Ratios & Proportional Relationships 7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 	 (from achievethecore.org) At this grade, students will also work with ratios specified by rational numbers, such as 3 4 cups flour for every 1 2 stick butter.7.RP.1 Students continue to use ratio tables, extending this use to finding unit rates.

- Students examine situations carefully, to determine if they describe a proportional relationship. **7.RP.2a** For example, if Josh is 10 and Reina is 7, how old will Reina be when Josh is 20? We cannot solve this problem with the proportion 10 / 7 = 20 / R because it is not the case that for every 10 years that Josh ages, Reina ages 7 years. Instead, when Josh has aged 10 another years, Reina will as well, and so she will be 17 when Josh is 20.
- As students work with proportional relationships, they write equations of the form *y* = *cx*, where c is a constant of proportionality, i.e., a unit rate.**7.RP.2c** They see this unit rate as the amount of increase in y as x increases by 1. unit in a ratio table and they recognize the unit rate as the vertical increase in a "unit rate triangle" or "slope triangle" with horizontal side of length 1 for a graph of a proportional relationship.**7.RP.2b**
- Why cross-multiplication "works:" Students connect their work with equations to their work with tables and diagrams. For example, if Seth runs 5 meters every 2 seconds, then how long will it take Seth to run 100 meters at that rate? The traditional method is to formulate an equation, 5/2 = 100/T, cross-multiply, and solve the resulting equation to solve the problem. If 5/2 and 100/T are viewed as unit rates obtained from the equivalent ratios 5:2 and 100: T, then they must be equivalent fractions because equivalent ratios have the same unit rate. To see the rationale for crossmultiplying, note that when the fractions are given the common denominator 2 * T, then the numerators become 5 * T and 2 * 100 respectively. Once the denominators are equal, the fractions are equal exactly when their numerators are equal, so 5 * T must equal 2 * 100 for the unit rates to be equal. This is why we can solve the equation 5 * T = 2 * 100 to find the amount of time it will take for Seth to run 100 meters
- One new context for proportions at Grade 7 is scale drawings.**7.G.1** To compute unknown lengths from known lengths, students can set up proportions in tables or equations, or they can reason about how lengths compare multiplicatively. Students can use two kinds of multiplicative comparisons. They can apply a scale factor that relates lengths in two different figures, or they can consider the ratio of two lengths within one figure, find a multiplicative relationship between those lengths, and

		apply that relationship to the ratio of the corresponding lengths in the other figure. When working with areas, students should be aware that areas do not scale by the same factor that relates length
Unit 6: [Percent Applications] (Week 20, 4 Weeks)	 CA: CCCS: Mathematics CA: Grade 7 Ratios & Proportional Relationships 7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. 3. Use proportional relationships to solve multistep ratio and percent problems. The Number System 7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. © California Department of Education #Full 7.RP.A.3 standard 	 Percents give students a window to the real world, particularly in regards to taxes, discounts, and interest. This unit builds off of previous algebraic learning (7.EE.B.3) by introducing multi-step percent problems that can be solved using algebra. It also builds students' knowledge of real-world phenomena, like finding the "best" discount or calculating how much an employee can expect from tips. Students build off of previous 6th grade learning by using tape diagrams and equations (6.RP.A.3) to model their work. Although percents aren't used frequently in 8th Grade, this unit is applied later in 7th grade when students calculate probabilities using percents to model the likelihood that an event will occur. (7.SP.C.6-8) 7.RP.A.3 Extension Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
		(From achieve the core .org)
		Students extend their work to solving multistep ratio and percent problems. 7.RP.3 Problems involving percent increase or percent decrease require careful attention to the referent whole. For example, consider the difference in these two percent decrease and percent increase problems:
		 Skateboard problem 1. After a 20% discount, the price of a SuperSick skateboard is \$140. What was the price before the discount? Skateboard problem 2. A SuperSick skateboard costs

		new price be after the increase? The solutions to these two problems are different because the 20% refers to different wholes or 100% amounts. In the first problem, the 20% is 20% of the larger pre-discount amount, whereas in the second problem, the 20% is 20% of the smaller pre-increase amount. Notice that the distributive property is implicitly involved in working with percent decrease and increase. For example, in the first problem, if x is the original price of the skateboard (in dollars), then after the 20% discount, the new price is $x - 20\% * x$. The distributive property shows that the new price is $80\% * x$ • $x - 20\% * x = 100\% * x - 20\% * x = (100\% - 20\%) x = 80\% * x$
Unit 7: [Statistics and Probability] (Week 24, 3 Weeks)	 CA: CCCS: Mathematics CA: Grade 7 Statistics & Probability 7.SP Investigate chance processes and develop, use, and evaluate probability models. 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. 7. Develop a probability model and use it to 	Focus on standards that <u>calculate</u> probability, instead of taking random samples.

