

# Scope and Sequence of Studies

Education for New Generations Charter School

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## **Investigations**

“The great book of nature can be read only by those who know the language by which it was written and that language is mathematics.”

–Galileo

Mathematics is the driving force behind human connectivity; a universal language used to describe and define our world. Scientific experimentation helped great mathematicians discover the laws that govern nature. The study of this interdependent relationship allows students to strengthen the application of these studies to real world challenges. Music can be thought of as a child of math and science; through this lens learners deepen their understanding of the world. This science, technology, engineering, and mathematics (STEM) course aids in the development of the tools needed to navigate the complexities of our world

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
1	Section 1	<ul style="list-style-type: none"> <li>· Introduce math materials such as pattern blocks, coins, and other manipulatives</li> <li>· Develop counting skills through multi-sensory activities and games</li> <li>· Build familiarity with numbers 0-9</li> <li>· Introduce sorting by attributes</li> <li>· Introduce patterning</li> <li>· Introduce graphing</li> <li>· Explore measurement by comparing lengths</li> <li>· Introduce volume</li> <li>· Establish Daily Routines</li> </ul>	Early Explorations	<p>Children celebrate and document their own growth and development through several rituals which can be conducted on their birthdays, as part of student-of-the-week activities, or at another designated time. They create a timeline of their lives, mark their birth height and weight and subsequent growth, and conduct a “walk around the sun” to symbolize their age. Students observe the weather on a daily basis and chart changes in temperature.</p>
	<b>STANDARDS</b>		<b>STANDARDS</b>	
	<p><u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.</p> <p><u>CC.2.1.K.A.2</u> Apply one-to-one correspondence to count the number of objects.</p> <p><u>CC.2.1.K.A.3</u> Apply the concept of magnitude to compare numbers and quantities.</p>		<p><u>3.1.K.A3</u> Observe, compare, and describe stages of life cycles for plants and/or animals.</p> <p><u>3.1.K.C2</u> Describe changes animals and plants undergo throughout the seasons.</p> <p><u>3.3.K.A5</u> Record daily weather conditions using simple charts and graphs. Identify seasonal changes in the environment. Distinguish between types of precipitation.</p> <p><u>3.3.K.A7</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p>	

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
2	Section 2	<ul style="list-style-type: none"> <li>· Explore 2-dimensional shapes</li> <li>· Reinforce spatial relations vocabulary and concepts</li> <li>· Introduce symmetry</li> <li>· Develop understanding of teen numbers</li> <li>· Develop counting and numeral recognition skills</li> <li>· Introduce number writing through tactile and kinesthetic activities</li> <li>· Introduce estimation</li> <li>· Introduce number stories</li> <li>· Continue patterning, graphing, and measurement comparison activities</li> </ul>	Early Explorations	<p>Children’s ongoing interactions with a class pet provide an ideal opportunity for introducing the concept of scientific inquiry. Through living with, caring for, closely observing, and documenting observations of the pet overtime, children learn a great deal about the characteristics and needs of a single animal. In addition, activities that extend this learning help children make connections and comparisons with other animals. Safe handling and humane treatment of animals are emphasized.</p>
	STANDARDS		STANDARDS	
	<p><u>CC.2.3.K.A.1</u> Identify and describe two- and three dimensional shapes.</p> <p><u>CC.2.1.K.B.1</u> Use place value to compose and decompose numbers within 19.</p>		<p><u>3.1.K.A1</u> Identify the similarities and differences of living and nonliving things.</p> <p><u>3.1.K.A3</u> Observe, compare, and describe stages of life cycles for plants and/or animals.</p> <p><u>3.1.K.A5</u> Observe and describe structures and behaviors of a variety of common animals.</p> <p><u>3.1.K.A9</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p>	

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
3	Section 3	<ul style="list-style-type: none"> <li>· Introduce addition and subtraction concepts through concrete activities</li> <li>· Introduce number writing</li> <li>· Reinforce and extend counting, number recognition and comparison skills</li> <li>· Introduce skip counting by 10s</li> <li>· Introduce the pan balance</li> <li>· Introduce non-standard measurement tools and units for measuring length</li> <li>· Introduce the basic language of probability</li> <li>· Continue shape recognition, patterning, and graphing activities</li> <li>· Continue estimation and number story activities</li> </ul>	Early Explorations	<p>Children build a class collection of a particular group of natural objects and conduct an in-depth investigation of the items. Children weigh and measure objects, closely observe form and texture, and make simple classifications through sorting activities. The children also learn various ways of acquiring information about their collection, including observation, experimentation, research, and communication with an “expert.”</p>
	STANDARDS		STANDARDS	
	<p><u>CC.2.2.K.A.1</u> Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p><u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p><u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.</p>		<p><u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.</p>	

