

CHANDLER SCHOOL CURRICULUM GUIDE

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TABLE OF CONTENTS

TECHNOLOGY	<i>1</i>
MATH	<i>4</i>
ENGLISH AND LANGUAGE ARTS	<i>10</i>
SCIENCE.....	<i>20</i>
SOCIAL STUDIES	<i>27</i>
SPANISH.....	<i>34</i>
PHYSICAL EDUCATION.....	<i>46</i>

TECHNOLOGY

KINDERGARTEN

In kindergarten, the role of technology is to support the core academic subject areas. Students use iPads to access apps such as [IXL](#) to practice, review and master math skills. IXL is a cloud-based app that allows students to access their accounts at home for further practice. The students often access a digital library of books via the [Raz-Kids app](#) (interactive, leveled eBooks) to read and listen to stories, which supports all levels of learning. The students are introduced to computer science concepts by participating in [The Hour of Code](#) using the [Bee-bots](#), a programmable robot. Concepts they are being exposed to are sequencing, direction, problem solving and using logic. The apps and devices being used to support these concepts in the classroom provide students a great opportunity to collaborate and practice their communication skills. In the spring, the students learn how to create a stop-motion animation movie for their STEAM project using the app, [iStopMotion](#). The students retell the plant cycle as it relates to their experience planting a beanstalk seed in their school garden.

FIRST GRADE

Students in the first grade classrooms use the iPads as a digital tool to support classroom learning. The students use educational apps, such as [Spelling City](#), [Epic](#), and [IXL](#) to improve their spelling, vocabulary, and math skills. The students also learn how to use the interactive whiteboard feature available on the app [Seesaw](#), to solve and explain math word problems and capture and reflect on written work. The students build on the computer science concepts introduced in Kindergarten by participating in [The Hour of Code](#), in which they use the app [Kodable](#). The students use this app to move “The Fuzz” through various maze obstacles. As students complete these maze obstacles, they will learn to solve problems using sequential steps, if/then conditional statements and loop commands. In the spring, the students use [PicCollage EDU](#), a productivity app, to support classroom activities during STEAM. They also learn to complete a

“keyword” search to research a topic that relates to their STEAM project using the website “[Kiddle](#)” and the app, [Pebble Go](#). During this process, they are introduced to Internet responsibility by learning how to stay safe online as part of the school’s digital citizenship curriculum, provided by [Common Sense Media](#).

SECOND GRADE

The students in second grade use the iPad to support the classroom curriculum. They continue to use educational apps, such as [Epic](#) and [IXL](#) to improve their reading, vocabulary, and math skills. As part of our computer science program, the students continue participating in [The Hour of Code](#) and use the app, [Scratch Jr.](#) to program their own interactive stories. The students use creativity apps such as [PicCollage EDU](#) and [Seesaw](#) to communicate and share their work with their classroom teacher and peers. They continue building on their understanding of what it means to be a digital citizen by learning how to create safe usernames and passwords when working online. In the spring, they revisit what it means to complete a “keyword” search to research a topic that relates to their STEAM project using the website “[Kiddle](#)”.

THIRD GRADE

The third grade students are introduced to using school laptops to enrich their classroom curriculum. They learn basic file management and fundamentals as they develop essential laptop skills to support their learning. The students learn how to use the following [Google Applications](#): Google Drive, Google Docs, Google Slides and Google Classroom to collaborate and share their work with their peers and classroom teacher. The students continue to have access to the cloud-based software, [IXL](#) to practice, review and master math skills. The students learn about Internet responsibility as they use the [Chandler School LibGuide](#) to complete research by learning strategies to stay safe when working online.

Students use the keyboarding program, [Edutyping Jr.](#), to practice their keyboarding skills, striving for 95% accuracy and achieving 15 Words Per Minute by the end of the school year. The third grade students continue participation [The Hour of Code](#) by completing self-paced tutorials that introduce them to drag and drop programming using [Scratch](#). They use [Code.org](#) to complete a self-paced course in which students will develop their understanding of algorithms, loops, events, and conditionals. In the spring, the students learn the design thinking process and how to use the 3D-modeling software, [TinkerCAD](#), to design a prototype, that prevents negative human impact on the Los Angeles River. Their prototypes were 3D printed and shared during the STEAM Open House.

FOURTH GRADE

The students in fourth grade continue to use laptops for in-classroom work for a variety of subjects. The classroom teachers integrate the use of [Google Apps](#) (Google Docs, Google Slides, Google Sites and Google Classroom) to support classroom activities. The students continue to have access to the cloud-based software, [IXL](#) to practice, review and master math skills. They are introduced to additional digital tools such as [Kahoot!](#) and [Quizlet](#) to support student learning and use the [Chandler Lib Guide](#) to introduce online research. In conjunction with their reading curriculum, the students learn how to navigate the video editing software, [WeVideo](#), to create trailers for book reports. The students continue participation in the global event, [The Hour of Code](#) by learning game animation using [Google's CS First](#) program. Using this knowledge, the students use [Scratch](#) to design a game that supports their California History studies. As part of the school's digital citizenship curriculum, the students deepen their understanding of staying safe online by learning how to create safe usernames and unique passwords. The students continue practicing their keyboarding skills using [Edutyping Jr.](#), striving for 95% accuracy and achieving 22 Words Per Minute by the end of the school year.

FIFTH GRADE

The fifth grade students use laptops as a learning tool to complete multiple projects and classroom assignments. They continue to use [Google Apps](#) (Google Docs, Google Slides, Google Sites and Google Classroom) and

are introduced to Gmail to communicate with their classroom teacher, peers and specialists to complete school-related projects. The students continue to have access to the cloud-based software, [IXL](#) to practice, review and master math skills. The fifth grade students participate in [The Hour of Code](#) and are given a choice, on the curriculum they would like to complete, using [Google's CS First](#). This provides students a platform to explore various resources to complete a program that fits their level and interests, while reinforcing computer science concepts. Students review digital citizenship themes and are provided strategies for evaluating websites, as they complete online research for their State Reports and learn how to use [EasyBib](#) to properly cite their sources using MLA Format. The students practice their keyboarding skills, using [Edutyping Jr.](#), striving for 95% accuracy and achieving 32 Words Per Minute by the end of the school year.

SIXTH GRADE: DIGITAL CITIZENSHIP

This course meets once a week throughout quarter one. Promoting Digital Citizenship means empowering students to think critically, behave safely, and participate responsibly in our digital world. Over eight weeks, students explore the relevant and complex implications that accompany access to infinite online content, and students apply social and emotional learning skills as they manage digital issues with perspective. Students refine their 21st century skills so they can leverage digital tools to support their learning goals. I encourage students to carry their compassion, communication, courage, and humility into the digital world to refine their online etiquette and strengthen their media literacy. Students learn how to safely navigate across platforms, protect their digital footprint, strategically search for high quality sources, analyze online information, and thoughtfully handle digital dilemmas.

SIXTH-EIGHTH GRADE

The Middle School is a one-to-one laptop program, where every student has their own personal laptop and are used almost daily in classrooms. Students have access to resources and their assignments online using the school Whipple Hill website and [Chandler Middle School LibGuide](#).

There is no formal technology classes or lessons administered in Middle School. Each subject-area teacher selects the best digital tools that support their curriculum and student learning. Listed below are digital resources that could be found in a Middle School classroom:

- Google Docs, Sheets, Slides are frequently utilized for accessing and completing assignments.
- Google Classroom is used regularly in subjects such as English, mathematics, social studies, and debate as a place to post and share resources and collaborate.
- Various Google programs are used regularly to access information and resources, such as Gmail, Google Docs, Sheets, and Forms.
- NearPod is used in subjects such as Spanish and social studies as an interactive classroom tool to engage students with interactive lessons.
- Databases such Britannica Online and Viewpoints in Context are used for research on various projects/activities.
- NoRedInk, and online workbook to support grammar in the English classroom.
- SeeSaw for the collation of various projects.
- iMovie, GarageBand, Padlet, Comic Life, Pixelmator to support student projects
- Google Sites and Weebly for digital portfolios
- Various online, interactive resources and games, such as the graphing calculator DESMOS, Gizmos, PhET Simulations, Purpose Games, and survey tools like Socrative are regularly employed to aid teaching and learning.
- Online interactive science websites that allow students to gain a better understanding of abstract concepts, such as atoms.
- Gizmos (explorelearning.com) for a variety of virtual science labs to study molecules and their interactions.
- PhET Simulations, another online resource that allows students to make manipulations to virtual experiments.
- Online Spanish Book to listen to segments and conversations in Spanish.

MATH

GRADE KINDERGARTEN MATH

Semester 1 Math

Calendar based concepts are a major component of our math program. Calendar topics include: days of the week, months of the year, counting by ones, fives, tens, patterning and place value for ones and tens. We focus on numbers 0 to 10, including numeral formation, and composing and decomposing through the use of a variety of manipulatives, and solving word problems. Additionally, the students are working on one more/one less, same and different, comparing numbers, and ordering objects by size.

Students also describe measurable attributes of objects, including more/less, lighter/heavier, longer/shorter, taller/shorter, and smaller/bigger. Size and positional words, before and after, and solid and flat shapes are also covered. Formal and informal assessments are utilized to measure student growth.

Semester 2 Math

Students focus on numbers to 20, including grouping by 5's and 10's and counting up to 100 by 2's, 5's, and 10's. Curriculum also includes finding more and fewer amounts, using ten frames, and simple adding and subtracting. The students work on quantity recognition (subitizing) and using groups of ten to understand place value. They continue to use problem-solving strategies to communicate math reasoning and to find solutions to word problems.

Two and three-dimensional figures are introduced, and they build, draw and learn their attributes. Manipulatives continue to be used extensively to solidify a concrete understanding of concepts and for exploration.

GRADE 1 MATH

Semester 1

In 1st grade our Singapore Math curriculum focuses on developing concept mastery through a concrete-pictorial-abstract approach to learning. Students use concrete manipulatives such as unifix cubes, counters, plastic bears and more to first gain an understanding of numbers to ten. In addition, students frequently use pictures and visual representations to show numbers. First graders learn to compare numbers and create number sentences using more and less. Students are then introduced to number bonds and strategies for adding and subtracting within ten. Students are also taught to apply their number knowledge to real-life story problems.

After mastering numbers to ten, students expand their knowledge to numbers through twenty. Math tools such as number lines, math racks, ten frames and more are used to help students as they learn addition and subtraction within twenty. Throughout the semester, students are introduced to other math concepts including shapes, time, graphing, ordinal numbers, and patterns through morning meeting and calendar time, as well as hands-on activities. Students are also taught to create and interpret math models and use a variety of strategies to solve real world problems.

Semester 2

In the second semester of math, students learn to measure both length and weight using non-standard units of measurement. Students compare measurements and are taught key terms such as longer, shorter, heavier, lighter, etc. Students also begin to look at larger numbers and are introduced to place value as they study numbers to 40. Students use their addition and subtraction learning from the beginning of the year as they begin to explore regrouping in addition and subtraction problems. Throughout the year, mental math strategies are taught in conjunction with place value learning.

After gaining a strong understanding of numbers to 40,

students explore place value at a greater depth as they look at numbers to 120. Students learn estimation strategies, counting by 2, 5, and 10, comparing bigger numbers, and continue to practice regrouping with addition and subtraction problems. Towards the end of the year, students are introduced to money as they learn coin values, counting money, and solving real world problems using money amounts. The groundwork for multiplication and division is laid through hands-on activities and problem-solving exercises.

GRADE 2 MATH

Semester 1

In the first semester of math, second graders review and solidify foundational skills, including addition and subtraction facts to 20, recognition of numerical order and place value to 1,000. Hands-on manipulatives, such as place value blocks, as well as pictorial representation of concepts, are key in helping facilitate a deeper understanding of math concepts in the first semester. Teachers follow the concrete-pictorial-abstract sequence of the Math in Focus Singapore Math Curriculum as new concepts are introduced. An important focus of first semester learning is the memorization of addition and subtraction facts within twenty.

Students learn to compare numbers, write numbers in word form, and decompose numbers through expanded form. Second grade students are taught how to add and subtract three digit numbers with regrouping. They also learn how to apply their knowledge in solving multi-step word problems. Emphasis is placed on learning the bar model method for solving problems. Mental math strategies are taught in conjunction with these units. Lessons about shapes, patterns, graphing, and calendars are also frequently incorporated into math learning.

Semester 2

In the second trimester students build upon their knowledge of addition and subtraction, as they are introduced to multiplication and division. Students learn multiplication through very concrete methods, as they explore ways to create equal groups, build arrays, and skip count. Students are also introduced to division and begin to learn the relationship between multiplication and division, creating a strong foundation for work in 3rd grade.

In addition, students learn to identify coins and their value, and to count, add, and write dollar amounts. Students also learn to label an analog clock face while reading and writing time to the nearest 5 minutes. Second graders are introduced to fractions and learn to use halves, thirds, and fourths to describe equal parts of a whole. Finally, students are taught simple standard units of length, weight, and capacity to compare and measure using rulers, scales, and container

GRADE 3 MATH

Semester 1

In the first semester of 3rd grade math, student master the concepts of place value and addition and subtraction involving numbers to 10,000. Students also learn how to use number bonds and mental math strategies to estimate and solve problems, further developing their number sense. For each new topic introduced, students use the concrete-pictorial-abstract Singapore math model of developing understanding. Students gain a concrete sense of mathematical reasoning through working with math manipulatives to solve problems kinesthetically. Students learn to solve real-world problems through the use of the Bar Model Method, which helps student conceptualize multi-step word problems. In this unit, students build bar models using construction paper and the white erase desks and use Google Draw to diagram bar models. In addition, students frequently practice mental math skills through a variety of games and differentiated activities provided by the teachers.

One goal of the first semester is for students to master multiplication and division facts. Students learn a variety of strategies for solving multiplication and division problems, including equal groups, arrays, skip counting, and using related facts. Students work towards memorization of multiplication and division facts through daily practice using games, manipulatives, computer programs, and more.

Special projects include art and technology integration. One example of this is how we use the art of Joan Miro to demonstrate division. Student also follow established routines of math centers and number talks given by our math specialist. We also use math scavenger hunts in 3rd grade to get students out of their chairs to participate in math. Finally, third graders participate in online

quiz programs like Kahoot and Socrative for informal assessments.

Semester 2

In second semester, third graders apply their multiplication and division knowledge as they learn how to multiply multi-digit numbers. Students also learn the procedure for long division, including dividing multi-digit numbers with remainders. Students solve multi-step multiplication and division word problems through the use of the Bar Model Method.

Students are also reintroduced to fractions and learn how to name fractions and find equivalency with fractional parts. In addition, students learn how to add and subtract like fractions and how to interpret fractions of a set. Towards the end of the year, third graders apply their learning to new concepts such as adding and subtracting money, finding area and perimeter, and creating different types of graphs. Students are also introduced to the measurement of time, temperature, length, weight, and capacity.

Special projects for this semester include making menus with prices and 3D plates for imaginary restaurants. Students also create their own word problems for their restaurant menus. In the fraction unit students build fraction strip paper models to further develop their understanding of equivalent fractions. Students also participate in class labs for temperature by measuring ice water, room temperature water and hot water with thermometers and logging their data. For data sets, students design their own spreadsheets and convert their data into working bar charts.

GRADE 4 MATH

Semester 1

In our first semester of math, 4th graders study mental math strategies, place value, comparing numbers to 100,000, and adding and subtracting multi-digit numbers, estimation, factors, multiples, multi-digit multiplication and long division. As a class we also study fractions, including adding and subtracting fractions, mixed numbers, improper fractions, and renaming improper fractions and mixed numbers. Students learn to use the bar model method to solve word problems, which they will continue to study during the remainder of the

year. Students focus on developing a growth mindset as they practice problem solving skills. Students use journals to document their learning and record key vocabulary terms. In addition, students practice their multiplication with daily math games and fluency drills. This repeated practice helps to promote a growth mindset as it gives students the opportunity to see how their fact automaticity grows throughout the year.

In addition, students participate in the Math Olympiad, where five times a year students' complete national problem solving challenges. This provides the opportunity for students to learn strategies to solve novel problems.

Semester 2

In the second semester of math, 4th graders continue working on concepts introduced in the first semester. Additionally, the students explore interpreting data on tables and graphs and are introduced to the concept of decimals. Through this unit, students learn place value through the tenths and hundredths, compare decimals, round decimals, and compare fractions to decimals. From there students begin to focus on how to add and subtract decimals through the hundredths place value. After decimals, students explore concepts in geometry. 4th graders learn about parallel and perpendicular lines, how to measure and draw angles, area and perimeter, symmetry, and finally tessellations. Math concepts are frequently integrated into art projects. For example, the students draw half of their own face by following symmetry and they make a tessellation pattern on a map of California. As a culmination math project, students design their own food truck. In this project students apply many of the concepts learned throughout the year to ensure their truck is drawn to scale and calculated correctly.

GRADE 5 MATH

Semester 1

Math in Focus, by Singapore Math, is used throughout the fifth grade year. The curriculum offers concrete, hands-on lessons that provide pictorial illustrations to assist the learning process. The progression of the content moves from guided instruction to more abstract thinking throughout each chapter.

Throughout the first semester, students study chapters

one through five, and seven. Chapter one works through whole numbers, identifying place value, comparing numbers, and using rounding and estimation. Chapter two covers whole number multiplication and division, finding patterns multiplying and dividing by tens, hundreds, and thousands, order of operations, and solving real-world word problems using multiplication and division. Chapter three studies fractions and mixed numbers, adding and subtracting unlike fractions, adding and subtracting mixed numbers, expressing division as fractions, expressing fractions and mixed numbers as decimals, and solving real-world word problems using fractions and mixed numbers. Chapter four covers multiplying proper fractions, improper fractions, and mixed numbers, dividing fractions by whole numbers, and solving real-world word problems using proper and improper fractions, and mixed numbers. Chapter five works through algebra, learning how to use letters as numbers, simplifying algebraic expressions, using inequalities to solve equations, and solving real-world word problems using algebra. Chapter seven covers ratio, forming equivalent ratios, identifying ratios in fraction form, comparing multiple quantities, and solving real-world word problems using ratios. The fifth grade participates in the Math Olympiad problem-solving contest through the school year, three of which occur during the first semester.