Unit 8: [Geometry] CA: CCCS: Mathematics CA: Grade 7 Mathematical Practice Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 5. Use appropriate tools strategically. T. look for and make use of structure		 find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. 8b. Represent sample spaces for compound event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. 8c. Design and use a simulation to generate frequencies for compound events. © California Department of Education 	
5. Use appropriate tools strategically. 7. Look for and make use of structure	<u>Unit 8: [Geometry]</u> ⊠(Week 27, 3 Weeks)	 CA: CCCS: Mathematics CA: Grade 7 Mathematical Practice The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. 1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 	Unit 8- should be full depth surface area/volume and a review of angle measures (perhaps through a game show) Angle measure lessons 10-11 <u>https://www.engageny.org/resource/grade-7-</u> <u>mathematics-module-3-topic-b-lesson-11</u> From Engage NY Curriculum In Module 6, students delve further into several geometry topics they have been developing over the years. Grade 7 presents some of these topics (e.g., angles, area, surface area, and volume) in the most challenging form students have experienced
		5. Use appropriate tools strategically.	yet. Module 6 assumes students understand the basics; the goal is to build fluency in these difficult problems. The remaining

cross sections, of three-dimensional figures) are new to students.

Geometry

7.G Draw construct, and describe geometrical figures and describe the relationships between them.

2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

7.G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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Topic A (week one)

Now in Module 6, the most challenging examples of unknown angle problems (both diagram-based and verbal) require students to use a synthesis of angle relationships and algebra. The problems are multi-step, requiring students to identify several layers of angle relationships and to fit them with an appropriate equation to solve. Unknown angle problems show students how to look for, and make use of, structure (MP.7). In this case, they use angle relationships to find the measurement of an angle.

Topic B (week two)

Rather, the focus of Topic B is developing students' intuitive understanding of the structure of a triangle. This includes students noticing the conditions that determine a unique triangle, more than one triangle, or no triangle (7.G.A.2). Understanding what makes triangles unique requires understanding what makes them identical.

Topic C (week three)

Students explore the two-dimensional figures that result from taking slices of right rectangular prisms and right rectangular pyramids parallel to the base and parallel to a lateral face; they also explore two-dimensional figures that result from taking skewed slices that are not parallel to either the base or a lateral face (7.G.A.3).

Topic D (week four)

		In Grade 7, the volume formula $V = bh$, where b represents the area of the base, is tested on a set of three-dimensional figures that extends beyond right rectangular prisms to right prisms in general. Now, they learn to apply this skill to volume as well. The most challenging problems in these topics are not pure area or pure volume questions but problems that incorporate a broader mathematical knowledge such as rates, ratios, and unit conversion. It is this use of multiple skills and contexts that distinguishes real-world problems from purely mathematical ones (7.G.B.6).
<u>Unit 9: [Functions]</u> index (Week 30, 3 Weeks)	 CA: CCCS: Mathematics CA: Grade 8 Functions 8.F Define, evaluate, and compare functions. 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. 3. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. 8.F Use functions to model relationships between quantities. 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the 	This unit (if there is time in the seventh grade schedule) introduces 7th graders to the rigors of 8th grade math. In particular, this unit is made to give students an introduction to the concept of Functions, and four key 8th grade standards. Students begin by learning the concept of a linear function (8.F.A.1). This is done in the first day of the lesson segment. The next four days consist of students interpreting the qualities of functions, for example, when a function is increasing or decreasing or when it is linear or nonlinear (8.F.B.5). A particular focus is given to interpreting the meaning of functions in words and turning sentences into distance v. time graphs. A formative assessment will sum up the first five days of instruction.
	function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	The last seven days will consist of an introduction to slope- intercept form. Students will begin with defining a linear function graphically, including examples and non-examples of linear functions (8.F.A.3). The first two days also contain direct instruction on graphing linear functions by using a table of values. Following this, students will learn testing whether points are a solution of a linear equation, and how to find the slope of a function given two sets of points. Lastly, students will be introduced to slope-intercept form, isolating y, and interpreting the values of <i>m</i> and <i>b</i> (8.F.B.4). Unfortunately, the students don't get into the "meat" of 8.F.B.4, which is "interpreting the rate of change and the initial value" from equations, graphs, and tables