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
4	Section 4	<ul style="list-style-type: none"> <li>· Introduce addition and subtraction symbols and terminology</li> <li>· Introduce calculators</li> <li>· Introduce attribute blocks</li> <li>· Introduce “What’s My Rule?” activities</li> <li>· Continue patterning activities using pattern blocks and templates</li> <li>· Explore 2-D shapes and symmetry</li> </ul>	Early Explorations	<p>Children explore some of the scientific concepts involved in design, architecture, construction, and simple tool use. Pre-K and Kindergarten builders are scientists in their own right, acquiring knowledge through experience as they use trial and error to construct and improve their structures.</p> <p>They have opportunities to build with many materials, to visit a construction site, and to make their own building sites in the sand, block, and dramatic play areas. They also seek information from adults involved in the building trades.</p>
	STANDARDS		STANDARDS	
	<u>CC.2.3.K.A.2</u> Analyze, compare, create, and compose two- and three dimensional shapes. <u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.		<u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.	

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
5	Section 4	<ul style="list-style-type: none"> <li>· Reinforce and extend counting, number recognition, and writing skills</li> <li>· Reinforce number sequencing and comparison skills</li> <li>· Continue graphing, measuring, estimation, and probability activities</li> </ul>	Early Explorations	<ul style="list-style-type: none"> <li>· This study builds on the sand and water table activities that are part of many classrooms.</li> <li>· As children pack and pour and dig and squirt, they explore the properties of dirt, sand, and water and investigate states of matter.</li> <li>· Activities such as “Adding Water,” “Mud Pies,” and “Mixing and un-mixing” validate and build on children’s urge to cook and concoct, while leading them to discoveries about interactions between materials and the nature of change.</li> <li>· A close examination of dirt, sand, and water increases children’s awareness of the complexity of the natural world and the science in their own backyards.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category. <u>CC.2.1.K.A.3</u> Apply the concept of magnitude to compare numbers and quantities. <u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.		<u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses. <u>3.2.K.A3</u> Describe the way matter can change. <u>3.3.K.A1</u> Distinguish between three types of earth materials – rock, soil, and sand. <u>3.3.K.A4</u> Identify sources of water for human consumption and use.	



## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
6	Section 5	<ul style="list-style-type: none"> <li>· Introduce standard measurement tools and units</li> <li>· Reinforce the use of multiple attributes to sort objects</li> <li>· Reinforce the meanings of addition and subtraction and use symbols to write number models</li> <li>· Develop awareness of equivalent names for numbers</li> <li>· Introduce the concept of making exchanges</li> <li>· Introduce the class number grid</li> <li>· Introduce skip counting by 5s and tally marks</li> <li>· Reinforce and extend counting, estimation, and other numeration skills</li> <li>· Continue patterning and graphing activities</li> </ul>	Early Explorations	<p>Children investigate the inner workings of their bodies through multi-sensory observation, experimentation, modeling, and other scientific methods of inquiry. They learn about their brain and five senses, and they make a simple model of their circulatory, respiratory, skeletal, and muscular systems inside a life-size body outline. They also focus on growth and development and on healthy habits. Children explore the topics presented in the context of their own bodies, with a focus on concrete activities and experiences.</p>
	STANDARDS		STANDARDS	
	<u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects.		<u>3.1.K.B1</u> Observe and describe how young animals resemble their parents and other animals of the same kind.	
	<u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.		<u>3.1.K.B6</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)	
<u>CC.2.2.K.A.1</u> Extend the concepts of putting together and taking apart to add and subtract within 10.		<u>3.2.K.B3</u> Describe how temperature can affect the body.		
<u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.				