Semester 2

Throughout the second semester, students study chapters six, and eight through thirteen. Chapter six introduces students to solving for the area of a triangle. Chapter eight studies decimals through the thousandths place, comparing and rounding decimals, and writing decimals as fractions and mixed numbers. Chapter nine continues the study of decimals with multiplying and dividing decimals, multiplying and dividing by tens, hundreds, and thousands, estimating decimals, and solving real-world word problems using decimals. In chapter ten students learn percent, expressing fractions as percent, finding the percent of a number, and solving real-world word problems using percent. Chapter eleven works through graphs and probability, making and interpreting double bar graphs, graphing equations, finding number combinations, and theoretical and experimental probability. Chapter twelve covers angles of a line, angles at a point, and vertical angles. Chapter thirteen studies the property of triangles and four-sided figures, classifying triangles, measures of the angles of a triangle, the three types

of triangles, triangle inequalities, and parallelograms. Chapter six is studied after chapter thirteen for continuity of topics. The fifth grade participates in two Math Olympiads during the second semester.

MIDDLE SCHOOL MATH

The Chandler Middle School Math Department facilitates the development of each student's conceptual and computational skills through differentiated instruction, project-based learning, reflective practices and real-world applications. The program strives to instill a solid mathematics foundation in each student, while promoting risk-taking, creativity, innovation, and collaboration. Our intention is to:

- inspire an appreciation for mathematics and its connections to the world beyond the math classroom;
- instill confidence, patience and persistence in students as they strive to become independent learners;
- guide our students to analyze and solve problems in assorted scenarios and be willing to reach a solution or goal when no routine path is apparent;
- and help students develop the dispositions necessary to achieve their potential.

GRADE 6 MATH

Quarter 1

In the first quarter students explore mean, median, and mode. Students review vocabulary dealing with measurements of variation such as maximum, minimum, range and quartiles while exploring different ways to display data through plots, graphs, and charts. Foundational concepts are covered including Numbers and Operations, Fractions and Decimals, Factors and Multiples, and Expressions.

Quarter 2

For the first half of the second quarter, basic first quarter foundations are reviewed including adding, subtracting, multiplying and dividing integers. These skills are applied to concepts such as percent's, square roots, word problems, order of operations and multi-step equations. Students

factor common factors while exploring the distributive property and exponent rules. Applications involving percent are reviewed as the course moves into geometry topics. Students find area, perimeter and circumference of geometric shapes as well as investigate complementary, supplementary, and vertical angles.

Quarter 3

A collaborative project prompts students to apply their skills and knowledge to a real world application by designing and drawing floors plans for a potential client. The plans include area and perimeter of each room as well as the entire property. Students then build a model version of their plans. Leading up to PI Day, students study PI and put together projects to present for PI Day.

Third quarter also includes the 6th grade STEAM project involving ratios and conversions. Students apply proportions to find the drive gear to motor gear ratios for a solar powered car. The information gathered by testing the cars moves the course into the study of the coordinate plane and basic functions. This leads students through concepts such as quadrants, plotting ordered pairs, independent and dependent variables.

Quarter 4

The fourth quarter focuses on linear equations and real world applications. Students graph using tables, ordered pairs, as well as using the slope and y-intercept from a given equation. During the quarter students are asked to build a car that is powered by alternative methods besides batteries. Students use slopes to determine the rate of change of their cars.

GRADE 7 MATH

Quarter 1

Students reinforce algebraic foundations by reviewing algebraic vocabulary, operations with integers, operations with fractions, operations with decimals, order of operations, and evaluating expressions. Students also expand upon, and apply, greatest common factor, least common multiple, distributive property, and simplifying expressions.

Quarter 2

The second quarter begins solving algebraic equations and

inequalities in various forms. Students utilize computational foundations and mechanics to solve one-step, two-step, multi-step, literal, and absolute value equations and inequalities. At the end of the second quarter, students demonstrate their mastery of solving equations and inequalities through a differentiated mobile project.

Quarter 3

In third quarter, seventh grade students begin exploring the algebraic applications of ratios, proportions, and percents. They complete a differentiated, interest-based scale project to demonstrate mastery of unit conversion, ratios, proportions, and percents. They also begin their long-term Math in the Music Industry project in which students collect, organize, and manipulate streaming data from a chosen music artist in Google Sheets. From this data, they plan a fictitious world tour, including a marketing plan, merchandise offerings, and explanation of income, expenses, profits, and donations. Students are aided and inspired throughout this project by the inclusion of real-world speakers and partnerships. To finish the quarter, students begin their exploration of slope, graphing linear equations, parallel lines, and perpendicular lines as an application of ratios.

Quarter 4

Students expand upon their understanding of graphing linear equations by exploring point-slope and standard form. Students begin solving systems of linear equations and graphing linear equalities. Throughout this quarter, students continue working on their music tour project with it culminating in an authentic audience presentation in the form of a Google Site. If time permits, students are introduced to exponent laws and the simplification of radicals before studying for final exams.

GRADE 8 MATH

Quarter 1

The eighth grade math curriculum meets the departmental objectives of providing each student with the widest breadth and greatest depth of algebra that time, space, and student pace can capture. Within each section, students are challenged to master fundamentals, negotiate the applications of those essentials, and extend the applications toward more perplexing scenarios. These efforts are supported and evaluated via classroom activities, formative

assessments, summative assessments, test corrections, homework, and collaborative and individual projects. Key first quarter topics include combining and factoring polynomials, applying exponent rules, solving systems of linear equations, and graphing linear equations. Throughout the term an emphasis is placed on illustrating the process toward finding a solution as much as producing a solution.

Quarter 2

Quarter two builds upon previous Algebra work with exponents, coefficients, and variables as they pertain to ratios, inequalities, absolute value, and radical expressions. Students are challenged to map out and explain multi-step solutions as their strategic sense matures. Q2 targets mathematical representations that expand math vocabulary to enrich the description of the solution process.

Quarter 3

Students further explore graphical representations of mathematical functions. Students engage data sets, produce graphical representations, and find solutions to systems of equations by graphing, substitution and elimination. A PBL prompt addressing financial literacy

offers real world illustrations that help synthesize essential concepts such as percent of change, domain, and range. Students also explore the impact that inequalities play in determining domain and range. Systems of linear inequalities illustrate the limits created by the inequalities. Quarter three also presents an opportunity for students to showcase their own understanding through creative Pi Day projects and school-wide activities.

Quarter 4

Students move further into graphing on a coordinate plane. Students explore visual representations of linear, quadratic, rational, cubic, radical and exponential functions. Experimentation with parent functions allows students to consider the effects of changes. Target exercises explore the effects of absolute value, inequalities, and limits. Trigonometric functions are introduced along with the derivation of the quadratic equation. The quarter culminates in a graphing arts project where students recreate images using only functions.

ENGLISH AND LANGUAGE ARTS

GRADE K ENGLISH/LANGUAGE ARTS

Semester 1

The focus of the first semester is the introduction and/or review of letter recognition, sounds and phonological awareness. Activities such as rhyming, letter/sound blending and segmentation help students in acquiring these skills. We also focus on concepts of print and how to choose and care for books. Sight words, or high frequency words are introduced and students progress through the sets of sight words at their own pace. Students are exposed to a variety of fiction and non-fiction literature through big books, poetry, leveled readers, and read-aloud books. Decoding and comprehension strategies are introduced and practiced. Reading groups, individual reading, running records and informal observations are used to assess reading. Knowledge of phonics, spelling and vocabulary is supported and assessed through the Words Their Way phonics program. Words Their Way offers the students differentiated phonics instruction at their own level.

Students are introduced to writing mechanics including capitalization, use of simple punctuation, spacing between words, and using lined paper. Students focus on narrative writing and learning to tell a story with their pictures. They are encouraged to use word walls and approximated spelling for unknown words. They are given a variety of opportunities to write and make choices based on their developmental level. Handwriting instruction and practice is also an integral part of our Language Arts program.

Semester 2

Students continue to build upon phonics and reading with an emphasis on short vowel words, word endings, blends and digraphs as well as long vowel sounds. The students continue to focus on decoding and are expected to use reading strategies. Comprehension strategies and critical

thinking skills build on previously taught concepts. Their follow-up to guided reading includes sequencing events and identifying main ideas and details, inferencing, and understanding cause and effect. Students continue to work through sets of sight words at their own pace.

In writing, our students are expected to write using the word wall and various resources in our classroom. They are writing sentences using a combination of known words and phonetically spelled words. Correct punctuation and spacing, as well as correct letter formation, is continually practiced and reinforced. Students grow as writers through writing informational texts, how-to books, and star of the week papers. Using the Writing workshop model, students learn to work with a partner, share their writing and offer suggestions and ask questions that improve their partner's writing. In Writing Workshop, students also learn to express an opinion about something they like or dislike about a topic or book.

GRADE 1 ENGLISH/LANGUAGE ARTS

Semester 1

We use a balanced literacy approach to reading that includes both whole group instruction and guided reading, independent reading, shared reading, and read-alouds. Students learn strategies to develop their fluency and decoding skills, as well as develop their comprehension. In the first semester students begin by focusing on developing good reading habits, increasing stamina, and developing strategies for decoding and tackling unfamiliar words. They continue this work in the context of studying nonfiction. They learn to notice author choices and ask questions.

Using the Lucy Calkins Writer's Workshop model students write for different purposes and audiences. They

develop writing craft moves as well as spelling strategies. In the first semester students study the narrative genre and create several “small moment” pieces. They move on to study and create nonfiction chapter books. They learn to research and support when writing on topics of their choice. Towards the end of the semester they study and develop skill in persuasive writing. They learn to communicate opinions and account for possible opposing views. Throughout the semester students work on writing conventions including punctuation, and sentence development. Additionally, we use the Words Their Way Program to support phonics and spelling instruction. Handwriting practice is incorporated through the writing program to improve the students’ fine motor skills.

Semester2

In the second semester students continue to learn strategies that focus on fluency, phonics and comprehension. They work on getting a better understanding of story elements and character development. Throughout the year students are exposed to a variety of poetry, focusing on phonics and comprehension as well as craft and literary devices such as simile and alliteration. The students also study phonetic patterns throughout the year in the Words Their Way program.

Students begin the semester furthering their study of persuasive writing. They move on to writing fictional narratives. They continue to study mentor texts and authors in order to develop their own skill in writing. Depending on the interest and needs of the class we will revisit and expand on previous areas of study.

GRADE 2 ENGLISH/LANGUAGE ARTS

Semester 1

Chandler second grade uses a Balanced Literacy approach to reading. In the beginning of the first semester, students are taught in whole group settings using read alouds and shared reading texts. They learn to select reading material that they can read independently. Students are also placed into leveled reading groups that focus on the different needs of each child. Strategies to increase comprehension, accuracy, fluency, and vocabulary are introduced. Targeted skills include word decoding, voice expression and volume, and sentence phrasing using applied grammar and syntax. Students are guided to predict, summarize, ask questions, visualize, and self-monitor.

In the first semester of writing, students learn the expectations of writing workshop. The first unit focuses on small moments, which are detailed stories about something the student does or something that has happened to the student. The second unit is nonfiction chapter books. At the end of the first semester, students are introduced to how to write reviews. In grammar, students focus on writing conventions (capitalization and end marks) and the parts of a sentence. Using the Words Their Way program, students learn weekly phonemic patterns based on their individual level and are assessed with both a spelling test and their written work.

Semester2

During the second semester of second grade the goal in reading is to continue to build comprehension, accuracy, fluency, and vocabulary. Students refine the skills taught in the first trimester. They learn to use prior knowledge to connect with text as well as think deeper about the meaning of what is read. Students are expected to be reading and understanding a wide range and variety of texts by the end of the year.

In the second semester, students deepen their understanding of how to write a review. Next, second graders learn how to write poetry. Their final unit of study in writing focuses on lessons they can learn from the masters. In grammar, students deepen their understanding of nouns, pronouns, verbs, and adjectives. They apply this knowledge to writing more descriptive sentences. Students continue to practice phonemic understanding during spelling.

GRADE 3 ENGLISH/LANGUAGE ARTS

Semester 1

The reading program’s goals are for the students to learn reading strategies which can help them to become an independent, fluent reader. Students participate in read alouds, independent reading, and reading groups. They learn key story elements in fiction, how to read nonfiction to determine the main idea and how to apply new comprehension strategies and skills. The students also create monthly book projects from a choice board where they illustrate their understanding of their independent book.

The class read *Cricket in Times Square* by George Seldon, a humorous, meaningful novel about a cricket lost in Times Square with rare musical ability. Through these shared reading experience students fill in their reading journals with responses to literature using thinking stems: I wonder, I noticed, my character feels _____ because, I predict that _____ happens next because. The novel supports developing critical thinking skills, such as making predictions, retelling a stories sequence of main events, using visualization to make a movie in their head of their reading, and predicting outcomes and making text-to-self connections. Students practice novel based group discussion skills with reading partners and make meaningful connections between the text and their own experiences in life. Third grade reads *Because of Winn Dixie*, by Kate DiCamillo that follows a young girl who is coming to terms with missing her mother in a new town. Students learn about empathy within the context of this novel twofold: how the characters feel for each other and also as an exercise of stepping into the rich life of a character. Students look at the characters in the book and learn about identifying different character traits for each main character. We use this text to highlight story elements and a student's ability to understand the theme or lesson of the story. Other read alouds include *Stone Fox* and picture books like *Harvesting Hope* and *La Mariposa*.

Students read a variety of short articles and stories to discuss with the whole class and their reading partner. Students read nonfiction articles with the intent to be able to identify main ideas and details from their reading, along with the key features of a nonfiction text. Students also read a variety of debates, plays, and short subject fiction narratives and respond to reading comprehension exercises and that look for text evidence, cause and effect, and writer's craft.

Students log their independent reading in a reading log and base their monthly reading projects on. Each month students pick a new way of showing what they know about an independent book they've read. They have many choices to choose from and even a few new versions that are web based.

In writing, the workshop model is introduced and students learn many prewriting strategies of how to think, plan, and tell to write stories. The student's first genre for writing is a personal narrative. Our writers learn how to brainstorm, zoom into a small moment, describe and

elaborate to create quick drafts. The students learn several revising strategies by adding dialogue, adding punctuation to highlight emotion, and describing what the character does. They also learn to add the five senses and try different ways to end a piece. Through planning, drafting, revising and editing, the writers gain understanding of the writing process. Lastly, the students publish a time in their life that they get over a trouble.

After personal narrative, the students use their trouble stories to turn themselves in a character that seems real. The students take on the previous strategies they learned to create a realistic fiction piece that shows how a character grows or changes in a series. Students write several realistic fiction pieces and choose one to follow through the writing process.

The third unit in Writer's Workshop is expository writing. The students utilize some of the planning strategies learned in the previous units but also learn some new researching strategies to create an expository piece on a topic of their choice. Through mini-lessons and grammar lessons the students identify nouns and verbs and the subject and predicate of a sentence. Hands on activities include correctly identifying and using three main parts of speech: noun, verb, adjectives. The students also learn new spelling and vocabulary words with the Words Their Way program. Students receive individualized lists that help them recognize spelling patterns and understand what prefixes, root words, and suffixes mean. The students use these words with weekly activities in class as well as at home. Lastly, students begin to learn to write in cursive using the Handwriting Without Tears program. They learn the upcurve and downcurve and how to use these to connect letters together.

Semester2

During reading, students work hard on differentiating between nonfiction and fiction. For nonfiction, the students learn about features such as: bold headings, captions, and vocabulary. We emphasize such reading strategies as how to determine the main idea and details, summarizing a story or text, finding text evidence, and using context clues. For our shared read, we start with *Meet Martin Luther King, Jr.* and many picture books that integrate our civil rights unit. We continue to read short stories and nonfiction articles. Another class read aloud, we read the novel *Frindle*, by Andrew Clements. During this read-aloud, we focus on analyzing characters

and plotlines. We built upon students' visualizing techniques as well as how to make inferences while reading. For our last unit, on Poetry we read *Love That Dog*, a book that introduces the students to many famous poems and genres. The students are immersed in reading and writing poetry while analyzing a variety of poems from mentor texts. Our students learn that poetry expresses feelings, creates imagery, and establishes a theme or mood. They learn that poetry uses stanzas, doesn't have to rhyme, and comes in a variety of types such as free verse and concrete poems.

We study and practice decoding through our weekly spelling units using *Words Their Way* with differentiated spelling lists. Students continue to learn about making inferences, analogies, and the relationships between antonyms and synonyms. Studies in grammar included more dialogue practice, comma placement, and a review of subject, verb and predicate.

In Writer's Workshop, our students learn how to research and created Informational writing on an African American Hero. The students also analyzed Martin Luther King Jr.'s *I Have a Dream Speech* and created their own wishes and dreams for themselves and the world. They composed a Martin Luther King, Jr. poem that reinforced verbs and adjectives. For our nonfiction writing unit, the students created a biography based on a student-selected African American Hero. The writers learned how to develop research about a topic into five distinct chapters. Their books include all of the text features a nonfiction book has, such as a table of contents, early life, career and accomplishments, an introduction, an interesting facts page, and a reflection. This highlights their knowledge of how nonfiction writers use bolded words, pictures with captions, diagrams and maps to make their writing more informative.

The next unit in Writer's Workshop, students learn how to create a four-paragraph opinion essay using topic sentences, supporting details, and transitional phrases. They brainstorm ideas they care about and write strongly using opinion words such as: *I think, I know, I strongly believe.* The students draft and plan how each paragraph would support their main idea. After careful revising and editing, the students publish their opinion pieces on Google Docs. These opinion essays also help support their STEAM project in the form of persuasive letter to the Mayor to invest in their STEAM invention.