		© California Department of Education	in real-world contexts. Due to the lack of coverage, only the highlighted questions on the summative assessment may be appropriate for students.
	<u>Unit 10:</u> [Properties of Exponents and <u>Radicals</u>] (Week 33, 4 Weeks)		
	Unit	Standards	Unit Overview
Middle School Grade 7 <u>Language</u> <u>Arts 7</u> ^{ac} 2016-2017 <u>Collaboration</u>	Unit 1 Story Elements: The Journey of a Story ∰(Week 1, 7 Weeks)	ELA Power Standards Grade 7 Reading: Literature Key Ideas and Details PRL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. PRL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text PRL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) Craft and Structure PRL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a	Unit Summary: Students will read or reread certain chapters of the fantasy novel <i>The Hobbit</i> by J.R.R. Tolkien. This novel will give students the opportunity to analyze, discuss and write about how an author of fiction creates the various characteristics of a character, setting, and plot and how these story elements interact to an create a well-thought-out story. This unit will focus on having students analyze the aforementioned literary elements through an analysis of word choice/phrases, narrative type, text structure, tone and mood that will all together guide students towards a tracing the themes of the story. The focus for this unit will be to guide students in the creation of correct and professional justifications for answers to text-driven questions. Graphic organizers will be used to help students organize their thoughts appropriately, and these in turn will be used by the students to create their own fictional narrative. The narrative essay will be the Performance Task, but other assessments will include Text-Driven Questions , Formal Assessments and Multiple Choice Exit Tickets that will be used for data that analyzes RL 7.1, RL 7.3, and W.7.3.
		specific verse or stanza of a poem or section of a story or drama Writing Text Types and Purposes W.7.3 Write narratives to develop real or imagined experiences or events using effective	inference and citing skills that incoming seventh graders have from last year. Justifying, describing, summarizing, and explaining will continue to be practiced to ensure that writing skills progress, ensuring they will be ready for their eighth grade year. This unit also seeks to reinforce the practice of annotating a text in various ways with the purpose of synthesizing their inferences into paraphrases that will allow students to formulate responses to text-driven questions about literary elements.

technique, relevant descriptive details, and wellstructured event sequences.

P a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Pb. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Pc. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Pd. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Pe. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.5 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, focusing on how well purpose and audience have been addressed.

Speaking and Listening Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

P a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe Students will then use their understanding of how a story is structured to create their own narrative that must reflect one of the themes from **The Hobbit.** The purpose of this unit is also to have students understand the importance the reading and writing process as they explore the genre of fiction.

Mastery: Students will master making proficient inferences and citations that will justify how an author created a story through the interaction of the literary elements, such as; characters, setting, and plot. Students will also write paragraphs that reflect the writing process and will therefore have; proper text structure, topic sentences, and correct grammar, capitalization, punctuation and MLA citation. Students will analyze the components of a fictional story, and use their understanding of the interaction of literary elements to create their own engaging fictional narrative.

Long-Term Goal: The long-term goal of this unit is to close major gaps that incoming seventh graders might have in the understanding of reading and writing of the fiction genre. The closing of the gaps in reading fiction in seventh grade becomes more crucial, because students will use their knowledge of fiction to better understand how to read literature from the genre on nonfiction. Another long-term goal for this unit is to have students practice improving their responses to test-driven questions until they become proficient. This becomes important, not only in seventh grade but in eighth grade and beyond.