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
7	Section 6	<ul style="list-style-type: none"> <li>· Introduce pennies, nickels, dimes, and coin exchanges</li> </ul>	Rainbows, Color, and Light	<ul style="list-style-type: none"> <li>· Children consider and share what they know about scientists and begin to see themselves in the role of scientists.</li> <li>· To set the stage for the study, children explore the materials that accompany the study and ponder how they might use the items for scientific exploration.</li> <li>· Children communicate observations and ideas as they describe rainbows, then explore how to make rainbows in the classroom using a prism and a light source.</li> <li>· Children participate in a variety of experiences to help them develop an initial understanding of how light affects our ability to see in color as well as in black and white.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Introduce 3-D shapes</li> </ul>	STANDARDS	
	<p><u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p><u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.</p>	<ul style="list-style-type: none"> <li>· Explore various ways to measure and compare time</li> <li>· Make individual survey graphs</li> <li>· Represent patterns with symbols</li> <li>· Skip count by 2s</li> <li>· Introduce the concept of half</li> <li>· Solve simple addition and subtraction problems</li> <li>· Continue measurement activities with standard and non-standard tools</li> </ul>	<p><u>3.2.K.B6</u> <b>ENERGY</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p> <p><u>3.2.K.B7</u> See <i>Science as Inquiry</i> in the Introduction for grade level indicators. (As indicated on page 8)</p>	

## INVESTIGATIONS KINDERGARTEN

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
8	Section 7	<ul style="list-style-type: none"> <li>· Introduce the concept of 10s and 1s place value</li> </ul>	Rainbows, Color, and Light	<ul style="list-style-type: none"> <li>· Explore the process of mixing colors by experimenting with familiar art materials.</li> <li>· Explore colors by separating them.</li> <li>· Explore how motion can create the effect of blended color.</li> <li>· Children explore the primary colors of light by displaying and mixing them. They compare the results of mixing colored light with their experiences mixing colored pigments, such as paint or play dough.</li> <li>· Explore another way to make rainbows, this time using a tub of water, a mirror, and a light source.</li> <li>· Observe changing patterns of color on the surface of a bubble using a light source to enhance the effects.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Introduce name collections</li> <li>· Introduce quarters</li> </ul>	STANDARDS	
	<p><u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.</p> <p><u>CC.2.2.K.A.1</u> Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p><u>CC.2.3.K.A.2</u> Analyze, compare, create, and compose two- and three dimensional shapes.</p>	<ul style="list-style-type: none"> <li>· Reinforce addition and subtraction skills and the use of number sentences</li> <li>· Extend data collection and graphing skills</li> <li>· Continue activities with 2-d and 3-D shapes</li> <li>· Continue to explore, “What’s My Rule?” activities</li> <li>· Reinforce and extend counting, estimation, and other numeration skills</li> </ul>	<p><u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.</p>	

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UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
9	Section 8	<ul style="list-style-type: none"> <li>· Introduce the use of the hour hand and estimate time</li> </ul>	Rainbows, Color, and Light	<ul style="list-style-type: none"> <li>· The class experiments with a water source to generate rainbows outdoors on a sunny day.</li> <li>· Consider the rainbow effects created and try to make some generalizations about what they did and observed.</li> <li>· Consider the link between the rainbow effects generated and “real” rainbows.</li> <li>· Look for opportunities to see a rainbow outdoors when the conditions seem right.</li> <li>· Develop and test theories as they experiment with shadows and the relationship between light and shadows.</li> <li>· Explore the effects of light and color by making “stained glass windows.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Introduce the concept of hours and minutes</li> </ul>	STANDARDS	
	<p><u>CC.2.3.K.A.2</u> Analyze, compare, create, and compose two- and three dimensional shapes.</p> <p><u>CC.2.1.K.B.1</u> Use place value to compose and decompose numbers within 19.</p> <p><u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<ul style="list-style-type: none"> <li>· Introduce function machines and function rules</li> <li>· Explore place-value concepts</li> <li>· Introduce \$1 and \$10 bills</li> <li>· Introduce “missing number” problems</li> <li>· Continue activities with 2 and 3 D shapes</li> <li>· Continue graphing and measurement activities</li> <li>· Reinforce and extend counting, estimation, and other numeration skills</li> </ul>	<p>3.1.K.C3. <b>CONSTANCY AND CHANGE</b> Describe changes that occur as a result of climate.</p> <p>3.1.K.C4. See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p>	