In conjunction with our reading unit that covers poetry, our students draft a variety of powerful poems and learn how to use expressive language to highlight emotions, identity and even a sense of place. Students create an *I Am Poem*, a *Garden Poem* based on a visit to our school garden that highlights the senses, and create a large book of poetry based on mentor texts.

GRADE 4 ENGLISH/LANGUAGE ARTS

Semester 1

The first class novel that students read and discuss is the *From the Mixed-up Files of Mrs. Basil E Frankweiler* by e.l. Konigsburg. In conjunction with reading the novel, students are introduced to four comprehension strategies: making connections (text-to-text, text-to-self- and text-to-world), asking questions, making inferences, and visualizations. These strategies help students to become more proficient readers with stronger comprehension skills, plot recall, and help to develop skills for meaningful text analysis. The students practice using these strategies through discussion and answering comprehension questions. Additionally, the students learn to identify figurative language such as hyperbole, metaphor, and personification. Students also read and discuss, *Pasquala, the Story of a California Indian Girl* by Gail Faber and Michele Lasagna. Additionally, students are assigned to read a mystery or adventure book as their independent reading novel. After finishing the novel, students complete an iMovie trailer about their book to demonstrate understanding of mood, visualization, and summaries that do not give away the ending of the book. The students enhance their vocabulary with the *Wordly Wise* curriculum.

Using the Lucy Calkins' Writing Workshop curriculum, students work through the writing process in three different genres. The first genre is Narrative where students write personal narratives and realistic fiction short stories. Students analyze mentor texts, brainstorm their own ideas, draft, edit, and publish their works. The second genre is Information. Students learn to write an informational chapter book by elaborating on the "Who, What, Where, Why" questions. They also learn that writers are investigators and gather information by conducting interviews and taking surveys. The last genre in Semester 1 is Opinion Writing. In this unit, students learn to make fair judgments and learn how to persuade others through their writing. Students write reviews and

persuasive speeches with a specific audience in mind. In all three genres, the students practice different writing devices that authors use: incorporating dialogue, transition words, and using descriptive language. Students practice “showing not telling” and creating a picture for the reader with words. Fourth graders also focus on stretching and expanding their thoughts using the five senses to create interesting and engaging stories. Fourth Grade students study grammar through the use of mentor sentences. All grammar classwork and homework are completed in cursive. Mentor sentences provide students with the opportunity to discuss, learn, and apply grammar and craft skills which are presented in well-written sentences from mentor texts. The weekly routine is adapted from the concepts presented by Jeff Anderson, the author of the book, *Mechanically Inclined*. Each week students are exposed to a new mentor sentence, which will be imitated in their own writing over the course of a week. Through discussion, examination, and analysis, students learn how to apply the style, grammar, and mechanics concept that are presented. While there is a skill focus that can last for several weeks, students are exposed to several skills within each lesson all based around one sentence. As such, skills are spiraled again and again over the course of the year in various sentences making a true impact on students’ understanding.

Semester 2

In reading the second semester, the students worked on a non-fiction unit about natural weather disasters. Students were placed in research groups and were each assigned a different topic which included hurricanes, tornadoes, thunderstorms, blizzards, and volcanoes. They learned about the structure of non-fiction texts, how to accurately locate information on a desired topic, and how to effectively take notes. They had to collaborate within their group to develop a presentation on their topic. They were able to transfer their knowledge from a research project on natural weather disasters to better understand how to effectively access non-fiction. Following the non-fiction unit, we began reading the novel “Hoot” by Carl Hiaasen. Through this text, the students were able to grapple with the concept of knowing what the right thing to do is, even when it is a difficult or possibly illegal situation. They continued to learn about character development, plot, predictions, irony, asking questions, and figurative language. We finished off the year working on *By the Great Horn Spoon*. This is where the students focused on understanding key ideas and details from

the text including understanding the theme, character development, description of setting, and proving their understanding with text evidence. The students also needed to be able to determine the meaning of vocabulary in context and not just understand what words mean in isolation. Finally, students worked on making connections to the novels with other novels we have read, their own lives, and the world.

During the second semester, students created biography research reports on famous California natives and other famous individuals who have contributed something significant to our Golden State. Students used books as well as online resources to gather information and take notes. They wrote outlines and rough drafts. Then they typed a final draft, including a bibliography. Additionally, students wrote a poem and drew a sketch, designed and built an honorary award, wrote an acceptance speech, and created an activation button. The entire unit culminated with our Living Wax Museum Event, where the students dressed up as their famous person and recited a memorized speech for parents, family members, faculty, and the third grade students. Next, they were exposed to the genre of persuasive writing. Students drafted persuasive letters about issues they felt were important and practiced using convincing language to persuade their audience to agree with their strong statements. The last genre we studied was poetry. Students wrote free form positive self-image poems based on Wendy Ewald’s book, “The Best Part of Me.” Last, students wrote poem adaptations to the book, “If You’re Not from The Prairie...” by David Bouchard. Using the poem’s poetic structure as inspiration, students wrote poems that reflected on what they had learned about California’s rich history and their own unique place within our state.

GRADE 5 ENGLISH/LANGUAGE ARTS

Semester 1

READING - Theme, setting, plot, and elements of historical fiction are taught as they relate to the novel, “Island of the Blue Dolphins”. Character development is taught through traits and actions of the main characters in the stories. Inference, drawing conclusions, and foreshadowing are discussed as students study the mystery novel “Under the Egg”. Critical thinking skills are taught with an emphasis on drawing conclusions, making inferences, and explaining quotes. We study “The Journal of William Thomas Everson” as we explore the Revolutionary War

through literature. Proper fluency is practiced through reading aloud. Vocabulary is developed through oral discussions and written sentences, based upon the literature and Wordly Wise books. Students complete one written book report and one book project, encompassing the genres of fantasy and realistic fiction.

WRITING – Subjects, predicates, conjunctions, writing good sentences, avoiding run-on sentences, identifying and writing with all types of nouns are the main grammar study focus. Writing application begins with learning the writer’s workshop process in order to elaborate thoroughly in creative writing journal entries. These areas continue to be works in progress throughout the term. Students write a personal narrative, geography essay, historical fiction journal, and a compare and contrast essay. Spelling and comprehension of Wordly Wise vocabulary are assessed on a bi-weekly basis.

Semester2

READING - The class completes a novel study with a read aloud book chosen yearly with the students’ interests in mind. Elements of a story and reading for enjoyment are two focuses of this mini unit. For the second novel of the semester, the students choose one of ten options, all in the fantasy genre. The children demonstrate high levels of maturity as they work in small groups and create personal schedules to ensure the books were completed by set deadlines. Culminating projects allow the entire class to learn more about a variety of books and writing styles. Lessons on poetry are taught in between novel studies. Students learn about rhyme, rhythm, alliteration, and figurative language. Students study current and historical poems to understand writer’s purpose. Vocabulary development continues through oral discussions and written sentences, which were based on our literature and Wordly Wise books. Students complete one written book report and one book project, encompassing the genres of mystery and biography/autobiography.

WRITING – Students study verbs and their tenses and write sentences that include adjectives. Students learn the following: proper nouns and adjectives; rules for applying commas in sentences; interjections; how to apply quotation marks in sentences; rules for titles; various types of pronouns; contractions with pronouns; double subjects; using homophones correctly; adverbs; distinguishing between adjectives and adverbs, and adverbs and prepositions; prepositional phrases, and objects within these

phrases; and proper usage of negatives. Essay writing includes a well-researched state report, persuasive essay, and an essay on colonizing space.

GRADE 6 ENGLISH

Quarter1

Sixth grade English focuses on writing a quality three-paragraph essay, grammar skills, vocabulary enhancement, and critical reading skills through novel units. The year begins with a review of the basic parts of speech (nouns, verbs and modifiers), that is then translated to the parts of a sentence, and a quality paragraph with a topic sentence, supporting sentences, and a concluding sentence. Elements of literature are studied (plot, theme, character development, conflict, point of view, etc.) and then identified in the first class novel unit, *The Giver*. Students actively read the novel by marking up the text, ask questions of the text, and complete character study guides. Vocabulary units are studied, and students are assigned writing pieces using the vocabulary words in context. Students are tested on grammar, vocabulary, and the novel unit each week.

Students focus on the theme of “heroes,” and this is carried throughout the novel unit, and an online grammar program (noredink.com). The writing process is studied, and specific types of writing are practiced (opinion, narrative, expository, and persuasive). Creative journal writing is introduced, and journal entries are housed in Google Classroom, to later be used in digital portfolios.

Quarter2

In quarter two, sixth grade English continues with three-paragraph essays, grammar skills, vocabulary enhancement, and critical reading skills through *The Giver* novel unit. The parts of a sentence, and the types of sentences are studied.

Online blogging is introduced (Kidblog), and students write, collaborate, and comment on classmates’ blog posts. Spelling rules, and commonly confused words are reviewed, and students strengthen their writing by using the correct word in context. Active reading is continued in hero short stories. Vocabulary units continue, and students are assigned writing pieces using the vocabulary words in context. Students are tested on grammar, vocabulary, and *The Giver* unit each week. A differentiated

project involving literary elements, writing, and choice is completed at the end of the novel. Outside creative journal writing continues, and the quarter ends with a comprehensive midterm exam.

Quarter3

In quarter three, sixth grade English continues with writing quality paragraphs and three-paragraph essays, strengthening grammar skills, vocabulary enhancement, and critical reading skills through *The Adventures of Ulysses* novel unit. Greek mythology and ancient legends are studied during the second novel unit, and epic heroes are introduced.

Students write, collaborate, and comment on classmates' blog posts. Non-fiction articles and stories are used to enhance the study of heroes. Capitalization and punctuation rules are reviewed. Vocabulary units continue, and students are assigned writing pieces using the vocabulary words in context. Students are tested on grammar, vocabulary, and the novel unit each week. Outside creative journal writing continues.

Quarter4

In quarter four, sixth grade English students write paragraphs and three-paragraph essays, strengthening grammar skills, vocabulary enhancement, and critical reading skills through novel units.

The hero theme is continued in the *Squire's Tale* novel unit, and students review grammar concepts on the online grammar program (noredink.com). Creative writing and poetry are studied, and practiced. Students continue to write, collaborate, and comment on classmates' blog posts. The feudal system and the medieval time period are studied. Vocabulary units continue. Students are assigned writing pieces using the vocabulary words in context. Students are tested on grammar, vocabulary, and the novel unit each week.

The year ends with students identifying a personal hero, interviewing the person, and writing an essay titled "A Hero in My Eyes". After essay revisions and reflections, students then showcase their hero and a personal artifact that represents heroic qualities at the English Expo. The Expo is in lieu of a final exam, and students must create a display that showcases their hero to an audience of parents, peers and the Chandler community. Students write a final reflection on how they have improved as a

writer in sixth grade English.

GRADE 7 ENGLISH/LANGUAGE ARTS

Quarter1

Seventh grade English students learn how to write a four-paragraph essay, grammar, vocabulary enhancement, critical reading skills and the two-part thesis statement addresses the "what" and "how". In the body paragraphs students analyze their examples with textual evidence.

Students use their Writing Manual as a textbook for understanding paragraph and essay writing. Through critical reading and character analysis, students examine *The Outsiders* and a collection of non-fiction short stories. Students complete writing assignments on altering point of view, quote analysis, and character development. Through these literature units the students discuss stereotypes and unconscious bias in current society. Grammar is taught through flip teaching. Students watch the lesson, practice the skill for homework and are grouped in class for differentiated lessons based on comprehension. Grammar is taught as an editing skill and language for their writing. Students' vocabulary is enhanced with the Wordly Wise textbook on a bi-monthly bases. Students are tested on vocabulary and grammar twice a month.

Quarter2

In the second quarter of seventh grade students read nonfiction short stories and explore the difference in voice and point of view of nonfiction and fiction. There are numerous paragraph assignments examining these selections. Students use Google Classroom to participate in online literature discussion along with classroom discussions. All short stories deal with identity. Students write a first person POV story about a person they interviewed who has faced discrimination due to their identity. Students also choose a to read either *I am Malala* or *A Long Walk to Water*. The class studies the effects of violence in countries and how the alters one's identity.

Through flip teaching grammar is taught. Students watch the lesson, practice the skill for homework and are grouped in class for differentiated lessons based on comprehension. Grammar is taught as an editing skill and language for their writing. Students' vocabulary is enhanced with the *Wordly Wise* textbook on a bi-monthly

bases. Students are tested on vocabulary and grammar twice a month.

Quarter3

During the third quarter, students study poetry and write their own book of poetry. They host a poetry reading where they recite one of the poems they have written during the unit. Students also read *Animal Farm* by George Orwell. With collaboration from history, students learn about the Russian Revolution before reading *Animal Farm*. During this time discussion occur on the importance of having a voice when injustice occurs. In reading this novel, students study history and the importance of a fair and just society. Through writing assignments and propaganda projects students understand the importance of democracy and voice in society. Grammar and vocabulary are taught bi-monthly, but grammar is focused on what each individual student needs to work on, which is decided on by errors in written assignments.

Quarter4

Fourth quarter focuses on the novel *Night* and the graphic novel *Maus*. Students learn the history behind anti-Semitism and The Holocaust. During the readings students' analyze characters' changing views on humanity and God through a cut and paste poem, paragraph responses, and a graphic novel assignment.

The year ends with them writing a "This I Believe" essay and reciting it at the end of the year English Expo. The Expo is in lieu of a final exam and students pick three pieces of writing from the year on identity and their "This I Believe" Essay and revise those piece and create a display to showcase to an audience of parents, peers and Chandler community.

GRADE 8 ENGLISH/LANGUAGE ARTS

Quarter1

A major goal of the first quarter is to develop critical thinking through a variety of texts and through the process of composing a literature-based analytical essay by using a scaffolded approach. As part of the summer reading initiative, students choose to read a pair of books from a selection of five, which includes fiction, memoir, and biography. When school starts, they begin to develop an essay that compares and contrasts the protagonists of

the books through a guided, scaffolded writing process.

Student choice allows for differentiation based on interest. The three-week writing process challenges and supports all writers; the approach includes mini lessons, modeling, introduction to character trait vocabulary, mentor texts, and skill building in: researching/brainstorming; thesis development; outlining; paragraph cohesion and content; clear expression/ using supporting detail; effective diction. Assessment is based on grading all parts of the process using written comments and rubrics, and promoting revision as an integral part of the writing process.

A second goal focuses on the short story as a vehicle to review character, plot, themes, and literary devices and to challenge critical thinking in discussion and writing. Of the five classic stories, several selections with gothic settings and techniques inspire the creation of students' original gothic stories written individually or in small groups. The stories are shared and student votes determined the "winners" in each class. The stories are assessed for the use of gothic elements.

A third goal centers on vocabulary acquisition, using the Wordly Wise program, to boost students' reading comprehension and to equip them with a sophisticated vocabulary for critical thinking, observation, and expression in writing. Tests include spelling, sentence usage, synonyms and antonyms. In addition to test mastery, students begin using higher-level words in writing and quality of diction is assessed.

Grammar lessons/assessments are based on NoRedInk curriculum which adapts to the individual student. This quarter consists of reviewing standard punctuation practices for clear writing, especially comma usage.

Quarter2

In quarter two teaching objectives are to develop student skills in the following areas: literature, writing, vocabulary, and grammar.

LITERATURE: I introduce the students to the richly layered novel *Lord of the Flies*. We examine the prevalent themes of the book, the complex characters that they encounter, and the use of symbolism. Students choose a theme and begin to fill out a Theme Tracker, a form that requires noting examples and passages from the reading. I guide them, by use of example, in the skill of writing annotations in the book's margins, asking them to slow

down and take note of characters, plot points, thematic references, literary devices, favorite passages, and new words. Throughout the quarter, I generate discussions with open-ended questions to lead them to critical analysis of the text. Groups are given prompts/questions and asked to discuss, collaborate, and report back to the class. Individual projects are chosen by students. The project is scaffolded into three parts and within each level there is choice. Varied skills are incorporated: for example, drawing; writing speeches and letters, writing poems, mapping, creating a graphic novel style chapter. Assessment for the novel unit is based on quality of notes, written assignments, tests, discussion, and project.

WRITING: Assessment is based on the depth and quality of content, clear and descriptive expression, and mechanics in the following writing activities:

- A three-paragraph descriptive essay of a favorite possession: Students are encouraged to use descriptive language, unusual details, and metaphor/simile. I assess and comment on the first paragraph. Peer editing is done for paragraphs two and three. Students are broken into groups of four, first drafts are distributed, and each student in a group is given one writing skill or element to assess. The assessment rubrics are returned to students who make final revisions.
- Letters About Literature Writing Contest: 300-500-word essay to an author describing the impact that his/her book or poem made upon the writer. The students are given the prompt, the guidelines, and student samples to read on the LAL website before they write first drafts. Feedback is given before a revision is done. Rubric and written comments form the assessment.
- As part of the vocabulary tests, I include a paragraph prompt based on the literature read that week, reinforcing use of strong topic sentence, supporting detail, and clear expression.

VOCABULARY: We cover three lessons from *Wordly Wise* (5, 6, 7).

GRAMMAR: NoRedInk program on Clauses/Sentence Combining

Quarter3

In quarter three my teaching objectives are to develop student skills in the following areas: literature, writing, vocabulary, and grammar. Another goal is to develop empathy and recognition of the experiences/perspectives/

varied ethnic backgrounds of Americans through the important themes of the literature and through self-expression.