PRL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PRL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

PRL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) Craft and Structure

PRL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama

Writing Text Types and Purposes

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

P a. Introduce a topic or thesis statement clearly, previewing what is to follow; 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

Pb. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Pc. Use appropriate transitions to create cohesion and clarify the relationships among

a novel and the different ways themes can be traced. Spiraling students' skills and knowledge about analyzing the interaction of story elements and justifying an analysis will be embedded throughout the unit. Graphic organizers will be used to organize students thoughts on the development of various story elements and will in the end be used to write an explanatory essay that explains whether or not the society in *The Giver* is a dystopia or utopia and how their answer has led them to determine a major theme. The explanatory essay will be the performance task, while a thematic analysis will be the end of the unit formal assessment. Text-Driven Questions and Multiple Choice Exit Tickets will also be used for data that analyzes RL 7.1, RL 7.2, and W.7.2.

Unit Purpose: The purpose of the unit is to build upon the inference and citing skills that incoming seventh graders have from last fiction unit. Various types of text structures for paragraphs will continue to be practiced to ensure that students are equipped with the writing skills that they will need in eighth grade. The practice of annotating will also continue with the purpose of internalizing in students the good reading habit of keeping track of inferences or questions that can arise as they read a novel. The unit's purpose in covering another fiction novel is also geared towards filling in the gaps that might be present in the seventh grade class. With this unit students will have a structured and guided exploration of the science fiction genre that will help them begin making connections between the genres of fiction and nonfiction.

Mastery: Students will master making proficient justifications that cite and explain how an author created a specific genre of fiction through the interaction of various story elements. Students will also write paragraphs that reflect the writing process and will therefore have; proper text structure, topic sentences, and correct grammar, capitalization, punctuation and MLA citation. Students will also master the creation of explanatory essays, since they will explain how a society in a fiction story can be classified as either a utopia or dystopia and how this led them to determining the theme of the novel. They will also write a thematic analysis that explains how a major theme was

Pd. Use precise language and domainspecific vocabulary to inform about or explain the topic.

Pe. Establish and maintain a formal style.

P. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Production and Distribution of Writing

PW.7.5 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, focusing on how well purpose and audience have been addressed.

Speaking and Listening Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

P a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Pb. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Pd. Acknowledge new information expressed by others and, when warranted, modify their

developed in a fictional novel.

Long-Term Goal: The long-term goal of this unit is to have students master their understanding of the story elements and how they interact to create different genres in fiction. Another goal for this unit is for students to proficiently explain their analysis and cite explicit and implicit evidence with MLA citation. Writing proficient explanatory essays will also be another goal because they will need this skill various disciplines throughout eighth grade and beyond.

	 Presentation of Knowledge and Ideas SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation Language Conventions of Standard English C.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences. Knowledge of Language L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Vocabulary Acquisition and Use L.7.4 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). L.7.4 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5a a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 	
Unit 3: Historical Persecution and Ethical Dilemma (Week 14, 5 Weeks)	ELA Power Standards Grade 7 Reading: Informational Text Key Ideas and Details PRI.7.1 Cite several pieces of textual	Unit Summary: Students will read a nonfiction memoir to have a deeper understanding of the Holocaust (<i>Night</i> by Wiesel). Text-Driven questions will aid in having a deeper understanding of dehumanization and survival. Students will analyze the structure and word choice to help them explain how central ideas were developed over the course of the text. A Socratic Seminar will evaluate the students' understanding of the essential questions

evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	and will culminate in a Central Idea Analysis.
PRI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Unit's Purpose: The purpose of the unit is to analyze a memoir and trace the central idea that the author created through various literary devices. The purpose of the unit is to push students to analyze how a writer creates various minor central ideas in a text that will contribute to the development of a major central idea. This unit is also important because it helps students understand
Craft and Structure	that central ideas are different from themes because they build
PRI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone	Mastery: Students will be able to trace minor central ideas and a major central idea and explain that in nonfiction sometimes minor central ideas do not contribute to the major central idea. xplain how these developed the major central idea of a unit. Students
PRI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	will also be able to analyze word choice and have a stronger grasp at analyzing connotations, symbolism, figurative language, technical meanings, and the structure of a written work.
P RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Long-Term Goal: By the end of this unit, students will have developed knowledge about historical context and what role in plays in literature. Students will also be able to analyze the purpose of a memoir, its structure, and the ideas created in it through literary devices.
Speaking and Listening	
Comprehension and Collaboration	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **	
Presentation of Knowledge and Ideas	