## INVESTIGATIONS 1<sup>st</sup> GRADE

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
1	<u>Unit 1</u> Establish Routines	<ul style="list-style-type: none"> <li>· Develop daily mathematical routines</li> <li>· Investigate the number line</li> <li>· Use mathematical tools for drawing and counting;</li> <li>· Compare numbers</li> <li>· Investigate equal-chance events</li> <li>· Represent data with tally marks</li> <li>· Tell and solve number stories.</li> </ul>	<u>Weather Module</u> Lessons 1-5	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying.</li> <li>· The stages of the human life cycle repeat from one generation to the next.</li> <li>· Physical growth and change are natural parts of the tree life cycle.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.1.B.1</u> Extend the counting sequence to read and write numerals to represent objects. <u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. <u>CC.2.1.1.B.3</u> Use place value concepts and properties of operations to add and subtract within 100. <u>C.C.2.4.1.A.4</u> Represent and interpret data using tables/charts.		<u>3.1.3.A3</u> Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death. <u>3.1.3.B1</u> Understand that plants and animals closely resemble their parents.	

## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
2	<p><u>Unit 2</u> Everyday Use of Numbers</p>	<ul style="list-style-type: none"> <li>· Practice counting on a number grid</li> <li>· Explore uses of numbers</li> <li>· Introduce Math Boxes;</li> <li>· Introduce the analog clock</li> <li>· Tell time on the hour,</li> <li>· Introduce pennies and cent notation</li> <li>· Exchange pennies for nickels</li> <li>· Find the value of penny and nickel</li> <li>· combinations;</li> <li>· Introduce number models for change-to-more and change-to-less situations</li> </ul>	<p><u>Collecting and Examining Life Module</u> Lessons 1-5</p>	<ul style="list-style-type: none"> <li>· There are many criteria that distinguish living things from non-living things.</li> <li>· Living things have needs. They can only survive in environments where their needs can be met.</li> <li>· Many different kinds of living things can share an environment.</li> <li>· Living things can be classified into different groups.</li> <li>· Animals, plants, and fungi are living things.</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p><u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p><u>CC.2.2.1.A.2</u> Understand and apply properties of operations and the relationship between addition and subtraction.</p>	<p><u>3.1.3.A1</u> Describe characteristics of living things that help to identify and classify them.</p> <p><u>3.1.3.A2</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.</p>		
	MUSIC			
	<p><u>Sounds</u></p>	<ul style="list-style-type: none"> <li>· Use voice in different ways.</li> <li>· Matching pitch.</li> <li>· Singing solo.</li> <li>· Sit and stand tall while singing.</li> </ul>	<ul style="list-style-type: none"> <li>· Watch for directions while singing.</li> <li>· Sing different kinds of music.</li> <li>· Songs from many cultures.</li> </ul>	

## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
3	<u>Unit 3</u> Visual Patterns, Number Patterns, and Counting	<ul style="list-style-type: none"> <li>· Explore visual patterns even and odd numbers, and number-grid patterns</li> <li>· Practice counting, adding, and subtracting on the number line</li> <li>· Tell time to the half-hour</li> <li>· Introduce Frames-and-Arrows problems</li> <li>· Count on a calculator</li> <li>· Introduce dollars-and-cents notation; exchange dimes, nickels, and pennies;</li> <li>· Introduce data line plots</li> <li>· Explore domino-dot patterns.</li> </ul>	<u>Weather Module</u> Lessons 7-10  <u>Collecting and Examining Life Module</u> Lessons 6 & 7	<ul style="list-style-type: none"> <li>· Understanding how water changes—from liquid to a vapor or a solid—is essential to understanding weather.</li> <li>· Three basic cloud shapes are cumulus, cirrus, and stratus.</li> <li>· Animals move, breathe, eat, and sense their environment.</li> <li>· Animals have body parts to help them move, breathe, eat, and sense their environment.</li> <li>· Different animals have different body parts related to these functions.</li> </ul>
	<b>MATH STANDARDS</b>		<b>SCIENCE STANDARDS</b>	
	<u>CC.2.2.1.A.1</u> Represent and solve problems involving addition and subtraction within 20. <u>CC.2.2.A.2</u> Understand and apply properties of operations and relationship between addition and subtraction. <u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks. <u>CC.3.4.1.A.4</u> Represent and interpret data using tables/charts.		<u>3.1.3.A1</u> Describe characteristics of living things that help to identify and classify them. <u>3.1.3.A2</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter. <u>3.3.3.A4</u> Connect the various forms of precipitation to the weather in a particular place and time. <u>3.3.3.A5</u> Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.	