LITERATURE: The eighth grade English and history curriculums are combined in 7-week unit titled The Justice Unit, which focuses on five historically marginalized groups in the United States; the students are introduced to their struggles for equality, dignity, and justice under the Constitution. The two teachers introduce students to a working vocabulary from the Museum of Tolerance, and hope not only to teach history but also help students to gain authentic perspectives from those who have lived those histories and movements. Two pieces of literature used are the novel *The Absolutely True Diary of a Part-Time Indian* and the civil rights memoir *Warriors Don't Cry*. Students are also exposed to short stories, poetry, memoir, speeches, music, dance of those activists. Individual activist projects (from many choices) are chosen by students to create, and then, perform or display during a Parent Evening called "Stand Up for Something," a program which the students develop and present.

WRITING: Throughout the Justice Unit, I offer the students a variety of writing experiences, mostly in response to the activities, readings and videos. Assessment is based on the depth and quality of content, clear and descriptive expression, and mechanics.

- Activist research and appreciation essay--in conjunction with project. (part of Justice Unit)
- To connect students to their backgrounds/identity and also to realize the power of using authentic detail, students tackle creative expression through a piece called "Where I Come From."
- Spirit Animal poem, found poem

VOCABULARY: Wordly Wise workbook lessons 8-12.

GRAMMAR: NoRedInk. VERBS: Transitive/intransitive/linking; COMPLEMENTS: direct objects, indirect objects, predicate nominatives, predicate adjectives; PARTICIPLES AND PARTICIPLE PHRASES; GERUNDS; INFINITIVES. Assessment is based on homework and a final test.

Quarter4

In quarter four my teaching objectives are to develop

student skills in the following areas: literature, writing, vocabulary, and grammar. An important goal is to develop empathy through the important themes of the literature selections.

LITERATURE: The students read and act *Romeo and Juliet*. To better appreciate the drama, they are introduced to the historical/author background of the play; to pertinent literary, dramatic, and poetic terms; to the conceit of the Petrarchan lover or courtly love tradition. To aid comprehension annotated study questions are assigned. As the students act the play in class, I offer running commentary and ask questions about the characters' identities and motivations. We annotate the meanings of passages and the poetic devices in the lines.

I also supply the students with non-fiction pieces relative to *Romeo and Juliet*. I assigned for reading a series of New York Times articles (with video clips) on a modern-day Romeo and Juliet, a young Afghani couple who are on the run because one is Sunni and one is Shiite.

CREATIVE PROJECT: Students present passages or scenes from the play that they have memorized. The rubric emphasizes not only memorization but also the quality of the delivery. They design *Romeo and Juliet* t-shirts, which challenge their creativity, "maker" skills, and implementation of favorite passages. We also stage a fashion show for the middle school.

WRITING: I offer the students several writing experiences, some expository and some creative. Assessment is based on the depth and quality of content, clear and descriptive expression, and mechanics.

- A 4-5 paragraph essay focuses on a character of their choice from *Romeo and Juliet*. In preparation the students research and collect passages and commentary through the character tracker form. Students chose the most significant traits on which to base a strong thesis and then a well-developed essay. A first draft and then a revision are completed.
- As an extension of the importance of family names in *Romeo and Juliet*, we explore the power of names through examples in several genres. The students research the history/backgrounds of their last and first names, then write an essay which covers the meanings, narratives, and connotations that their names evoke. A first draft and revision are required.

VOCABULARY: We focus on vocabulary in *Romeo and Juliet* and also the packet containing literary, dramatic, and poetic terms. The Romeo and Juliet test includes identification of key passages and literary/poetic terms.

GRAMMAR: No formal grammar lessons in the fourth. Grammar errors on writing assignments are corrected by students.

PORTFOLIOS: Throughout the 8th grade year students insert writing and projects into their digital portfolios. With each entry they attach a reflection that contains the four following elements: Prompt, Purpose, Process, and Reflection so that they are thoughtful and mindful about each assignment and are able to express their work and their growth

SCIENCE

GRADE K SCIENCE

Semester 1

Kindergarten learns the differences between plants and animals and their different needs for survival in their respective habitats. We conduct experiments to introduce the students to a plant's basic needs and the stages of the plant life cycle. Many different types of seeds are observed and students test how wind, water, and animals help to disperse them. To close off the semester, the kindergarten classes learn about the plant life cycle and the importance of plants in different habitats. Students grow lima bean sprouts in individually made greenhouses and consider why some seeds are more successful than others. Students begin to delve into the coexistence of animals and plants in different habitats, with ongoing discussions of what living things need to be successful.

Semester 2

In the second semester, kindergarten learns about the five senses and how they can affect our perception of the things we observe. Understanding how we observe our surroundings allows us to understand concepts like gravity, density, sinking, and floating. They are challenged to apply their understanding of these concepts as they explore how size, shape, and material affect an object's ability to sink or float.

STEAM

Kindergarten's STEAM project is based on the design-thinking model. The students have to solve a big problem concerning the story Jack and the Beanstalk: the beanstalk has fallen before Jack can get back to the ground safely. The kindergarteners must work together to build an escape plan for Jack to return safely from his adventures. In science, students learn about plants, habitats, resources, general forces and motion, gravity, and air resistance. They apply their understanding of these concepts and are allowed to experiment with different materials and methods to engineer a way for Jack to "fall with style" back to the ground.

GRADE 1 SCIENCE

Semester 1

During the Fall, first grade reviews the differences between plants and animals and their roles in their habitats. Students explore animals and their roles in the food chain. We carry out class activities that show the roles of producers and consumers, and compare them within different environments. This lends to the study of relationships between plants, animals, and their habitats. They learn to distinguish living, non-living, and once-living things. We delve into geographic challenges that different habitats offer and conduct experiments with temperature before the holiday break. Students are challenged to different games that teach them about natural resources, how to identify what some of them are, and how environmental changes impact resource availability. Toward the end of the semester, first grade explores how geographic and climate differences affect plant and animal adaptations.

Semester 2

First grade learns about the basics of the rain and the water cycles in their study of regional climate and weather. To solidify their understanding of these cycles, each student makes rain bags that highlight the concepts of water storage, evaporation, condensation, and precipitation. First grade also learns how to record their rain bag observations using drawings, labels, and descriptive words. Students carry out exercises that explore the importance of fresh water, other natural resources, and relationships between animals, plants, and different cycles within the rainforest. The rainforest environment, biodiversity, and ecosystems within each layer of the rainforest are emphasized. Culminating in their STEAM project, students have a general understanding of the interconnectivity between all living things and their physical habitats.

STEAM

First grade's STEAM project themes rotate between oceans, space, and rainforests each school year. The

science department works with the classroom teachers each year to integrate all the relevant topics the students learn in science during the year. Students are introduced to the different ocean and rainforest ecosystems that exist around the world. Collaborations with the greater community outside of Chandler allows students to interact with specialists in the field who can answer questions our students generate as they explore their STEAM project topics. This drives the students to learn more about how to preserve natural resources and to try to design ways to solve the different problems that exist in these different ecosystems.

GRADE 2 SCIENCE

Semester 1

Second grade begins the year with a review of the differences between living, once-living and non-living things. Following a general overview of animal classifications, the students learn about the physical and behavioral features that offspring share with their parents (the concept of inheritance). Students explore the idea of the survival of different animal and plant populations in various environments and the different challenges various habitats pose to plants and animals around the world. Students experiment with insta-snow and are asked to consider what it would be like to live in a place covered in cold ice. A guest presenter introduces the students to fossils, showing the students real and replicate fossils through hands-on activities and displays. Students are encouraged to research dinosaur life cycles and causes of extinction using online resources and books from the library. We then focus on the interaction between biotic and abiotic components in different ecosystems using the school garden that embodies these principles.

Semester 2

Second grade begins this term with a life cycle unit. The students are posed with the question “What is life?” It is then emphasized that the life cycles of different living things are generally similar. They then are tasked with identifying biotic and abiotic components of their school garden. We discuss and complete activities that focus on butterfly, frog, and mammalian life cycles. Each classroom is given a butterfly growing kit, and students watch and record observations of changes in the life cycle.

Then we shift gears to consider dinosaur life cycles, fossilization, and the Mesozoic era. Students are challenged to try to outrun a dinosaur, by using educated guesses to determine how many paces it would take to make up one stride of a specific dinosaur. They are challenged to recall lessons on physiology and adaptations when they are tasked with reconstructing the skeleton of animals they find in owl pellet dissections. For a geology unit that concludes the school year, students collect different types of rocks, learning how the environment and the time period are revealed in the rocks’ composition.

STEAM

Throughout the year, students focus on life cycles, relationships of living things with their habitats, geologic history, and adaptations for survival. The STEAM project theme focuses on gardening. Students work in their classrooms to decide as a team what they will be growing and why. The activities students carry out lend to a greater understanding of how scientists are able to learn more about ecosystems and the interaction between all of that ecosystem’s components.

GRADE 3 SCIENCE

Semester 1

Third grade students begin the year with a group project that tasks them with teaching one other about living, once-living, and non-living things within various environments. They then learn about the concept of ecosystems, relative sizes of ecosystems, and the differences between these ecosystems and biomes. Throughout the year, students continue to explore components of ecosystems, as they are introduced to the topics of ecology, speciation, and evolutionary adaptations for survival.

The students are challenged to consider the roles of living and non-living organisms in different environments and biomes. They are introduced to Charles Darwin and Alfred Russel Wallace’s work on natural selection and evolution. As we continue to explore these concepts, students begin creating their own continents for which they must consider principles like “survival of the fittest” and “evolutionary adaptations” that require any living organisms in their continents to face geographic and environmental limitations to survive. Second semester, third graders move from life science into physical science with a focus on natural resources, the carbon cycle, and general laws of physics.

Semester2

The third-grade students spend the last part of the year focusing on the limitation of natural resources within different biomes. After creating and drafting their own continents, for which they must consider the interconnectivity of life and their environments, students shift their focus to layers of Earth and how plate tectonics influence continent formation. Students should understand that geological activity may be slow, but can be very powerful—i.e. in the case of earthquakes. Energy transfers in biotic and abiotic systems are also emphasized. Using these concepts, third graders are tasked with solving different environmental problems in a culminating STEAM project that modifies principles in the City X curriculum.

STEAM

Our third graders are challenged to think about how to solve environmental problems within a digital world called City X. In collaboration with their classroom and technology teachers, the students are assigned different character roles who live in different parts of the world where different resources are provided. The STEAM project, City X, offers valuable connections to the science lessons on adaptation, interconnectivity between living things and land, and resource distributions in different environments.

GRADE 4 SCIENCE

Semester 1

At the beginning of the year, fourth graders review, explore, and demonstrate their understanding of the transfer of energy through life cycles, weather cycles, and complex food webs. Class activities challenge the students to communicate the science behind these concepts in various ways (i.e. oral presentations, group work, and in writing). Students learn about the different components of energy transfer and biological processes (i.e. digestion, respiration, circulation) more closely.

The fourth graders spend the latter half of this semester focusing on the transfer of energy within an aquaponics system. Students participate in a simple setup using one fish to grow edible plants. They must call on prior knowledge of nutrient and life cycles, the role of natural selection, adaptations, and geography within the food web to understand the way the aquaponics system works. We

spend some time thinking about how adaptations affect the transfer of energy from lower organisms to higher ones, using games and the concept of invasive species. Students wrap up the semester with a presentation on an invasive species of their choice.

Semester2

This semester, fourth grade learns about the Laws of Motion. They are introduced to the concepts of force, opposing forces, friction, and flight. Students learn to conduct research on flight through planning and building prototypes of planes. Each prototype must improve upon the last, addressing problems students incur during the planning and building processes. As a follow-up project, students are limited by materials and asked to make anything that could glide in the air based on the principles of flight that they discover and understand. After engineering these simple machines, students explore circuitry, automation, and Bristle Bots.

STEAM

Fourth Grade's STEAM project relies on the design-thinking principle. Their prompt is to solve common problems communities experience due to natural disasters by first identifying some issues they have regularly, and planning and producing prototypes of their solutions. In groups, students select a natural disaster to focus on (such as hurricanes, earthquakes, floods, etc.). They engineer their solutions by applying their knowledge about simple machines, circuitry, and automation to their STEAM projects.

GRADE 5 SCIENCE

Semester 1

This semester, fifth grade students tackle several projects that require them to communicate their knowledge of how living things are affected by their environments. We focus primarily on water and photosynthesis before they take part in a 3-day Catalina trip, during which students learn about drought, the interconnectivity of living, non-living, and once-living organisms in an island environment. At school, they prepare experiments with controls and replicates to show how wheatgrass may grow in a closed system over time. They return to school from Catalina, exploring California's drought through guided research and labs. Following these observations, we further examine human effects on

freshwater supplies and the connections between urban and natural environments. During the latter half of this semester, fifth grade students focus on physical properties of water, beginning with the concept of surface tension. After observing and demonstrating the principles and mechanisms of surface tension through several laboratory assignments, students are then asked to consider life in the ocean. They are introduced to marine ecosystems and ocean acidification through individual homework. A general overview of these topics is solidified in class through group activities. Students then learn about acids and bases in an experiment that shows the effects of acids on eggshells (which are analogous to calcium carbonate and the ocean's shelled organisms). After introduction to this real-world issue, the fifth graders shift their attention to ocean circulation, convection, and currents. The last lab of this semester uses convection fluid to demonstrate how mountain ranges and ocean trenches can affect circulation and temperature in the ocean. The students then must understand how the ocean environment affects and drives different life cycles in the ocean.

Semester 2

Fifth grade begin this semester learning about elements, with special guest presentations that are either from 8th grade students who present their talks on the history of the periodic table and how elements are categorized or a guest speaker from local partner schools like Caltech. After learning about the nature of elements and the formation of molecules, students learn about outer space, how astronauts work and live in space, and research current efforts to travel to space.

To prepare them for their consideration of how to sustain life in space, students conduct several experiments pertaining to drought and the role of scientific bias when doing research in general. We use tools like thermometers, barometers, and humidity meters to collect data on weather. Students learn to interpret this data by graphing information they collected and recognizing trends over time. At the end of this unit, students demonstrate their understanding that despite meticulously recording data, data varies based on different sources of error and biases.

Students then consider local water resources and how municipal water systems work. They learn about different pathways, storage systems, and challenges that exist when bringing fresh water to people for usage. They spend some time learning about water quality monitoring systems,

conducting a full-class science project that culminates in a scientific poster that outlines the different steps of the scientific method. Students learn to collect water samples, test and record data, and interpret all components involved in water quality testing to determine whether the water was fit for consumption. They are then challenged to consider urban planning and architectural integrity through research and hands-on experimentation with different materials.

We conclude the year learning about groundwater and the natural filtration systems that are in place on Earth. Students use a Clean Water Science kit to observe how water is naturally captured, and then they review the importance of water conservation in local and global environments.

STEAM

The fifth grade STEAM project challenges students to imagine and create sustainable human communities and environments in space. They must research feasible locations and justify their decisions using their overall knowledge of natural resources, their understanding of different geographic locations for ecosystems and habitats, and the challenges these places may have for sustaining life. Using all the scientific methods and topics they learn throughout the year, students plan and build prototypes of human communities in outer space.

GRADE 6 SCIENCE

Quarter 1

During the first quarter, students learn the skills required for note-taking, effective group work during labs, and proper organization for managing homework and test preparation while being consistently engaged in the study of science through hands-on activities.

The quarter begins with the scientific method (hypothesis formation, experimental procedure, variables) and includes practice of measurement with various scientific tools (triple beam balance, graduated cylinder, ruler, stopwatch). Next comes the study of Earth's structure (the geosphere; composition and formation of crust, mantle and core; density and states of matter). This leads to a chapter on rocks (composition and formation of different rock types; rock classification based on objective observations and measurements) including a pre-lesson before the Boojum trip to Joshua Tree.

The students' ability to think critically and to follow directions is assessed during labs. Homework based on reading the textbook is graded for correctness or completeness. There is a vocabulary quiz and comprehensive test for each chapter.

Quarter2

During the second quarter, students develop skills as science students and learn new skills required for properly preparing for and taking a cumulative final.

The quarter begins with a chapter on erosion and deposition (constructive and destructive forces of water, wind, ice, and gravity). The second chapter of the quarter is about plate tectonics (division of Earth's crust into plates; forces within the mantle that drive plate movement; landforms created by plate movement). In preparation for the final, students are thoroughly instructed in the practices of organizing, studying and test taking; they spend a week in class doing a guided review of the semester. The students' ability to think critically and to follow directions is assessed during labs. Homework based on reading the textbook is graded for correctness or completeness. There is a vocabulary quiz and comprehensive test for each chapter.

Quarter3

During the third quarter, in addition to continuing with Earth science topics, students interact with the technology of solar energy to power a car for their STEAM project. The quarter begins with a chapter on earthquakes (types of faults, measuring magnitude, and locating an epicenter) and volcanoes (classifying volcanoes and composition of magma).

The second chapter of the quarter is about atmosphere (composition of, energy transfer within, water cycle, and climate change). The third chapter is about natural resources (renewable and nonrenewable) and launches the STEAM project during which students work in small groups (3-4 students) to engineer a solar powered car that meets challenges for speed, accuracy and ability to go uphill. During the four-week project, students practice skills of collaborating (leading, following, compromising) and engineering (designing, creating, testing, and modifying). Homework, quizzes and tests carry on as in previous quarters.

Quarter4

The quarter begins with an introduction of the sixth grade science fair. Students demonstrate their yearlong mastery of the scientific method by carrying out an experiment to answer an Earth science question. Research is conducted in books and online, variables are identified, a hypothesis is formed, and a procedure is described in detail. To give students time to conduct their experiment at home, we complete a final chapter on oceanography (formation of the oceans; seafloor features; physical characteristics of the oceans; waves, tides and currents; environmental impacts). We then return to the science fair process by creating graphs, analyzing data, and writing each section of a report in class. The quarter culminates with an in-class science fair during which each student is interviewed by the teacher and three classmates while presenting information from a display board.