	 SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation Language Vocabulary Acquisition and Use L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5a a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 	
Unit 4: Taking a Stand on an Ethical Dilemma (Week 19, 6 Weeks)	ELA Power Standards Grade 7 Reading: Informational Text Key Ideas and Details P RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. P RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Craft and Structure P RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	Unit Summary: Students will read nonfiction texts (news articles/ articles) that will focus on the ethical dilemma of euthanasia. Students will use the five step process used in fiction to find the central ideas in nonfiction texts. Students will analyze text structure to determine an author's plausible point of view and purpose. In small groups, students will then trace and evaluate arguments made, and compare how authors use information to justify their viewpoint. The culminating assessment will be to complete a performance task that requires the students to identify information of what data is saying into a statement, connect to an article that has demonstrates the data. Analysis that evaluates the reasoning, evidence and craft of two articles read in class that discuss two distinct viewpoint on the topic of euthanasia.

word choice on meaning and tone

PRI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

PRI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

PRI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

PRI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Text Types and Purposes

PW.7.1 Write arguments to support claims with clear reasons and relevant evidence. **Research to Build and Present Knowledge**

PW.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PW.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening**

Comprehension and Collaboration

PSL.7.1 Engage effectively in a range of

and write an essay piece that will prove that they can analyze the strength of different written arguments. The unit will also seek to grow students formal speaking skills through a class debate that will gauge their learning of reading nonfictional text and determining the central idea and point of view of articles read. This unit is essential in building students research skills and comprehension of nonfiction literature.

Mastery: By the end of the unit students will be able to analyze data, summarize and connect it to other sources. In addition, students will synthesize information into three part performance task. Students will master how to identify the key points of information in a source, the point of view, and connect it to another source. Students will write a compare and contrast analysis that will reflect how students identified well structured arguments and their understanding of how an author builds a strong argumentative piece.

Long-Term Goal: By eighth grade and beyond it is expected that students are familiar with analyzing nonfiction articles and nonfiction data. They will also be able to trace and evaluate arguments and their specific claims in order to determine if the reasoning is sound.

	1	
	groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Language Conventions of Standard English PL7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers	
<u>Unit 5:The</u> <u>American Dream &</u> <u>the Harlem</u> <u>Renaissance</u> (Week 25, 5 Weeks)	ELA Power Standards Grade 7 Reading: Informational Text Key Ideas and Details PRI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. PRI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Craft and Structure	Unit Summary: Students will read a variety nonfiction texts that will grow their understanding of the Harlem Renaissance. Poem and nonfiction articles written by Harlem Renaissance writers will be analyzed to compared and contrasted central ideas that will lead to a deeper understanding of the mentality that arose from this movement. Students will then participate in a Socratic Seminar that will allow them to connect the Harlem Renaissance mentality to the Essential Questions of the unit. The unit will have students analyzing and justifying the minor and major central ideas, point of views and arguments in a text. Students will then use their learning and research of the Harlem Renaissance to write an explanatory essay that will connect the creation and evolution of the Harlem Renaissance and how it reflects the American Dream.
	 RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others 	Unit Purpose: The purpose of the unit is to spiral previously taught standards such as tracing the central idea, point of view and argument in a text. This unit will seek to reinforce strategies and logic behind the strategies taught to determine these literary elements as well as determining the word choice, text structure, tone, and mood. Students will need to apply more logic to analyzing writing prompts, conducting research, organizing research and strategize when writing an explanatory essay.
	Integration of Knowledge and Ideas RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing	Mastery: By the end of this unit, students will have internalized annotating a text with purpose in order to comprehend the various literary devices present within it. Students annotate with appropriate pace and purpose to stay organized as they gather critical evidence from credible sources for a topic. Students will