## INVESTIGATIONS 1<sup>st</sup> GRADE

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
4	<u>Unit 4</u> Measurement and Basic Facts	<ul style="list-style-type: none"> <li>· Introduce the Math Message routine</li> <li>· Measure with nonstandard units</li> <li>· Introduce the inch as a standard unit</li> <li>· Measure with a 6-inch ruler and tape measure</li> <li>· Tell time on the quarter-hour</li> <li>· Investigate timelines and number scroll</li> <li>· Introduce fact power.</li> </ul>	<u>Collecting and Examining Life Module</u> Lessons 8-10	<ul style="list-style-type: none"> <li>· Animals move, breathe, eat, and sense their environment.</li> <li>· Animals have body parts to help them move, breathe, eat, and sense their environment.</li> <li>· Different animals have different body parts related to these functions.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.1.A.1</u> Order lengths and measure them both indirectly and by repeating length units.		<u>3.1.1.A9</u> Science as Inquiry	
	<u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks.			



## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
5	<u>Unit 5</u> Place Value, Number Stories, and Basic Facts	<ul style="list-style-type: none"> <li>· Explore place-value concepts</li> <li>· Introduce relation symbols &lt; and &gt;</li> <li>· Add 2-digit numbers</li> <li>· Make up and solve number stories</li> <li>· Use dice to add sums</li> <li>· Introduce the turn-around rule for addition; introduce the “What’s My Rule?” routine</li> <li>· Find the rules for given output and input</li> </ul>	<u>Motion Module</u> Lessons 1-7	<ul style="list-style-type: none"> <li>· Motion is movement, always follows a path and has speed, which is related to how far something goes (distance) and how long it takes (time).</li> <li>· You can describe an object’s motion by how long it takes, how far the object travels, how fast the object moves, and what path it follows.</li> <li>· The way to change how something moves is to give it a push or a pull.</li> <li>· Starting, speeding up, slowing down, and changing direction all represent changes in motion.</li> <li>· There are many sources and sizes of pushes and pulls.</li> <li>· Collisions cause pushes that may change the motion of all the colliding objects</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.1.B.1</u> Extend the counting sequence to read and write numerals to represent objects <u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. <u>CC.2.1.1.B.3</u> Use place value concepts and properties of operations to add and subtract within 100.		<u>3.2.1.B1</u> Demonstrate various types of motion. Observe and describe how pushes and pulls change the motion of objects.	

## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
6	<u>Unit 6</u> Developing Fact Power	<ul style="list-style-type: none"> <li>· Introduce the Addition/Subtraction Fact Table, name-collection boxes, fact families, and Fact Triangles</li> <li>· Measure and draw using the centimeter;</li> <li>· Extend the “What’s My Rule?” routine</li> <li>· Find and show money amounts with coins</li> <li>· Associate the displays of analog and digital clocks</li> <li>· Introduce the second hand</li> <li>· Collect data</li> <li>· Make bar graphs, and introduce the range as a statistical landmark.</li> </ul>	<u>Solids, Liquids, and Gases</u> Module Lessons 1-4	<ul style="list-style-type: none"> <li>· Objects have many properties that we can observe directly and with tools.</li> <li>· Materials have properties that make them useful.</li> <li>· Objects are made of many materials.</li> <li>· We classify objects as solid, liquid, or gas based on their properties.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.1.A.1</u> Order lengths and measure them both indirectly and by repeating length units. <u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks. <u>CC.3.4.1.A.4</u> Represent and interpret data using tables/charts. <u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.		<u>3.2.1.A1</u> Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water. <u>3.2.1.A6</u> Science as Inquiry	

## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
7	<u>Unit 7</u> Geometry and Attributes	<ul style="list-style-type: none"> <li>· Sort blocks according to attribute rules</li> <li>· Identify and learn characteristics of triangles, squares, trapezoids, rhombuses, hexagons, circles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes</li> <li>· Explore symmetry.</li> </ul>	<u>Solids, Liquids, and Gases</u> <u>Module Lessons 5 &amp; 6</u>	<ul style="list-style-type: none"> <li>· Water can change from a liquid to a solid, and back to a liquid.</li> <li>· Water “disappears” from an uncovered cup, becoming a gas.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.1.A.1</u> Compose and distinguish between two- and three-dimensional shapes based on their attributes.		<u>3.2.1.A1</u> Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water. <u>3.2.1.A6</u> Science as Inquiry	

## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
8	<p><u>Unit 8</u> Mental Arithmetic, Money, and Fractions</p>	<ul style="list-style-type: none"> <li>· Introduce the dollar</li> <li>· Use money to explore place value</li> <li>· Extend place value through the hundreds;</li> <li>· Count up to make change</li> <li>· Explore the partition of regions</li> <li>· Explore fractional parts of a whole</li> <li>· Introduce unit fraction notation</li> <li>· Find fractional parts of collections.</li> </ul>	<p><u>Collecting and Examining Life Module</u> Lessons 11-17</p>	<ul style="list-style-type: none"> <li>· Plants have many parts that work together to help them grow and make new plants.</li> <li>· Leaves use sunlight to make food for the plant.</li> <li>· Fruits contain the seeds of a plant.</li> <li>· Seeds grow into new plants. They disperse from their parent plant in various ways.</li> <li>· Roots transport water and minerals from the soil to the upper plant.</li> <li>· Stems support a plant and move nutrients and water up and down the plant.</li> <li>· Flowers develop into fruits.</li> </ul>
	<p><b>STANDARDS</b></p>		<p><b>STANDARDS</b></p>	
	<p><u>CC.2.3.1.A.2</u> Use the understanding of fractions to partition shapes into halves and quarters.</p> <p><u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p><u>CC.2.2.1.A.1</u> Represent and solve problems involving addition and subtraction within 20.</p>		<p><u>3.1.1.A5</u> Identify and describe plant parts and their function.</p> <p><u>3.1.1.A9</u> Science as Inquiry</p> <p><u>3.1.1.B1</u> Grow plants from seed and describe how they grow and change. Compare to adult plants.</p> <p><u>3.1.1.B6</u> Science as Inquiry</p>	