GRADE 7 SCIENCE

Quarter1

The first quarter of 7th grade science is designed to immerse students into the world of microorganisms with an emphasis on critical thinking, hands-on experiential activities, and a passion for scientific learning.

We begin our studies with an investigation into cell structure and function, including cell processes, such as protein synthesis, respiration and photosynthesis. Using a microscope, students examine both plant and animal cells to compare and contrast their respective structures.

From cells, we move into studying viruses where students mimic a viral outbreak so they could then conduct an epidemiological study to locate "patient zero"; We finished the quarter with a study of bacteria; here students culture their own bacteria colonies, "heat fixed" them to slides, stained them, and then view them under the microscope where they are able to distinguish different shapes. All curricular content is assessed through labs, quizzes, tests and informal evaluations such as exit tickets.

Quarter2

The second quarter consists of genetics and heredity/ evolution, the unit with the greatest emphasis. We start with the structure and function of the DNA molecule, rules of base pairing, and protein synthesis. Students

have an opportunity to use biotechnology equipment – gel electrophoresis to enhance their study of sickle cell anemia, a recessively inherited disease. Specifically, teams of students run control samples of normal hemoglobin, sickle hemoglobin, and carrier hemoglobin. Alongside those samples, students run samples of two patients. Based on the analysis of the gel, students are able to diagnose the patients as normal, carrier, or disease. This lab introduces students to DNA extraction and analysis. We continue with variation and evolution, specifically the main force – natural selection. Students participate in the “Crazy Traits” lab where they create offspring based on probability of allele distribution in the genetic makeup of an individual. All curricular content is assessed through labs, quizzes, tests and informal evaluations.

Quarter3

The third quarter consists of an overview of the nine major phyla that make up the animal kingdom from the simplest phylum, Porifera, to the more complex phylum, Chordata.

Our studies of each phylum involve an investigation of structure and function from cells to organ systems and how the complexity of this organization increases across phyla. Students participate in dissections of an earthworm, crayfish, and cow eye to enhance their understanding of how structures work.

Our discussion of stem cells and their potential to develop into a variety of tissues includes our Planarian Regeneration lab where students cut planaria worms into multiple sections and observe them over many days. Each day of observation allows students to see how these worms are able to regrow missing parts to complete form. To complete this unit, students work in groups to research a particular class of the chordate phylum and to present their findings to their classmates in a variety of formats from a Prezi presentation, to a documentary.

Quarter4

Students learn about the human anatomy and physiology and study, in depth, five major systems, from the skeletal system to the digestive system.

As part of their investigation, students have the opportunity to dissect a cow eye, sheep heart, and a frog, as a cumulative inquiry. In addition, students learned how to take a standing and exercise heart rate using a stethoscope

and how to take blood pressure using a sphygmomanometer. Collectively, they use this information to assess their own fitness level. We also examine diseases that affect each of the systems, from osteoporosis to atherosclerosis.

The spring semester final is a fetal pig dissection where students participate in a complete review of organ system structure and function.

GRADE 8 SCIENCE

Quarter1

In the first quarter, students are introduced to the practices and skills that are essential to developing a strong foundation to the physical sciences. Both the scientific method and the engineering design process are presented and exercised through a variety of hands-on activities. Students are able to practice various measurement techniques, unit conversions, and mathematical concepts necessary to support their lab work.

Students are introduced to the core concepts of matter, such as mass, weight, density, substances versus mixtures, states of matter, phase changes, and the gas-pressure laws. Each of these topics are studied through a variety of lab activities that require students to apply concepts learned in class as well as to make real world connections to the concepts. Student work is evaluated through homework, lab work, and exams for each unit. Student understanding is also informally evaluated through participation, exit tickets, check-ins, and surveys.

Quarter2

During the second quarter, students develop skills to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations. They continue to use mathematics and computational thinking as they develop explanations and solutions to the concepts learned in class.

Students begin the quarter by learning about atoms, elements, and the periodic table. To understand atoms, they delve deep into studying the atomic theory and the scientists who helped develop our understanding of the atom. Students are able to learn the trends in the periodic table and calculate atomic mass and isotope abundance. After building a strong foundation of the building blocks

of matter, students study the ways chemical bonding occurs (ionic and covalent). They also learn how some chemical reactions can be conductive. Students learn these concepts through labs that require them to gather and interpret data. They are evaluated on their lab work, ability to communicate their findings, and exams (including a final exam).

Quarter3

In the third quarter, students continue to develop a conceptual framework of key chemistry concepts as well as problem solving skills. Students are also required to engage in a variety of collaborative lab activities that effectively enhance their laboratory practices.

During the third quarter, students begin learning about the electrolysis process and apply their understanding to building a working hydrogen fuel cell car. Students also engage in the engineering design process by applying concepts learned from oxidation-reduction reactions to developing solutions to prevent rusting in an iron corrosion lab. Students finish the chemistry unit with concepts in acid- base chemistry (conducting titrations) and exothermic and endothermic reactions. Students begin an introduction to the physics concepts of force and motion (specifically looking at motion graphs, projectile motion, and Newton's Laws). Students are assessed on their lab work, presentation skills, collaborative skills, and exams.

Quarter4

During the fourth quarter, students continue to build their problem solving, team-working, and creativity skills through the practice of the engineering design process. Students will need to apply their understanding of various physics concepts in order to create solutions to real-world problems.

Students begin the quarter by learning about forces and structures through an assistive device design project. Students learn about how biomedical engineers create assistive devices for persons with fine motor skill disabilities. They learn about types of forces, balanced and unbalanced forces, and the relationship between form and function, as well as the structure of the hand. They do this by designing, building and testing their own prosthetic hand "gripper". Students also learn about electricity by creating their own "Game of Operation" through the application of simple circuits. Concepts of electromagnetism are also learned through the creation of a simple generator. The quarter ends with concepts and lab activities in waves (sound and light). Students are assessed through reflections, prototype designs, presentation skills, lab work, and exams.

SOCIAL STUDIES

GRADE K SOCIAL STUDIES

Semester 1

Our Social Studies curriculum centers around our Kindergarten textbook *Me and My World*, part of the Social Studies Alive! program published by TCI. We teach the Chandler Code and focus on the traits of responsibility, caring, and citizenship. We have incorporated Responsive Classroom into our daily routine and encourage these traits and social skills during Morning Meeting. Some of our Morning Meeting topics include: how to solve problems with others, how to get along with others, and how to be a good helper at school. During our meetings the students practice being respectful audience members and good public speakers.

Semester 2

Diverse cultural celebrations in relation to how people live around the world are studied in the second semester. Students learn about people's needs and wants and different ways to help the earth and our environment. We explore our neighborhood and map our place in it.

We continue to focus on the importance of independent work habits, good citizenship skills, and being both respectful audience members and caring classmates. The Pillars of Character studies this semester are fairness, respect and trustworthiness.

GRADE 1 SOCIAL STUDIES

Semester 1

The first grade curriculum focuses on *My School and Family*, part of the Social Studies Alive! program published by TCI. The program is interactive and provides significant opportunities for students to speak, listen, read, and write. Students also work together in pairs and teams on a regular basis. In the first semester the focus is on getting along in school and learning from one another. Students discover how they are alike and

different. They then learn about rules at school and learn more about the various people who work at school. They learn about their role in helping and being a positive member of the school community. They learn about maps. As we move into the holidays they learn about what schools were like long ago.

Semester 2

In the second semester, students learn about how they fit into being part of a school group, a community, and a family. The focus then turns towards family needs, wants, responsibilities, customs, traditions, and how families change over time. Finally, the focus is on being a good neighbor and a good citizen.

Throughout the year we learn about the Six Pillars of Character and study a variety of holidays and cultural traditions, often with the input and participation of parent volunteers.

GRADE 2 SOCIAL STUDIES

Semester 1

In the first semester of social studies, second graders learn study *My Community*, a continuation of the Social Studies Alive! program. They learn that a community is a place to live, work, play, and solve problems. Students compare and contrast rural, urban, and suburban communities. They also learn about geography and how to read maps. A focus on how people use the environment is also part of their social studies curriculum. Finally, they learn about people who provide services in the community and visit the local police station.

Character Counts and The Six Pillars of Character are interwoven into the curriculum throughout the year to develop strong interpersonal and social emotional skills.

Semester2

During the second semester, students continue to learn about their community. Students learn how they can be a good shopper by understanding needs and wants. Next, they learn about how communities can change over time, specifically how San Francisco has changed from a small town to a big city. Second graders next learn about how one person can make a difference in their community and how leaders help their communities. Finally, students finish the year by learning what a good citizen does.

Students continue to apply skills learned through Character Counts and The Six Pillars of Character.

GRADE 3 SOCIAL STUDIES

Semester 1

The third grade Social Studies program uses the unique history, diversity and culture that is Los Angeles to have a comprehensive program that reflects the multicultural world we live in. The students utilize project based learning, literature, and field trips as well as technology and hands-on activities to make learning meaningful. The program also integrates reading, writing, and research to ensure understanding.

Using the Social Studies Alive Program Our Community and Beyond as the foundation of the curriculum, the students first learn about where Los Angeles is in the world. They learn to read maps that identify political and physical features as well as the difference between landforms and landmarks. Students are able to understand the relative location of their place in Southern California in Los Angeles in relation to Sacramento, our capital. They create their own map of Los Angeles and identify important landforms and features.

Then, they learn about the first native peoples that lived in Los Angeles, the Tongva and the Chumash. Through the Rainbow Bridge picture book, textbooks, and nonfiction research, the students learn how the Native Americans lived. They work with a partner to create an artifact that represents the Tongva or the Chumash. Lastly, they visit the Chumash Museum and hear from a descendent that speaks to them about the importance of the Chumash tribe to the area.

Next, they learn the early history of early pueblo and

pobladores of Los Angeles to create a Los Angeles timeline with a small group. The students visit Olvera Street, the oldest street in Los Angeles, and tour the historical sites they've learned about.

The students also listen to picture books on Cesar Chavez and Hispanic heritage to learn about the Mexican immigrants that came to Los Angeles. They learn about the impact that the Latino culture has made on the culture of Los Angeles. We explore visual history of Olvera Street to teach about Mexican History from the Mexican Museum of History. Students learn about the migration of people before becoming part of the United States, from the Native Americans, to the Portuguese explorers, Spanish, and then under Mexican rule. We also explore the concept of immigration and focus on the Angel Island, or Ellis Island West, as a guided exploration through multimedia and historical documents. A selection of read alouds included in this unit are *Harvesting Hope* and *La Mariposa*. By the end of this unit, students are able to read and answer questions regarding the timeline of California and the variety of immigrants who have settled in Los Angeles from a variety of cultures.

Semester2

In the second semester, we explore the idea of civil engagement and law in our society. We focus on the Civil Rights Movement. Our students research and describe the lives of African Americans who helped secure freedoms, then write biographies that explore role models within the African American community.

After this unit, students explore the idea of economics in our local area. Through a guided process, we integrate our money unit in math with social studies to create a foundation of supply and demand economics. Students run a student store and learn about the small scale basics of money exchange to the larger idea of how money is earned locally and regionally. We explore infographics and data to see where most of the local economy is earned through science and research of our local aerospace industry, educational institutions, and the movie industry.

Our 3rd Grade STEAM project centers on the history and ecology of our local Los Angeles River. Students do a comprehensive "field day" at the Los Angeles River doing soil experiments and use a field guide to look for local flora and fauna. Students take notes on a published eBook that highlights the human interaction that has

influenced the Los Angeles River, from its concretization to its soft bottom ecosystem. They study the transformation of the river from its early days as a crucial source of water for local Native American tribes to its modern day flood control channels. Students develop empathy for the river and its specific challenges it faces and develop an invention to respond to a specific prompt that they must solve for. Students 3D print this invention on Tinkercad and produce a written opinion piece and why the local government should invest in their creation.

After STEAM has culminated, we return back to the local governments and learn about the executive, legislative, and judicial branches of government. Students learn about these branches of government and how they relate to both the state and federal system. We close the year with a comprehensive look at how political engagement and awareness helps students foster a sense of civic responsibility by looking at activists.

GRADE 4 SOCIAL STUDIES

Semester 1

California's Promise, the fourth book in the Social Studies Alive! Program, focuses on our state's geography, history, and government. The first semester begins with exploration of the geography of California, California's four regions, and how the climate and vegetation of the state affect the way people live and have lived in the past. After thorough research, students create informational booklets detailing key information about each region. Then, in small groups, students become experts on one of the four regions and collaboratively compose and perform an original song that elaborates on their region's unique climate, vegetation, animals, natural resources, products, and human activity. Next, students study the global grid and learn how to use lines of latitude and longitude to determine the absolute locations of places in California and on Earth.

During the first semester, students learn the important study strategy of making flashcards. Using a mixture of pictures and words, students create flashcards to help them internalize information about the North and South poles, the equator, the prime meridian, the four hemispheres, and the tropics. The unit concludes with a look at where people live in California, California's population density, and how earthquakes are part of California's rich history.

In our second unit, students learn about California's Native Peoples, where they lived, how they lived, and how the regions in which they lived played a role in their way of life. In collaborative groups, the students research California Native Americans and specific aspects of their region. The students then present the posters they create to their classmates.

In Unit 3, students progress through the early years of California's fascinating history. First, students focus on California's early Spanish explorers and the reasons Spain began to settle in Alta California. This, of course, led to the establishment of the California Mission System. In addition to learning all about life within the Mission System, each student researches one of California's 21 Missions. Students complete individual ABC books all about their assigned mission, and we end our study of the mission system with a visit to the San Fernando Mission.

In units 4 through 6, fourth graders learn how Mexico declared independence from Spain and became their own country. Students also delve into life on the Ranchos and how fundamental the cattle business was. After learning how branding was used to show ownership of livestock, students create their own brand. Students learn about the Westward Expansion of the United States and the trailblazers. They also explore America's growing interest in California and how Mexico's weakening control led to the Bear Flag Revolt. To internalize the events of the Bear Flag Revolt, the students perform a Reader's Theater piece. The students complete the semester by learning about the United States victory in the Mexican-American War and the Treaty of Guadalupe Hidalgo.

Semester 2

The second semester begins with an in-depth look at the California Gold Rush by examining how it changed the face of our California. Our lessons focus on the discovery of gold, the hardship of life in mining camps, entrepreneurs and businesses that were formed from The Gold Rush, and the effects of the Gold Rush. The students read the fictional novel "By the Great Horn Spoon" to complement their factual understanding of the content. Students also visit Riley's Farm where they experience a recreation of what life was like for prospecting 49ers.

Next, we move on to California becoming a state and learn about the Compromise of 1850. The students

learned how it was not easy to become a state, especially since the issue of slavery was growing and played a major role in determining laws for new states entering the United States.

Students learn about how the stagecoach, Pony Express, invention of the telegraph, and the construction of the transcontinental railroad helped the United States fully reach their dream of manifest destiny and forever change the landscape of communication and travel. This all culminates with an amazing field trip to the city of our state's capital, Sacramento, in the beginning of May. In Sacramento, we visit the Capitol building, take a river boat ride and to where the Sacramento and San Joaquin Rivers meet, spend time at the Railroad Museum, and much more.

After the trip to Sacramento, we study how the California government works, the branches of government, and the various laws that are in effect in the state we live in. We finish out the year learning about the Dust Bowl, how Californians survived the Great Depression, and World War II. Students focus on how these major events in United States history directly impacted California.

GRADE 5 SOCIAL STUDIES

Semester 1

The study of America's Past, part of the Social Studies Alive! program by TCI, begins with an examination of United States geography. Students analyze each of the Five Themes of Geography, including location, movement, region, human-environment interaction, and place. They build on previously learned map-reading skills as they read latitude and longitude to identify locations around the globe. Students brainstorm places they have travelled and complete a culminating essay that connects the Five Themes with a place they have experienced.

Next, the fifth graders learn about the Age of Exploration and early colonial life in the New England, Middle, and Southern colonies. The emphasis of this unit is to look at this particular part of history from multiple perspectives in order to understand the various points of view in history. Project-based learning in the settlement unit includes a group colony report and dining experience with special guests. The project is designed to continue development of students' research skills. For both units, students learn to read non-fiction text, write responses to historical

concepts or questions, and identify facts or opinions.

During the first semester, students begin a preliminary study of how to take good notes using an outline format. Students learn about additional non-fiction reading and comprehension questions by reading weekly current events newspapers. They also learn about time management, organization, and separating main ideas from details.

Students practice life skills in a variety of ways throughout the first semester. Using the 6 Pillars of Character and Social Emotional Learning strategies, students learn how to identify their strengths, be more aware of their social setting, and practice self-control.

Semester 2

In the second semester, students learn about the struggle for independence with an emphasis on the Revolutionary War, searching for unity following the war, and governing the new nation. This large history unit culminates in a Colonial America Fest day, complete with a student re-enactment of the signing of the Declaration of Independence.

Next, students learn about westward expansion and study how different groups migrated to new regions in the United States as they sought to fulfill manifest destiny. They create and present a technology project to educate others about any famous pioneer. Finally, students learn about the events leading up to and main battles of the Civil War, focusing on the cause and effect relationships that Americans have faced throughout history.

As a culminating project for the year, students research and complete a state report project. The research required spans topics such as state symbols, geography, history, climate, population, and economy. Students use various sources to find information and learn ways to distinguish reliable sources from questionable sources.

GRADE 6 SOCIAL STUDIES

Quarter 1

The first unit, Core Concepts, and Investigation draws upon the foundation skills of social studies. For example, we study the concepts of understanding and evaluating, source analysis, chronology, cause and effect, and the issues of bias. Curriculum content highlights include

simulated crime scene investigations and artifact challenges. All activities draw upon the skills of observation, analysis, documentation, evaluation, and teamwork. Assessment includes written reports, Q and A discussions, individual and small group presentations, short and detailed answer homework assignments, and quizzes and tests. The second unit covers the Five Themes of Geography. The highlight of this unit is the “My World” project. Students create their own unique, self-sufficient world from scratch. They carefully design a readable map to represent their world, create a model of a feature of their world, and present their world to the class. This year, students will be presented with a problem that their world has to solve. Students are assessed on each stage of the project and ample time is given.