	whether the reasoning is sound and the evidence is relevant and sufficient to support the claims RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	also master how to logically follow instructions for a large task that will require that they use appropriate graphic organizers to keep information organized and then be able to correctly analyze the information given. Students will also be able to connect nonfiction texts to poetry and art to make inferences about the mentalities that emerge in an era.
		Long-Term Goal: By the time students reach eighth grade and high school, they will understand and have ingrained that annotating correctly and staying organized in their findings is essential to the learning process. They will also understand that for any genre, they are to analyze the points of views, tones, moods, central ideas/themes, and know how text structure and word choice play a part in developing these literary devices. The long-term goal of this unit, will also be that students can break down a major project into steps that will require them to research, appropriately organize, and write an essay that reflects that they went through all of the writing process.
Unit 6: Knowing Your Identity (Week 30, 4 Weeks)	ELA Power Standards Grade 7 Reading: Informational Text Key Ideas and Details P RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. P RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Craft and Structure P RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	Unit Summary: Students will read a nonfiction memoir (<i>Bad Boy: A Memoir</i>) that will focus on building their understanding of the impact of identity. Students will analyze the development of central idea, use of text structure, and determining the point of view and purpose of an author. Other nonfiction articles will accompany this unit and will be used in a Socratic Seminar that will discuss how various aspects of a person's identity can impact his/her life (Leveled articles obtained from NewsELA). The end product of the unit will also analyze how to create a clear and engaging narrative about their own lives that will reflect an understanding of text structure, central ideas, word choice, tone, mood, and figurative language. The performance task will include a photo-autobiography presentation will be the culminating performance task will include; a description of students reasoning behind organization of photo-autobiography, written answers to the essential questions of the unit, and small explanations that explain the various aspects of the student's identity reflected by the chosen photos.

word choice on meaning and tone

PRI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

PRI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Writing Text Types and Purposes

PW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences.

Pa. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Pb. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Pc. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Pd. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Pe. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

PW.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

Unit Purpose: The purpose of the unit is to have students analyze the creation of a memoir and spiral various standards for reading a nonfiction text. Students will come to understand that an author writes a memoir with specific word choices, connotations, figurative language and text structure to build a clear central idea and point of view throughout the pieces. Students will also take away an understanding that a person's identify is influenced by various aspects in their life such as the history of their ancestry, ethnicity, family structure, community, physical characteristics, intellectual potential, sexual orientation, gender, personality, religion, socio-economic class, nationality, and talents.

Mastery: By the end of the unit, students will know how to analyze the text structure, word choice, point of view and trace the central ideas in a memoir. Students will also reflect their understanding of these literary devices through their own narrative.

Long-Term Goal: By eighth grade students will know how to analyze a genre and apply their understanding to their won writing. The long-term goal also seeks to have students have the capability in writing a narrative and revising based on their analysis of their own work and by receiving feedback from peers. In addition to this, the unit pushes the student to analyze their own identify to develop a selfawareness of themselves. This is a long-term goal because this unit seeks to teach students that the choices they make have developed through various aspects that shape them.

	focusing on how well purpose and audience have been addressed. Research to Build and Present Knowledge W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
Unit 7: Fate vs. Free Will and Ambition ∰(Week 34, 4 Weeks)	ELA Power Standards Grade 7 Reading: Literature Key Ideas and Details PRL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its	Unit Summary: Students will read Shakespeare's <i>Macbeth</i> to develop a deeper understanding of the role that the themes that Fate vs. Free Will and ambition play in a tragedy. The focus will be on analyzing how a drama's structure contributes to the meaning of the play (soliloquy, monologue, aside, and apostrophe). Students will participate in Socratic Seminar that will help them determine the two of most significant dramatic structures in the drama. They will act out their chosen dramatic structures in a video presentation. The video presentation will reflect their understanding of dramatic structures, a character's point of view, and an explanation of the techniques they used to act out the dramatic structure that was chosen by them. The final assessment will be an essay where they argue for one of the most dramatic structures being the most important in adding meaning to the tragedy.
	development over the course of the text; provide an objective summary of the text RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the	
	characters or plot) Craft and Structure	Mastery:
	✓ RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a	Long-Term Goal:

		specific verse or stanza of a poem or section of a story or drama PRL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
	Unit	Standards	Unit Overview
Middle School Grade 7 <u>Writing 7</u> 2016-2017 <u>Torres, Annel</u>	Unit # 4: Preparing for an Ethical Dilemma Debate (Week 15, 2 Weeks)	 ELA Power Standards Grade 7 Writing Text Types and Purposes W.7.1 Write arguments to support claims with clear reasons and relevant evidence. Production and Distribution of Writing W.7.5 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, focusing on how well purpose and audience have been addressed. 	 Unit Summary: Students will gather relevant information about a debatable topic (euthanasia) which will be obtained through multiple print and digital sources. The information will be organized in the format that correlates with the text structure for an argumentative essay. Students will practice formal debating skills in a class debate about the pro and con for euthanasia, taking turns to argue for each side. Unit's Purpose: The unit's purpose is to help students understand the importance of researching effectively. In addition, students will be given techniques to research digital sources that they will practice to show their understanding of how to use the internet effectively and also be able to evaluate credible sources. Students will organize their research notes in a manner that will organize for a debate and later on for an argumentative essay on ethical dilemmas.
		Research to Build and Present Knowledge W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Mastery: Students will be able to use credible sources to research effectively for a topic that they will debate the pro and con side. Students will be able to organize their research in a manner that will keep them organized for their debate and later on, an argumentative essay.
		P W.7.8 Gather relevant information from multiple print and digital sources,	Long-Term Goal: The goal of this unit is to have student reach mastery in analyzing sources in order to choose the most

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the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	students to research organization that will help them through high school and college.	
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Speaking and Listening		
Comprehension and Collaboration		
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
P a. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed.		
Pd. Acknowledge new information expressed by others and, when warranted, modify their own views.		
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually,		
	the ideas clarify a topic, text, or issue under study. ** Presentation of Knowledge and Ideas © SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation	
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Argumentative Essay on an Ethical Dilemma (Week 17, 5 Weeks)	 ELA Power Standards Grade 7 Writing Text Types and Purposes W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 	Unit Summary: In this unit, students will have already gathered relevant researched and have organized it accordingly to their graphic organizer. The unit will focus on students writing an effective argumentative essay. They will show mastery in writing an argumentative essay will all of the necessary components of an argumentative essay. Purpose: The purpose of this unit is to teach students that there are different genres of essays that they must be aware of and be competent in. Mastery: To write an argumentative essay based on research done for a euthanasia argument. The essay will have the components of an argumentative essay and reflect the strategies used by authors to communicate an argument in an coherent and cohesive style.
	● c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	

	 d. Establish an style. e. Provide a coor section that follow supports the argum Production and Dial W.7.5 With som support from peered develop and strenneeded by planning rewriting, or trying focusing on how waudience have be 	d maintain a formal including statement ows from and ment presented. stribution of Writing ne guidance and s and adults, gthen writing as ng, revising, editing, a new approach, vell purpose and en addressed.	
Revisin With Pu (Week Weeks)	g an Essay urposeELA Power Stand Grade 722, 5Grade 7Writing Text Types and Put P W.7.1 Write arg claims with clear r evidence.P b. Support clair counterarguments reasoning and relations to create cohesion relationships amoniand evidence.P c. Use words, p to create cohesion relationships amoniand evidence.P d. Establish an otude	ards urposes guments to support easons and relevant m(s) or with logical evant evidence, edible sources and understanding of the ohrases, and clauses and clarify the ng claim(s), reasons, d maintain a formal	Unit Summary: Students will revise an argumentative essay to ensure that the an already existing essay reaches a high school level of competency. Students will work in pairs, as conferences and one-on-one with their facilitator. Purpose: The purpose of the unit is to help students be reflective when analyzing their own writing. Mastery: Students will understand that writing is a ongoing process that needs constant revision after a thorough analysis.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Production and Distribution of Writing
W.7.5 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, focusing on how well purpose and audience have been addressed.
Speaking and Listening
Comprehension and Collaboration
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
P a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
P c. Pose questions that elicit elaboration and respond to others'

observations and ideas that bring the
discussion back on topic as needed.
Pd. Acknowledge new information
expressed by others and, when
warranted, modify their own views.
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how
the ideas clarify a topic, text, or issue
Under Study. Presentation of Knowledge and Ideas
SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and
clear pronunciation
Language
Conventions of Standard English
L7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
L7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
Knowledge of Language
L.7.3 Use knowledge of language and its conventions when writing,
Speaking, reading, or listening. a.

ideas precisely and concisely, recognizing and eliminating wor and redundancy	diness
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