Quarter2

The third unit, Prehistory, looks at the origins of humans, the development of hunter-gatherer societies, and the factors that lead to the beginning of civilization. Activity highlights include map work, a decision-making team activity (Desert Island Challenge), a virtual tour of the Lascaux Caves online, and other decision-making exercises. The fourth unit covers the many civilizations and empires of Mesopotamia. This unit emphasizes how geography affects the way civilizations develop and how technology develops over time. Highlights include a role-play of life in ancient Sumer and a discussion and demonstration of the Hammurabi code. Skills taught include teamwork, critical thinking, map skills, and decision-making. We will study Egyptian society, religion, art, architecture, science, math, writing, and literature. The unit starts with the teacher as a visual prop playing the role of the pharaoh to emphasize his/her importance and to engage the students. Another highlight includes student team presentations on one aspect of Egyptian life. Students are assessed in a variety of ways, based on their needs.

Quarter3

Quarter 3 focuses on ancient Greece and ends with a mini STEAM project. Highlights include students working in groups to create scenes from the Trojan War story that are eventually combined into an iMovie. These scenes combine history with mythology and teach skills in teamwork, chronology, and interpretation. Secondly, students represent Greek city-states and compete in our own version of an ancient Greek Olympic Festival. This activity involves a number of activities from poetry to

music to memory games and debate that stimulate and engage both body and mind. The latter offers many differentiation opportunities since it allows each student to have a specific role. As part of the 6th grade STEAM project, students study how solar energy influenced ancient civilizations. Each student focuses on a person, invention, or deity that had a connection with the sun and they finish by creating a summary poster. Students are assessed in a variety of ways from written work, oral quizzes, written tests, and group work participation.

Quarter4

Quarter 4 focuses on ancient Rome and the Middle Ages covering historical content up to the 12th century. There are a variety of activities, including individual, pair, and group activity. Highlights include tracing the epic journey of Hannibal and the Carthaginian army through the Alps into Italy, comparing the empires of Rome and China using original coins, a medieval mystery investigation role-play activity, Medieval Day, where various historically related activities are carried out for students to experience, and the History Jeopardy Final. For the final part of the semester, students work on the Silk Road Project, which is an alternative to the traditional final. Students are given a location and item to trade along the Silk Road. They are assessed for their written and presentation element.

GRADE 7 SOCIAL STUDIES

Quarter1

In the first quarter of World History, the students focus on interpreting history through five themes; cultural interaction, human-environmental interaction, political structure, economic structure, and social structure. Students were able to describe, analyze and interpret each theme by making connections between historical events and present-day issues. Students are able to identify point of view and bias within primary and secondary sources. Using a thematic approach, students study the global religious landscape and examined how religions influence human society. Students examine the decline of Feudalism and Byzantine Empire in order to further study their five themes of World History.

Along with their study of the five themes, students also work on an oral presentation and PowerPoint project that examines a selected religion. The presentation is designed to demonstrate the methods of cultural interaction across

the globe and how religion also interacts with the other themes of World History. During this quarter 7th graders are assessed in a variety of ways with formal and informal assessments. Informal assessments include weekly written responses in google classroom to gauge student depth of knowledge on curricular topics, classroom conversation, group work, and daily check-ins or exit tickets to see where students are and what needs to be added to their work/study. Formal assessments include weekly quizzes, project based learning, cumulative tests, and other methods based on their particular needs.

Quarter2

In the second quarter of World History students study specific cultures in World History; primarily found in Africa, Meso-America, and Asia. Through this study, they learn about the global impact of empires outside of Europe. Students learn to understand and analyze the impact growing empires have had on cultures, societies, and present-day policies. Students examine the factors that lead to European Dominance in the emergence of the first global age. Students gain an understanding of the early conquests and colonization in the Americas.

This then begins the process of examining the cultural connections of creating a global economy and interconnections between continents. This is further expanded upon in cross-curricular opportunities with 7th grade English as they examine poetry and study of refugees. The culmination of this study will result in an essay that focuses on student cultural identity in a modern world with their ties throughout history. Like in other quarters, students are assessed in a variety of ways with formal and informal assessments. Informal assessments include weekly written responses in google classroom to gauge student depth of knowledge on curricular topics, classroom conversation, group work, and daily check-ins or exit tickets to see where students are and what needs to be added to their work/study. Formal assessments include weekly quizzes, project based learning, cumulative tests, and other methods based on their particular needs.

Quarter3

In the 3rd quarter, students study colonialism, imperialism, revolutions and the connection between genetics and history. This is studied through a dissection of the Russian Revolution and World War I. Students study the impact of a post-colonial world, which led to the outbreak of various revolutions throughout the globe. Students also

work on their STEM project in the third quarter with the emphasis on tying cross-curricular concepts into one specific project.

Like in other quarters, students are assessed in a variety of ways with formal and informal assessments. Informal assessments include weekly written responses in google classroom to gauge student depth of knowledge on curricular topics, classroom conversation, group work, and daily check-ins or exit tickets to see where students are and what needs to be added to their work/study. Formal assessments include weekly quizzes, project based learning, cumulative tests, and other methods based on their particular needs.

Quarter4

In the 4th quarter students focus on the global Great Depression, the rise of fascism, and WWII. Students study the growing tensions throughout the globe and the impact of war, specifically regarding WWII and the nuclear testing that followed. Students examine primary and secondary documents related to nuclear testing and the decision to drop an atomic bomb. Students end the year by completing a project that focuses on current events and issues in our modern world.

Like in other quarters, students are assessed in a variety of ways with formal and informal assessments. Informal assessments include weekly written responses in google classroom to gauge student depth of knowledge on curricular topics, classroom conversation, group work, and daily check-ins or exit tickets to see where students are and what needs to be added to their work/study. Formal assessments include weekly quizzes, project based learning, cumulative tests, and other methods based on their particular needs.

GRADE 8 SOCIAL STUDIES

Quarter1

In the first quarter of American Studies, the students describe, analyze, and evaluate events and issues of the Revolutionary Era. They will review the principles of the Age of Enlightenment, and use them to identify, explain, and assess the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it.

Student's comprehension is evaluated throughout the first quarter using formative and summative assessments

through weekly quizzes, graded assignments, and tests. Throughout the quarter, students will practice the skill of annotation and brush up on reading skills, including comprehension, scope, and interpretation. Among the assessments that students will take part in this quarter are: A DBQ Essay about the motivations of the colonists, a “Make Your Own Government” Simulation, and a short answer test about the early colonial era.

Quarter2

In the second quarter of students will dive into the motivations, experiences, and ramifications of the Westward Expansion era. The students will explore the stories of the nation as a whole, as well as settlers of particular backgrounds and ethnicities. Throughout this quarter, we will use a plethora of primary and secondary sources to give our students a true to life view of the lives of the western settlers. Students will also investigate the causes of the American Civil War, and how the Reconstruction era led to the Civil Rights crisis of the 20th century. As a culminating project for this quarter, Students will create a research project based on a topic of their choosing, which will be accompanied by a small artistic component.

Quarter3

The third quarter of American History is spent completing a cross-curricular unit with English 8, exploring Civil Rights and Justice in modern America. We look to increase our students’ awareness and understanding of our nation’s history--the Constitution’s assurances of justice

for all but the subsequent marginalization of particular groups--will continue to be a central theme. We also hope to illuminate the role of citizenship in speaking out against injustices around us. We want to provide information, provoke thinking, and offer diverse opportunities for student voice, participation, and expression. Student learning will be assessed through A written expression that includes essays, analysis, reflection, personal vignettes, and poetry, as well as a central creative project that focuses on an individual activist and the nature/impact of the individual’s activism.

Quarter4

In the fourth quarter of American Studies, the students will complete an in-depth research project, which we call the X-Project. Students will be responsible for individually designing and presenting a 20-minute lesson plan, where they will teach the class about a topic of their choosing. The lesson must adhere to structural guidelines, and discuss a topic which we have not yet discussed in class. Each lesson must also contain a tangible example of the topic, created by the student.

The quarter will be divided into 3 sections, each with their own distinct assessment and grade. These sections include Topic Identification, which culminates in a Lesson Plan Proposal assessment, Exploration, which culminates in a Lesson Plan Rough Draft, and finally the Lesson Presentation.

SPANISH

GRADE K SPANISH

Semester 1

The goal during the first semester of Kindergarten Spanish is to provide meaningful communication experiences appropriate to kindergarten that encourage learning through constant active participation.

Students work on their **pronunciation and alphabet, learn words and phrases to help them meet and greet others, learn colors, shapes, numbers 1-30, clothing vocabulary and classroom commands and vocabulary.**

We use a program called “Risas y Sonrisas” for most of the vocabulary lessons and teaching aides, Santillana’s “Cartilla” for Phonics Practice and Symtalk for lessons in fluency and simple sentence building. The daily calendar and daily common verb activities help to build students’ vocabulary and ability to read, write and speak Spanish. Topics are learned through engaging activities such as games, singing, reciting poetry, dancing, playing games, listening to stories and acting. Every student is required to participate regularly by speaking in class but students are often given different levels of tasks that suit their ability. Students are assessed on the fluency of their speech and their willingness to participate.

Special cultural lessons include a “Día de los Muertos” book and activity. Students also learn a Spanish holiday song and its cultural significance and perform it at the lower school holiday program. Students also participate in our annual community service event of making and selling of tamales to raise money for an orphanage in Ensenada, Mexico. Other cultural information is integrated into everyday lessons.

Semester 2

The goal during the second semester of Kindergarten Spanish is to continue to provide meaningful communication experiences appropriate to kindergarten that encourage learning through constant active participation.

Students continue to work on their pronunciation and alphabet, learn vocabulary for the house, daily routines, farm animals, and wild animals.

Topics are learned using the same programs and variety of activities that were used in S1.

Students explore many different versions of Jack and the Beanstalk in Spanish to complement their STEAM projects and learn a spring themed Spanish song to perform at the Lower School Spring Sing. Other cultural information is also integrated into everyday lessons.

GRADE 1 SPANISH

Semester 1

The goal during the first trimester of 1st Grade Spanish is to provide meaningful communication experiences appropriate to first grade that encourage learning through constant active participation. Students continue to polish their pronunciation and alphabet through poetry and other reading and speaking activities.

Students review material from the previous year such as vocabulary and phrases related to meeting and greeting others, colors, shapes, the numbers 1-30, clothing, school and home. They begin learning new vocabulary about 3 months into the school year and cover body words, and daily routines. We use the same format and programs as Semester 1.

We continue to use the program “Risas y Sonrisas” for most of the vocabulary lessons and teaching aides, Santillana’s “Cartilla” for Phonics Practice and Symtalk for lessons in fluency and simple sentence building. The daily calendar and daily common verb activities help to build students vocabulary and ability to read, write and speak Spanish. Topics are learned through engaging activities such as games, singing, reciting poetry, dancing, playing games, listening to stories and acting. Every student is required to participate regularly by speaking in

class but students are often given different levels of tasks that suit their ability.

Special cultural lessons include a “Día de los Muertos” book and activity. Students also learn a Spanish holiday song and its cultural significance and perform it at the lower school holiday program. Students also participate in our annual community service event of making and selling of tamales to raise money for an orphanage in Ensenada, Mexico. Other cultural information is integrated into everyday lessons.

Semester 2

The goal during the second trimester of first grade Spanish is to continue provide meaningful communication experiences appropriate to first grade that encourage learning through constant active participation.

Students continue to polish their pronunciation and alphabet through poetry and other reading and speaking activities and learn vocabulary for the food, places in a city and directions.

Topics are learned using the same programs and variety of activities that were used in S1.

To complement the 1st Grade “Snowy Day” STEAM project, students read different versions of the story and learn a song and vocabulary about snow and cold weather. They also learn a spring themed Spanish song to perform at the Lower School Spring Sing. Other cultural information is also integrated into everyday lessons.

GRADE 2 SPANISH

Semester 1

The goal during the first semester of second grade Spanish is to provide meaningful communication experiences appropriate to second grade level that encourage learning through constant active participation.

Students continue to polish their pronunciation and alphabet through poetry and other reading and speaking activities. We review material from the previous two years such as vocabulary and phrases related to meeting and greeting others, the numbers 1-30, classroom words, verbs, food, places and the body. We then cover the new topic of words and

phrases related to the family.

We continue to use the program “Risas y Sonrisas” for most of the vocabulary lessons and teaching aides, Santillana’s “Cartilla” for Phonics Practice and Symtalk for lessons in fluency and simple sentence building. The daily calendar and daily common verb activities help to build students’ vocabulary and ability to read, write and speak Spanish. Topics are learned through engaging activities such as games, singing, reciting poetry, dancing, playing games, listening to stories and acting. Every student is required to participate regularly by speaking in class but students are often given different levels of tasks that suit their ability.

Special cultural lessons include a “Día de los Muertos” book and activity. Students also learn a Spanish holiday song and its cultural significance and perform it at the lower school holiday program. Students also participate in our annual community service event of making and selling of tamales to raise money for an orphanage in Ensenada, Mexico. Other cultural information is integrated into everyday lessons.

Semester 2

The goal during the second semester of second grade Spanish is to provide meaningful communication experiences appropriate to second grade that encourage learning through constant active participation.

Students continue to polish their pronunciation and alphabet through poetry and other reading and speaking activities. We cover new topics such as the numbers 1-100, telling time, and opposite adjectives. Students are also introduced to the basics of noun adjective agreement.

Topics are learned using the same programs and variety of activities that were used in S1. We finish the “La Cartilla” phonics system.

To complement the 2nd Grade butterfly garden STEAM project students complete a unit on the Monarch Butterfly in Spanish. We read stories, learn a song about the Monarch migration and look at the significance and presence of Monarch butterflies in “Día de los Muertos” artwork. Students then create a butterfly of their own made up of color words in Spanish. They also learn a spring themed Spanish song to perform at the Lower

School Spring Sing. Other cultural information is also integrated into everyday lessons.

GRADE 3 SPANISH

Semester 1

The goal in the first quarter is to introduce a more formal study of Spanish and provide guidance in study skills to help students adjust to a more challenging curriculum. A second goal is to continue to offer meaningful communication experience through constant active participation.

Students review the alphabet and pronunciation and learn basic greetings, numbers 1-20. Then we study classroom, body, directions and places vocabulary and phrases. Students also learn to identify definite articles and learn rules to help them determine which articles go with each noun.

We continue to use the program “Risas y Sonrisas” for most of the vocabulary lessons and teaching aides, and Symtalk for lessons in fluency and simple sentence building. The daily calendar and daily common verb activities help to build students’ vocabulary and ability to read, write and speak Spanish. Topics are learned through engaging activities such as games, singing, reciting poetry, dancing, playing games, listening to stories and acting. Every student is required to participate regularly by speaking in class but students are often given different levels of tasks that suit their ability. **Students are assessed based on their participation, oral fluency, memorization and performance of skits, completion of written homework, and unit tests.**

Special cultural lessons include a “Día de los Muertos” book and activity. Students also learn a Spanish holiday song and its cultural significance and perform it at the lower school holiday program. Students also participate in our annual community service event of making and selling of tamales to raise money for an orphanage in Ensenada, Mexico. Other cultural information is integrated into everyday lessons.

Semester 2

The goal during the second semester of third grade Spanish is for students to continue to work on the alphabet, pronunciation, new vocabulary and basic study skills to help them succeed in their formal study of

Spanish and also to continue to give students meaningful communication experiences through constant active participation.

Students learn new vocabulary and phrases for food, verbs, wild animals, farm animals and where animals live.

Topics are learned using the same programs and variety of activities that were used in

To complement the 3rd Grade L.A. River STEAM project students complete learn local birds by their Spanish name and each child writes a Spanish poem about their bird . Students also learn a spring themed Spanish song to perform at the Lower School Spring Sing. Other cultural information is also integrated into everyday lessons.

GRADE 4 SPANISH

Semester 1

The main goal for the first semester of fourth grade Spanish is to review the basics of pronunciation, grammar and vocabulary to make sure that all students have a good foundation before moving forward. A second goal is to continue to offer students meaningful communication experiences through constant active participation.

We begin the semester with a discussion of the importance of learning Spanish, review pronunciation, the alphabet, the calendar, and the numbers 1-100. Students review and build on their current vocabulary for basic greetings, the classroom, body, and daily routines. Students also work on grammatical concepts such masculine versus feminine and plural versus singular.

We continue to use the program “Risas y Sonrisas” for most of the vocabulary lessons and teaching aides, and Symtalk for lessons in fluency and simple sentence building. The daily calendar and daily common verb activities help to build students’ vocabulary and ability to read, write and speak Spanish. Topics are learned through engaging activities such as games, singing, reciting poetry, dancing, playing games, listening to stories and acting. Every student is required to participate regularly by speaking in class but students are often given different levels of tasks that suit their ability. **Students receive a letter grade for the first time in their Spanish career. That grade is based on their participation, oral fluency,**

memorization and performance of skits, completion of written homework, unit tests, and occasional short projects.

Special cultural lessons include a “Día de los Muertos” book and activity. Students also learn a Spanish holiday song and its cultural significance and perform it at the lower school holiday program. Students also participate in our annual community service event of making and selling of tamales to raise money for an orphanage in Ensenada, Mexico. Other cultural information is integrated into everyday lessons.

Semester 2

The main goal for the second semester of fourth grade Spanish is for students to continue to work on their pronunciation and review of previous material and to continue to introduce them to a more formal study of useful grammatical structures.

Students learn new vocabulary and phrases for clothing, colors, family, telling time, talking about classroom schedules, opposite adjectives, subject pronouns and the verb “to have”. They work on grammatical concepts such as noun adjective agreement, describing family relationships using “de” and finding the subject of a sentence.

Topics are learned using the same programs and variety of activities that were used in S1.

We begin semester 2 with writing a letter to our Costa Rican pen pals. Students also learn a spring themed Spanish song to perform at the Lower School Spring Sing. Other cultural information is also integrated into everyday lessons.

GRADE 5 SPANISH

Semester 1

The main goal for fifth grade in the first semester is to review the previous year’s material and basic pronunciation and to set expectations for a more rigorous study of Spanish.

We begin with a discussion about the importance of learning Spanish, work on pronunciation and the Spanish alphabet and review greetings. Vocabulary

includes professions, adjectives, emotions, directions, and places. Students work on noun and adjective agreement, identifying subject pronouns, conjugating the verb ser, using ser to talk about characteristics, personality traits and where people are from, conjugating the verb estar and recognizing situations when we use ser vs. estar.

We continue to use the program “Risas y Sonrisas” for most of the vocabulary lessons and teaching aides, and Symtalk for lessons in fluency and simple sentence building. The daily calendar and daily common verb activities help to build students’ vocabulary and ability to read, write and speak Spanish. Topics are learned through engaging activities such as games, singing, reciting poetry, dancing, playing games, listening to stories and acting. Every student is required to participate regularly by speaking in class but students are often given different levels of tasks that suit their ability. Students receive a letter grade for Spanish in 5th grade. That grade is based on their participation, oral fluency, completion of written homework, **grammar and vocabulary quizzes, and a unit end projects that include a written and oral component.**

Special cultural lessons include a “Día de los Muertos” book and activity. Students also learn a Spanish holiday song and its cultural significance and perform it at the lower school holiday program. Students also participate in our annual community service event of making and selling of tamales to raise money for an orphanage in Ensenada, Mexico. Other cultural information is integrated into everyday lessons.

Semester 2

The main goal in the second semester of fifth grade Spanish is to continue their rigorous study of Spanish and to encourage them to apply their knowledge to use the language more creatively and originally.

Students learn vocabulary for AR verbs, the family, IR/ER verbs, after school activities, and sequence words. We work on grammatical concepts such as expressing likes with the verb “Gustar”, Conjugation of AR verbs in the presents tense, possessive adjectives, expressing possession with “de,” conjugation of the verb “Tener,” and conjugating ER/IR verbs.

Topics are learned using the same programs and variety of activities that were used in S1.

We begin semester 2 with writing a letter to our Costa Rican pen pals. Students also learn a spring themed Spanish song to perform at the Lower School Spring Sing. Other cultural information is also integrated into everyday lessons.

GRADE 6 SPANISH

Quarter 1

We work to accomplish two main goals during the first quarter of sixth grade Spanish. The first is to familiarize students with the overall academic expectations of Middle School and the second is to introduce specific strategies associated with the formal study of a foreign language.

Based on the Standards of the American Council on the Teaching of Foreign Languages and our main textbook and book online program “Avancemos” this is the curriculum we follow for Q1.

LECCIÓN PRELIMINAR, UNIT 1 LESSON 1 & 2

Basic grammar concepts include the verb SER in combination with subject pronouns, the verb GUSTAR with a + noun/pronoun plus verbs in infinitive, and definite and indefinite articles. Vocabulary included greetings and farewells- Foods and beverages, and a variety of -AR-ER, and -IR verbs in the infinitive, and adjectives to describe appearance and personality.

We group students according to ability but the content (textbook and workbook, Avancemos 1A) is the same. Students hear the target language in all the Spanish class levels and use it almost exclusively in the advanced classes. The teacher assesses students by giving weekly quizzes and tests that include the following areas, listening vocabulary, grammar and culture. Differentiated activities such as games and short skits help students gain confidence in speaking, listening, reading and writing. Technology is a component that is present in every quarter, in Q1 students use PowerPoint, Google Slides, Seesaw to upload material on their digital portfolios, and Quizlet to create their flashcards.

Geography and culture include the countries and capitals of 21 Spanish-speaking countries, Spanish Heritage

Month, Mexican Independence facts, the celebration of the Mexican holiday, Day of the Death “Día de Muertos”, students create paper masks and learn the meaning of this holiday. In addition in every unit, students learn about arts, music, popular meals, and sports in Spanish speaking countries.

Once we are able to team up Chandler School Students with IPCIM School Students, we will begin the correspondence exchange. At this point, during the first quarter, students are practicing writing skills by writing letters to an imaginary friend in a Spanish speaking country, soon students will begin real correspondence, by writing letters and emails. Later in the school year, students will record a short video speaking in Spanish to be exchanged with their pen pals.

Quarter 2

The goal in sixth grade Spanish during quarter two is to use the strategies introduced in quarter one to expand on and retain vocabulary, improve listening skills and practice self-expression both verbally and in the form of short, written paragraphs. Faculty teach students how to independently prepare to take their first mid-term exam.

Based on the Standards of the American Council on the Teaching of Foreign Languages and our main textbook and book online program “Avancemos” this is the curriculum we follow for Q2.

UNIT 2- LESSON 1 AND 2

Basic grammar concepts include the review of verb SER, noun-adjective agreement and definite and indefinite articles. Vocabulary includes descriptive adjectives and people. Time Expressions; How to tell time in Spanish. Students study the following verbs: TENER, TENER QUE, –AR in the verbs in the present tense. The Vocabulary included School related vocabulary, classes, places in the school campus, and school subjects. In addition, students learned about verb ESTAR in combination with vocabulary Feelings and verb ESTAR with prepositions.

Students hear the target language in all the Spanish class levels and use it almost exclusively in the advanced classes. (Finally, we end the quarter with a linguistic study of accents). The goal is to enhance the students’ pronunciation and spelling of Spanish words. In addition to weekly

quizzes and tests, the mid-term exam formally assesses students' progress in reading, writing and listening comprehension. We informally evaluate students when they complete short oral presentations in class and participate in paired activities. A **Technology** component is present in every quarter, in Q2 students use PowerPoint, Google Slides, Docs, Seesaw to upload material on their digital portfolios, and Quizlet to create their flashcards and Google Keep to take notes. In addition students use Quia to practice grammar and vocabulary before their assessments.

In addition in every unit has a culture component where students learn about arts, music, popular meals, and sports in Spanish speaking countries

Quarter 3

The goal for the third quarter is for students to work with more sophisticated language in both written and oral form. The topics and grammar enable the students to complete two major milestones. They begin to write long essays and write/ illustrate stories in groups of three or four students; these groups, create their own **LIBRITOS** that later on will be presented in class and performed in some of the Lower School classes.

Based on the Standards of the American Council on the Teaching of Foreign Languages and our main textbook and book online program "Avancemos" this is the curriculum we follow for Q3.

UNIT 3 - LESSON 1 AND 2

Students write and perform using the present tense of -AR, -ER and -IR verbs in infinitive and adverbs that describe frequency, sequencing words and use the verb Tener to express age. They also demonstrate their understanding of the differences between Ser vs. Estar, two verbs that mean to be in Spanish. Students continue to use the verb ESTAR in combination with vocabulary for Feelings and verb ESTAR with prepositions. Students can now distinguish between permanent characteristics, such as appearance and temporary conditions, such as emotions.

The basic class structure is the same as quarter 1 and 2. A **Technology** component is present in every quarter, in Q3 students use PowerPoint, Google Slides, Docs, Seesaw to upload material on their digital portfolios, and Quizlet to

create their flashcards. In addition students use Quia to practice grammar and vocabulary before their assessments and Google Keep to take notes. In addition students use Quia to practice grammar and vocabulary before their assessments.

In addition to preparing and presenting their Family Tree to the class, students also create projects in honor of César Chávez Day on March 31. The teacher conducts advanced classes entirely in Spanish and provides written and oral feedback as a form of assessment throughout the quarter. Students hear the target language in all the Spanish class levels and use it most of the times in the advanced classes.

In addition in every unit has a culture component where students learn about arts, music, popular meals, and sports in Spanish speaking countries.

Quarter 4

In the fourth quarter, students spend much of their time working on a project that spotlights their budding language skills, especially in the areas of writing, speaking and listening. The major goal is for students to confidently write, record and perform a rap song in Spanish. In the end, peers provide feedback and the teacher completes a formal evaluation.

Based on the Standards of the American Council on the Teaching of Foreign Languages and our main textbook and book online program "Avancemos" this is the curriculum we follow for Q4.

UNIT 4 - LESSON 1 AND 2

Students round out their first year of basic grammar acquisition by learning present tense -ER and -IR verb conjugations, Gustar with nouns, question words, comparisons and possessives adjectives, the verb IR (to go, like to go shopping.), Stem-changing verbs in the present tense, Direct object pronouns, the verb Poder (Can, Be able to) The themes this quarter include food and clothing.

The basic class structure is the same as quarters, one, two and three. A **Technology** component is present in every quarter, in Q4 students use PowerPoint, Google Slides, Docs, Seesaw to upload material on their digital portfolios, and Quizlet to create their flashcards and Google Keep to take notes. In addition, students use Quia to

practice grammar and vocabulary before their assessments. Appropriately, students prepare and complete a final exam with, reading, writing and listening and culture components, at the end of the year.

Appropriately, students prepare and complete a final exam with, reading, writing and listening and culture components, at the end of the year.

Special activities include a celebration of El Día de los libros, a day when students read children's books in Spanish to their young buddies and a Cinco de mayo, Salsa Tasting Contest, for this project students use familiar vocabulary and grammar to create their own recipe. In addition in every unit has a culture component where students learn about arts, music, popular meals, and sports in Spanish speaking countries.

As part of the 6th Grade STEAM project students work in groups and film and record a television commercial using iMovie. This commercial promotes an alternative form of energy. Students discuss different forms of energy and record sound produced by wind etc.

GRADE 7 SPANISH

Quarter 1

There are three goals during the first quarter of seventh grade Spanish. The first is to create meaningful relationships and a positive classroom atmosphere. The second is to establish set routines in Spanish to set the foundation and structure of the class. The third is to review and then begin learning new material depending on the level.

Students become familiar with the ¡Avancemos! textbook and workbooks, the online website, and other resources. We have beginner, regular/intermediate and advanced levels.

Classes review basic grammar concepts including Ser and Estar, Gustar, and Ir and transition into more complex grammatical concepts. Sentence structure is reviewed by reviewing vocabulary covered in 6th grade.

Class is conducted with physical movement, props, and repetition activities. There are a variety of assessments including tests and quizzes, skits, and projects/presentations.

Conversations with specific topics are also assessed. Some mini-projects include writings, designing their dream house, and performing skits. Students learn how to speak, listen, write, and read in Spanish through differentiated activities while learning the culture and customs of Spanish speaking countries.

Quarter 2

The goal for seventh grade Spanish in quarter two is to learn new material based on the fundamental concepts reviewed in quarter one.

Students continue to learn new vocabulary and grammar, sentence structure, and cultural content. Beginner and Intermediate levels continue to strengthen verb conjugations in the present. They also cement grammar concepts of units 1-4 in the textbook. And begin the use of present progressive tense. Advanced and Intermediate levels embark on new tenses like the present progressive and the preterit as well as chores and commands.

Lessons and activities are shaped to enhance their listening, speaking, reading, and writing skills in Spanish. The students are assessed with tests, quizzes, and projects both individually and in groups. A midterm covering the material learned in quarter one and two is given. Conversations with specific topics are also assessed. Students continue to familiarize themselves with the ¡Avancemos! textbook and workbooks, the online website, and other resources. SeeSaw and Kidblog is also introduced and used in classwork activities.

Students deepen their awareness about Spanish speaking cultures and communities through class discussions and mini-projects. The students have a differentiated creative project based on their level. They learn Day of the Dead, Thanksgiving, Christmas, and holiday vocabulary and do skits and presentations using this vocabulary. Most projects are uploaded to their own digital portfolios. Projects include writings, Dia De Los Muertos Calaveras, and performing skits

Quarter 3

We work to accomplish two main goals during the third quarter of seventh grade Spanish. The first is to continue to learn new concepts in Spanish while expanding upon past concepts already learned in previous quarters. The second is to apply these new concepts to larger projects

that require students to use their oral and written skills.

Beginner and regular level finish -ar, -er, -ir conjugations and the present progressive tense in the present. Intermediate level finishes all three conjugations and begins present progressive. Advanced and intermediate levels finish chores, commands, the preterit tense. They covered topics like birthdays and family, chores and commands. They also begin to cover reflexive verb conjugations in the present.

The purpose of the projects in this quarter is to help students apply the knowledge they have learned and to prepare them for their cumulative year end exam. Students learn about subtitles, translation, and cultural competency. Differentiated activities such as games and short skits help students gain confidence in speaking, listening, reading, and writing. Students continued to use the ¡Avancemos! textbook and workbooks, completing worksheet packets that support the material cover in class. The online textbook website and other resources like SeeSaw and Kidblog continues to be used in classwork and homework activities. The students are assessed with tests, quizzes, and projects both individually and in groups. Conversations with specific topics are also assessed.

The students do a Valentine's and Cesar Chavez Day mini-project.

Quarter 4

In the fourth quarter, the different levels are spending most of their time finalizing on projects and on specific language skills: writing, speaking and listening. The major goal is for students to confidently write, speak and understand all material covered throughout the year.

For the beginner and regular levels, the topics include food and clothing, spending time with friends and family. They complete chores and commands as well. We ensure they master all present tense conjugations regular and irregular verb conjugations as well.

For intermediate level, topics include spending time with family, home life, chores and commands, technology, and amusement parks.

For the advanced level, they finish commands, modern technology, amusement parks, and the reflexive tense.

Appropriately, students prepare and complete a final exam with, reading, writing and listening components to end the school year.

Special activities include a celebration of El Día de los libros, a day when students read children's books in Spanish to their young buddies and a Cinco de mayo Licuados Contest.

GRADE 8 SPANISH

Quarter 1

The first goal for the 8th grade during the First Quarter is to emphasize a smooth transition from 7th Grade. The textbook that we use is "Avancemos level 1A-1B and level 2 from the company "Holt McDougal". We also use the resources that come with this program.

There are four levels Beginner, Regular, Intermediate and Advance class. After the first quarter students are engaged in each class working with more enthusiasm. The projects are the same for all four levels with some little exceptions.

BEGINNER CLASS

(Avancemos Level 1A, Unit 3 Lesson 1 and 2)

Vocabulary (Meals, and food, Asking questions, family, Giving, dates).

Grammar (Gustar with nouns, and Present tense er and ir verbs, Possessive adjectives and comparatives)

The instruction in this class and this first quarter is 50% in Spanish and 50% in English to help students understand the grammar better.

REGULAR CLASS

(Avancemos Level 1B, Unit 5 Lesson 1 and 2)

Vocabulary (Describing a house, Household, Furniture, Planning a party and chores).

Grammar (Ser or Estar and Ordinal numbers, More Irregular verbs in present tense and Affirmative tú commands)

The instruction in this class and this first quarter is 70% in Spanish and 30% in English to help students understand the grammar better.

INTERMEDIATE CLASS

(Avancemos Level 1B, Unit 7 Lesson 1 and 2)

Vocabulary (sending emails, Talking about when events occur, making a phone call, places of interest).

Grammar (preterite of regular verbs ar-er-ir and car-gar-zar and affirmative and negative words, preterite ir, ser, hacer and pronouns after prepositions).

The instruction in this class and this first quarter is 70% in Spanish and 30% in English to help students understand the grammar better.

ADVANCED CLASS

(Avancemos Level 1B, Unit 8 Lesson 1 and 2)

Vocabulary (daily routines, vacation plans. Discussing vacation and leisure activities)

Grammar (reflexive verbs present tense, immediate future and progressive tense. Indirect Object Pronoun and Demonstrative adjectives).

The instruction in this class is 5% in English and 95% in Spanish considering this class is the advance class.

The Hispanic Month Heritage project for all four levels Is about one Latin American celebrity, biography and their remarkable status in this country or in the world. In addition, the students present two slides about them and their family. Who are they? Who is he/she? likes and dislikes? Using verbs Ser/Estar/Gustar with Gustos and Disgustos. Grammar PowerPoints are according to the grammar material that they are working on.

The “Day of the Dead” project where students make their own mask. They also create a Power Point presentation and learn how this day is celebrated in different countries.

Quarter 2**BEGINNER CLASS**

(Avancemos Level 1A, Unit 4 Lesson 1,2 and Unit 5 Lesson 1)

Vocabulary (Clothing, Shopping. Places and events, Getting around town in a restaurant. Describing a house, Household items, Furniture).

Grammar (Tener Expressions, stem- changing verbs: e >ie, Direct Object Pronoun. Stem-changing verbs: e>i. Ser or estar and Ordinal numbers).

Antes de Avanzar. This is a four parts review of Avancemos 1A before starts 1B Avancemos Level 1B

Vocabulary (Activities, food, drink, and weekdays. Numbers, time, more adjectives, frequency words, school words. Question words, more food, drinks, more action verbs, months, days, family, numbers up one hundred. Shopping time, the seasons, transportation, and places).

Grammar (Pronouns, Present tense ar, and to like plus infinitive. Adjectives and Nouns. Verb Tener + possession and expression, verb to be (Estar, verb to go and contractions a+el= al. Verbs er and ir, stem changing verbs e>ie, possessive adjectives, comparatives, verb to do. to go + Infinitive, direct object pronoun, stem-changing verbs: o -> ue, stem-changing verbs: e -> i).

The instruction in this class in this quarter is 70% in Spanish and 30% in English to help students understand the grammar better.

REGULAR CLASS

(Avancemos Level 1B, Unit 6 Lesson 1 and 2; Unit 7 Lesson 1 and 2)

Vocabulary (Sports. Staying healthy, Parts of the body. Sending e-mails, Talking about when events occurred. Making a phone call, Places of interest).

Grammar (The verb jugar, the verbs saber and conocer, the personal A/ a personal. The verb Doler, Preterite of regular -ar verbs, and -car, -gar, -zar. Preterite of regular -er and -ir verbs, Affirmative and negative words. Qué + Adjective Preterite of ir, ser, and hacer Pronouns after prepositions).

The instruction in this class and this second quarter is 80% in Spanish and 20% in English to help students understand the grammar better.

INTERMEDIATE CLASS

(Avancemos Level 1B and Avancemos Level 2, Unit 8 Lesson 1 and 2. Unit 1 Lesson 1 and 2)

Vocabulary (Daily routines, Vacation plans. Discussing vacation and leisure activities. Going on a trip. On vacation).

Grammar (Reflexive verb and Present progressive. Indirect object pronouns and Demonstrative adjectives. Direct object pronouns Indirect object pronouns and A personal. Preterite of -ar verbs and ir, ser, hacer, ver, dar).

The instruction in this class and this third quarter is 90% in Spanish and 100% in English to help students understand the grammar better.

ADVANCED CLASS

(Avancemos Level 2, Unit 1 Lesson 1 and 2. Unit 2 Lesson 1 and 2)

Vocabulary (Going on a trip. On vacation. Sports and health. Daily routines).

Grammar (Direct object pronouns and Indirect object pronouns, A personal. Preterite of -ar verbs, Preterite of ir, ser, hacer, ver, dar. Preterite of -er, -ir verbs, Demonstrative adjectives and pronouns. Adverbs with -mente. Pensar + infinitive, Reflexive verbs and Present progressive).

The instruction in this class and this third quarter is 100% in Spanish.

Our annual “Menú” project, incorporates food vocabulary and the making of traditional Hispanic cuisine. From the cultural aspect we learn about Hispanic countries and their celebration of holidays. In January the students have the opportunity to eat “La Rosca” which is a sweet bread celebrating some Hispanic traditions. Student complete oral Presentations about Grammar PowerPoints. In class the students present short plays using grammar from each lesson. Students improve their reading and comprehension abilities in the target language.

Quarter 3

BEGINNER CLASS

(Avancemos Level 1A, Unit 5 Lesson 2. Unit 6 Lesson 1 and 2. Unit 7 Lesson 1)

Vocabulary (Planning a party, chores. Sports, Staying healthy, Parts of the body. Sending e-mails, talking about when events occurred).

Grammar (More irregular verbs, Affirmative tú commands, What just you did/Acabar de + infinitive. The verb jugar, the verbs saber and conocer, the personal A/a

personal. The verb Doler, Preterite of regular -ar verbs, and -car, -gar, -zar. Preterite of regular -er and -ir verbs, Affirmative and negative words).

The instruction in this class and this third quarter is 90% in Spanish and 10% in English to help students understand the grammar better.

REGULAR CLASS

(Avancemos Level 1A and Avancemos Level 2, Unit 7 Lesson 2. Unit 8 Lesson 2. Unit Lesson 1 Lesson 1)

Vocabulary (Making a phone call, Places of interest. Daily routines, Vacation plans. Discussing vacation and leisure activities. Going on a trip).

Grammar (Qué + Adjective Preterite of ir, ser, and hacer Pronouns after prepositions. Reflexive verb and Present progressive. Indirect object pronouns and Demonstrative adjectives. Direct object pronouns and Indirect object pronouns, A personal).)

The instruction in this class in quarter 3 is 90% in Spanish and 10% in English to help understand the grammar better.

INTERMEDIATE CLASS

(Avancemos Level 2, Unit 1 Lesson 2. Unit 2 Lesson 1 and 2. Unit 3 Lesson 1)

Vocabulary (On vacation, Sports and health, Daily routines,).

Grammar (Preterite of -ar verbs and ir, ser, hacer, ver, dar. Preterite of -er, -ir verbs. Demonstrative adjectives and pronouns, Adverbs with -mente. Present tense of irregular yo verb pronouns after prepositions).

The instruction in this class and this quarter is 100% in Spanish.

ADVANCED CLASS

(Avancemos Level 2, Unit 2 Lesson 2. Unit 3 Lesson 1 and 2. Unit 4 Lesson 1)

Vocabulary (Daily routines, Clothes and shopping, At the market, Legends and stories)

Grammar (Pensar + infinitive, Reflexive verbs and Present progressive. Verbs like gustar/encantar/importar/

quedar, Present tense of irregular yo verbs, and Pronouns after prepositions. Hacer + expressions of time Irregular and Preterite of -ir stem-changing verbs. Past participles as adjectives, the Imperfect tense and Preterite and imperfect).

The instruction in this class and this last quarter is 100% in Spanish.

The third quarter starts with the STEAM Project where students write their mini golf brochures in Spanish. This is a challenging work because they need to put in practice the structure of the grammar, as issues come up students use the web for word reference to complete their goals. One big project is to prepare a San Valentín pen pal letter to a friend outside of the country. We have been working with the Isaac Martin School in Costa Rica. Students prepare a draft of the letter, and the corrections are done one on one in order to complete the pen pal letter, and then send it to San José Costa Rica.

Quarter 4

BEGINNER CLASS

(Avancemos Level 1A, Unit 7 Lesson 2. Unit 8 Lesson 1 and 2)

Vocabulary (Making a phone call, Places of interest. Daily routines, Vacation plans. Discussing vacation and leisure activities).

Grammar (Qué + Adjective Preterite of ir, ser, and hacer, Pronouns after prepositions. Reflexive verb and Present progressive. Indirect object pronouns and Demonstrative adjectives)

The instruction in this class and this last quarter is 100% in Spanish, it's the time when they understand well Spanish.

REGULAR CLASS

(Avancemos Level 2, Spanish 2 book: Unit 1 Lesson 1 and 2. Unit 2 Lesson 1)

Vocabulary (Going on a trip. On vacation. Sports and health).

Grammar (Direct object pronouns and Indirect object pronouns, A personal. Preterite of -ar verbs and Preterite of ir, ser, hacer, ver, dar. Preterite of -er, -ir verbs,

Demonstrative adjectives and pronouns and Adverbs with -mente).

The instruction in this class and this last quarter is 100% in Spanish, it's the time when they understand well Spanish.

INTERMEDIATE CLASS

(Avancemos Level 1B, Unit 3 Lesson 2. Unit 4 Lesson 1 and 2.)

Vocabulary (At the market. Legends and stories. Past and present) .

Grammar (Hacer + expressions of time and Irregular preterite and -ir stem-changing verbs. Verbs with i ->y spelling change in the preterite, and preterite of -car, -gar, -zar verbs, More verbs with irregular preterite stems. Past participles as adjectives, the Imperfect tense, Preterite and Imperfect).

The instruction in this class and this last quarter is 100% in Spanish.

ADVANCED CLASS

(Avancemos Level 2, Unit 4 Lesson 2. Unit 5 Lesson 1 and 2. Unit 6 Lesson 1)

Vocabulary (Past and present. Preparing and describing food. Ordering meals in a restaurant. Making movies).

Grammar (Verbs with i ->y spelling change in the preterite, and preterite of -car, -gar, -zar verbs, More verbs with irregular preterite stems. Adjectives ending in -ísimo and usted/ustedes commands. Affirmative and negative words, and Double object pronouns.

Pronoun placement with commands. Vamos + a + infinitive, Affirmative tú commands and Negative tú Commands).

The instruction in this class during the last quarter is 100% in Spanish, it's the time when they understand well Spanish.

Students write a story for children for a school group activity "Spanish reading day". The purpose of this project is to write in the target language Spanish. One of the goals is to use all the learning material from their middle school learning experience. For this project students

combine technology, and hand drawing and coloring pictures that showcases their creativity. For 5 de Mayo and the Battle of Puebla project is the Guacamole contest where students prepare their own recipe. The grammar is an imperative form of the verb. It is a fun activity day. We also complete a project about dancing music of “Bachata” where students describe the roots and history about the rhythm and origin with a PowerPoint presentation or movie concluding it with their performance in front of the class and teaching the dance to the class.

TECHNOLOGY IN CLASS FOR THE ALL FOUR LEVELS AND QUARTERS

The Company of the textbook Holt McDougal has an addition “Home Tutor”. This program allows students to practice, vocabularies, grammar sections, audio, and visual movies for each lesson. Students use the quizlet website to study vocabulary and conjugations of the verbs by using cards and games. Animated Grammar PowerPoints are used for each lesson and presented in class in Spanish. Movies of 3 to 5 minutes about the lesson in progress or culture topic. By using the website students can practice songs to improve the Spanish Phonics. One of the website programs that I integrated is Sr. Wooly, this is a fun program that helps students increase their interest in learning this language. This website is an addition to the curriculum where I can assign the students fun exercises for homework.

DIFFERENTIATION IN CLASS FOR THE ALL FOUR LEVELS AND QUARTERS.

There are two styles to teach in this class. One of them is the traditional way. Starting the first week traditional teaching for a new lesson: Mondays are the day of the grammar structure learning. Tuesdays or Wednesdays review the lesson, Thursday review the lesson and Friday is the assessment by a quiz writing. The second is a progressive way it comes with a differentiation practice in class in groups of two, three and four students. One group prepares a poster, other prepare a play for oral

presentation, another group makes a movie in the computer and after they present it in class. Another group can create a card game. The point for these activities is the lesson on target language. For the quiz vocabulary, students have ten days maximum to memorize the words daily. This means they have a daily vocabulary quiz and feel free to write one or more words until the last day when all the words are due. Preparing comics is another differentiated activity. Students create their own comic one or two pages. They use the best creativity and pictures and animations in color. At the end of the year this is presented as a big project which includes many options to demonstrate all the learning of the Spanish Language. This includes movies, conversations, interviews, preparing food, virtual travel to any Hispanic country. Also, preparing traditional Hispanic culture dances. Students increase their oral skills by rotating through stations. Each station deals with different topic in the textbook and the students share questions and answers.

ASSESSMENT FOR ALL FOUR LEVELS AND QUARTERS.

After each lesson there is a quiz vocabulary, grammar quiz and the lesson test which includes audio, vocabulary, grammar, reading and writing essay section. There are oral assessments using the PowerPoints or any other activities done before. Students speak all the time in Spanish in class. Students engage in conversational sections in groups of two or three. The exit ticket is everyday using with questions in regards of the lesson, simple answers before the end of the class. The midterm examination is completed using the computer or writing in a packet. It covers, audio, grammar, comprehension reading, essay writing and oral assessment. Extra Reading books include: Las Aventuras de Alejandro for Advance and Intermediate Class, Realidad y Fantasia for Regular and Beginner class, Pobre Ana for all Levels.

PHYSICAL EDUCATION

GRADE K PE

Quarter 1

The Kindergarten physical education goals are awareness of surroundings, following directions, cooperation with peers, loco motor movements, classroom management. The students accomplish these goals during the following units; jump rope, catching, throwing and striking. These goals are measured by practice, observation and mentoring.

Quarter 2

The Kindergarten physical education goals quarter are as follows: kicking and striking with a short handled and long handled piece of equipment. The students will accomplish these goals during the following units: kicking, badminton, paddle skills, catching, basketball, dance, pillow polo, throwing and soccer. These goals will be measured by practice, mentoring, observation, providing feedback and teachable moments.

Quarter 3

The Kindergarten physical education goals are body awareness, striking and running form. The students will accomplish these goals during the following units; gymnastics, track, bowling, golf, t-ball and paddle skills. These goals will be measured by observation during practices, games, and comparison to grade level standards.

Quarter 4

The Kindergarten physical education goals are cooperating with peers, sportsmanship and meeting grade level standards. The students will accomplish these goals during the following units: jump rope, fling it, horse shoes, parachute and gymnastics. These goals will be measured by comparison to grade level standards, observation during practices games, mentoring and during the teachable moment.

GRADE 1 PE

Quarter 1

The physical education goals are special awareness, following directions, working in partners, body control and large motor skills. The students accomplish these goals during the following units: jump rope, gymnastics, badminton, catching and throwing. Goals are measured by practice, setting individual goals, observation and achieving the grade level standards.

Quarter 2

The physical education goals are striking, manipulating long and short handled equipment and goal setting: Students accomplish these goals during the following units: t-ball, paddle skills, pillow polo and soccer. Goals are measured by observation during practices, games and during the teachable moments.

Quarter 3

The physical education goals are individual running form, striking, sportsmanship, and working with peers. The students will accomplish these goals during the following units; track, hockey, golf, soccer and bowling. Goals are measured by observation during practices, games and during the teachable moments.

Quarter 4

The physical education goals are working cooperatively with a partner, striking and sportsmanship. The students will accomplish these goals during the following units; jump rope, horse shoes, fling it and parachute. Goals are measured by observation during the activities and during the teachable moment that occur during each class.

GRADE 2 PE

Quarter 1

The physical education goals are developing special awareness, following directions, working with partners,

body control, large motor skills. Students accomplish these goals during the following units: jump rope, gymnastics, catching and throwing. Goals are measured by practice, setting individual targets, observation and achieving grade level standards.

Quarter2

The physical education goals are striking, manipulating long and short handled equipment and goal setting. The students accomplish these goals during the following units: t-ball, paddle skills, pillow polo and soccer. The goals are measured by observation during practices, games and during the teachable moments.

Quarter3

The physical education goals are individual running form, striking, sportsmanship, and working with peers. Students accomplish these goals during the following units: track, hockey, golf, soccer and bowling. These goals are measured by observation during practices, games and during the teachable moments.

Quarter4

The physical education goals are working cooperatively with a partner, striking and sportsmanship. Students accomplish these goals during the following units; jump rope, horse shoes, fling it and parachute. Goals are measured by observation during the activities and during teachable moments in class.

GRADE 3 PE

Quarter 1

Physical education goals for the 1st trimester in 3rd grade are as follows: following directions, cooperating with a partner, working in the context of a team, goal setting and improving individual skills. The students accomplish these goals during the following units: basketball, badminton, dance, basketball, jump rope and circus. Goals are measured at the conclusion of each unit through observation, pre-test, post-test and/or during teachable moments.

Quarter2

The 3rd grade physical education goals for the 2nd trimester are body awareness, following directions, sportsmanship and working within a group of peers. The

students accomplish these goals during the following units: hockey, football, soccer, circus, dance and ultimate. Goals are measured by observation during practices, games, personal improvement and mentoring during the teachable moments.

Quarter3

The physical education goals are having the students be able to work with a partner and in small groups, balancing, running form, sportsmanship and improving skills during individual activities. The students accomplish these goals during the following units: soccer, badminton, lacrosse, track, gymnastics and skateboarding. Goals are measured by observation during practices, games and mentoring during the teachable moments.

Quarter4

The physical education goals are individual balance, ability to work in a group or team, and individual throwing. Students accomplish these goals during the following units: bowling, softball and skateboarding. Goals are measured by observation during practices and games.

GRADE 4 PE

Quarter 1

Physical education goals are working as a team, sportsmanship and cooperating with other students. The students accomplish these goals during the following units: volleyball, tennis, basketball and football. Goals are measured by observation during practices, games and mentoring during the teachable moment.

Quarter2

Physical education goals are cooperation within a group to reach a common goal, improving individual skills, sportsmanship and setting short term goals. The students will accomplish these goals during the following units: lacrosse, ultimate frisbee, soccer and badminton. Goals are measured by observation during practices, games.

Quarter3

Physical education goals are balance, body awareness, perseverance, and the students ability to try something new out of their comfort zone. Students accomplish these goals during the following units: unicycle, roller

hockey, track, gymnastics and dance. Goals are measured by observation and the students' ability to achieve their personal goals.

Quarter4

Physical education goals are balance, setting individual goals and working with peers. Students accomplish these goals during the following units: skateboarding, circus and softball. Goals are measured by individual skill improvement, by observations during games.

GRADE 5 PE

Quarter 1

The 5th grade goals are working as a member of a team, sportsmanship and cooperating with other students. Students will accomplish these goals during the following units: volleyball, badminton, ultimate and football. Goals will be measured by observation during practices, games and mentoring during the teachable moment.

Quarter2

Physical education goals are teamwork, balance, coordination and perseverance. Students accomplish these goals during the following units; unicycle, basketball, soccer, skateboard and roller hockey. Goals are measured by individual skill improvement, and observation.

Quarter3

Physical education goals are body awareness, working with peers to achieve a common goal, sportsmanship and goal setting. The students accomplish these goals during the following units: softball, track, gymnastics and dance. Goals are measured by individual skill improvements, observation during practices, games and the teachable moments.

Quarter4

Physical education goals for the 4th quarter are teamwork, cooperation, ability to step outside your comfort zone and sportsmanship. Students will accomplish these goals during the following units: circus, lacrosse and softball. Goals are measured by individual skill improvement, observation during practices, games and during the teachable moments.

GRADE 6 PE

Quarter 1

The 6th grade physical education goals for the 1st quarter are working as a member of a team, sportsmanship and goal setting. The students accomplish these goals during the following units: lacrosse, football and volleyball. Goals are measured by observation during practices, games, during mentoring time and during the teachable moments.

Quarter2

The 6th physical education goals for the 2nd quarter are working within the concept of a team sport, sportsmanship. The students will accomplish these goals during the following units; ultimate, unicycling, skateboarding, roller hockey, tennis, girls basketball and boys soccer. These goals will be measured by observation during practices, games, during mentoring time and during the teachable moments.

Quarter3

The 6th physical education goals for the 3rd quarter are body awareness, balance, and perseverance. The students accomplish these goals during the following units: girls soccer, boys basketball, track, gymnastics, unicycling, skateboarding, roller hockey and tennis. Goals are measured by the students ability to achieve individual goals, during observation of practices, games and activities.

Quarter4

The 6th physical education goals for the 4th quarter are working in a group, team work, sportsmanship and swimming skills. Students accomplish these goals during the following units: swimming, paddle tennis, softball, boys volleyball and girls football. These goals will be measured by observations during practices, games, mentoring and during the teachable moments.



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