## INVESTIGATIONS 1<sup>st</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
9	<u>Unit 9</u> Place Value and Fractions	<ul style="list-style-type: none"> <li>· Count by 1s and 10s on a number grid</li> <li>· Add and subtract 10s;</li> <li>· Investigate number-grid patterns</li> <li>· Extend fraction concepts; use region models to compare fractions;</li> <li>· Introduce equivalent fractions.</li> <li>· Make a line plot</li> <li>· Find the median and mode</li> <li>· Calculate elapsed time</li> <li>· Solve number stories with 2-digit addition</li> <li>· Solve comparison number stories</li> <li>· Calculate change.</li> </ul>	<u>Collecting and Examining Life Module</u> Lessons 18-22	<ul style="list-style-type: none"> <li>· Fungi live directly on their food source.</li> <li>· Fungi grow best in warm, moist environments. They do not need light.</li> <li>· Fungi play an important part in nature as decomposers.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.1.A.2</u> Use the understanding of fractions to partition shapes into halves and quarters. <u>CC.2.2.1.A.1</u> Represent and solve problems involving addition and subtraction within 20.		<u>3.1.1.A5</u> Identify and describe plant parts and their function. <u>3.1.1.A9</u> Science as Inquiry <u>3.1.1.B1</u> Grow plants from seed and describe how they grow and change. Compare to adult plants. <u>3.1.1.B6</u> Science as Inquiry	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
1	<u>Unit 1</u> Numbers & Routines <u>Unit 2</u> Addition & Subtraction Facts	<ul style="list-style-type: none"> <li>· Introduce the daily routine and tool kits</li> <li>· Find values of coin collections</li> <li>· Introduce slate routines and tallies</li> <li>· Group by 10s</li> <li>· Exchange dollar bills</li> <li>· Explore place-value patterns on number grids</li> <li>· Give equivalent names for numbers; use relation symbols</li> <li>· Make up, solve, and represent addition number stories</li> <li>· Review addition and subtraction facts and shortcuts</li> <li>· Introduce the inverse relationship between addition and subtraction; generate number sequences</li> <li>· Identify and determine rules for given sequences</li> <li>· Generate shortcuts for “harder” subtraction facts.</li> </ul>	<u>Life Cycles Module</u> Lessons 1-5	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying.</li> <li>· The stages of the human life cycle repeat from one generation to the next.</li> <li>· Physical growth and change are natural parts of the tree life cycle.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100. <u>CC.2.2.2.A.2</u> Use mental strategies to add and subtract within 20. <u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication. <u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols. <u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.		<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals. <u>3.2.2.B6</u> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow <u>3.2.2.B7</u> Science as Inquiry	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
2	<u>Unit 3</u> Place Value, Money, & Time	<ul style="list-style-type: none"> <li>· Pay for items with coins</li> <li>· Write time in digital notation</li> <li>· Collect data</li> <li>· Create tables</li> <li>· Draw bar graphs, and identify the median; Solve Frames-and-Arrows problems having 2 rules</li> <li>· Make change with coins</li> <li>· Solve multistep money problems.</li> </ul>	<u>Life Cycles Modules</u> Lessons 6-8	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying. Physical growth and change are natural parts of the tree life cycle.</li> <li>· The sun appears to travel through the sky in a predictable daily pattern.</li> <li>· This pattern can be explained by the rotation of Earth.</li> </ul>
	STANDARDS		<u>Solar System Module</u> Lessons 1-4	
	<u>CC.2.4.2.A.2</u> Tell and write time to the nearest five minutes using both analog and digital clocks. <u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols. <u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs.		STANDARDS	
			<u>3.3.2.B1</u> Observe and record Location of the Sun and the Moon in the sky over a day. Changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset. <u>3.3.2.B3</u> Science as Inquiry	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
3	<u>Unit 4</u> Addition & Subtraction	<ul style="list-style-type: none"> <li>· Solve change-to-more number stories</li> <li>· Solve parts-and-total number stories</li> <li>· Read and show temperatures</li> <li>· Estimate costs</li> <li>· Add 2-digit numbers mentally</li> <li>· Make change</li> <li>· Develop strategies for 2- and 3-digit addition</li> <li>· Introduce the partial-sums addition algorithm.</li> </ul>	<u>Solar System Module</u> Lessons 5-11	<ul style="list-style-type: none"> <li>· The sun’s path across the sky appears to change throughout the year in a predictable pattern.</li> <li>· The length of daylight changes throughout the year in a predictable pattern.</li> <li>· Earth’s orbit around the sun causes the changes in the length of daylight and changes in the apparent path of the sun.</li> <li>· Like the sun, the moon appears to move across the sky daily. Sometimes you can see the moon during the day.</li> <li>· Wondering about the world leads to scientific investigations and research.</li> <li>· The observable shape of the moon changes from day to day in a predictable pattern.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs. <u>CC.2.4.2.A.1</u> Measure and estimate lengths in standard units using appropriate tools. <u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100. <u>CC.2.2.2.A.2</u> Use mental strategies to add and subtract within 20.		<u>3.3.2.B1</u> Observe and record Location of the Sun and the Moon in the sky over a day. Changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset. <u>3.3.2.B3</u> Science as Inquiry	



## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
4	<u>Unit 5</u> 3-D and 2-D Shapes	<ul style="list-style-type: none"> <li>· Define, name, and draw line segments</li> <li>· Introduce parallelism</li> <li>· Identify and name characteristics of quadrangles</li> <li>· Compare and contrast 3-D shapes</li> <li>· Construct pyramids and explore faces, edges, and vertices</li> <li>· Find lines of symmetry.</li> </ul>	<u>Matter Module</u> Lessons 1-4	<ul style="list-style-type: none"> <li>· Matter commonly exists in one of three states: solid, liquid, or gas.</li> <li>· Some properties help us classify matter as solid, liquid, or gas.</li> <li>· All matter takes up space (has a volume) and has mass (which we usually measure by weight).</li> <li>· Materials can be described in terms of their properties (e.g., size, weight, color, density).</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.2.A.1</u> Analyze and draw two-and three-dimensional shapes having specified attributes.		<u>3.2.2.A3</u> Demonstrate how heating and cooling may cause changes in properties of materials. <u>3.2.2.A4</u> Experiment and explain what happens when two or more substances are combined. <u>3.2.2.A5</u> Recognize that everything is made of matter <u>3.2.2.A6</u> Science as Inquiry <u>3.3.2.A4</u> Explore and describe that water exists in solid and liquid form. Explain and illustrate evaporation and condensation. <u>3.3.2.A7</u> Science as Inquiry	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
5	<u>Unit 6</u> Whole-Number Operations & Number Stories	<ul style="list-style-type: none"> <li>· Use comparison diagrams; collect, sort, tally, and graph data</li> <li>· Select and complete diagrams to solve problems</li> <li>· Use base-10 blocks to model subtraction</li> <li>· Introduce multiplication and equal groups</li> <li>· Identify arrays &amp; use them to solve multiplication problems</li> <li>· Begin multiplication facts</li> <li>· Explore equal sharing and grouping.</li> </ul>	<u>Life Cycles Module</u> Lessons 9-11	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying.</li> <li>· Physical growth and change are natural parts of the tree life cycle.</li> <li>· Rocks have distinct properties.</li> <li>· The earth continuously forms and changes rock.</li> <li>· Some of a rock's properties are a result of how it was formed.</li> <li>· Geologists classify rocks into three major groups (igneous, sedimentary, and metamorphic), based on how they were formed.</li> <li>· Field guides are used to identify rocks and learn more about their properties.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs. <u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100. <u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.		<u>3.1.2.A5</u> Explain how different parts of a plant work together to make the organism function. <u>3.1.2.A9</u> Science as Inquiry <u>3.1.2.C2</u> Explain that living things can only survive if their needs are being met. <u>3.1.2.C3</u> Describe some plants and animals that once lived on Earth but cannot be found anymore. Compare them to now living things that resemble them in some way <u>3.1.2.C4</u> Science as Inquiry	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT	
6	<u>Unit 7</u> Patterns & Rules	<ul style="list-style-type: none"> <li>· Describe counting patterns</li> <li>· Solve number-grid and arrow-path puzzles;</li> <li>· Find complements of 10</li> <li>· Compare 2-digit numbers and higher multiples of 10</li> <li>· Add three or more 1-and 2-digit numbers; double and half numbers</li> <li>· Measure length to nearest cm and in</li> <li>· Sort data and find the median</li> <li>· Make a frequency table, line plot, and bar graph.</li> <li>· Use fractions to name parts of collections</li> <li>· Investigate equivalent fractions</li> <li>· Compare fractions using region models</li> <li>· Solve number stories involving fractions.</li> </ul>	<u>Rocks Module</u> Lessons 4-7	<ul style="list-style-type: none"> <li>· Rocks are made of minerals.</li> <li>· Some of a rock's properties are a result of the properties of the minerals it is made of.</li> <li>· Minerals have distinct properties that can be observed and tested.</li> <li>· Minerals provide many of the resources we use.</li> </ul>	
	<u>Unit 8</u> Fractions		STANDARDS		STANDARDS
	<u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs.		<u>3.2.2.B2</u> Explore and describe how different forms of energy cause changes.		
	<u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100.				
<u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.					
<u>CC.2.4.2.A.1</u> Measure and estimate lengths in standard units using appropriate tools.					

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
7	<u>Unit 9</u> Measurement	<ul style="list-style-type: none"> <li>· Measure with yards and meters</li> <li>· Create a table of equivalent linear measures</li> <li>· Investigate fractional units of length</li> </ul>	<u>Life Cycles Module</u> Lessons 12-13  <u>Rocks Module</u> Lessons 10-11	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying.</li> <li>· Plants are more likely to survive and thrive in each stage of the life cycle when their survival needs are met.</li> <li>· There are different types of fossils.</li> <li>· Different types of fossils form in different ways.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Find perimeter by measuring</li> </ul>	STANDARDS	
	<u>CC.2.4.2.A.1</u> Measure and estimate lengths in standard units using appropriate tools.	<ul style="list-style-type: none"> <li>· Explore the mile and kilometer</li> <li>· Solve problems involving road-map distances</li> <li>· Identify appropriate measuring tools</li> <li>· Find area</li> <li>· Explore capacity</li> <li>· Compare weights.</li> </ul>	<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.  <u>3.1.2.C3</u> Describe some plants and animals that once lived on Earth but cannot be found anymore. Compare them to now living things that resemble them in some way	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
8	<u>Unit 10</u> Decimals & Place Value	<ul style="list-style-type: none"> <li>· Enter money amounts and interpret calculator displays</li> <li>· Calculate exact costs</li> </ul>	<u>Life Cycles Module</u> Lessons 14-19	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying.</li> <li>· Physical growth and change are natural parts of the butterfly life cycle.</li> <li>· Physical growth and change are natural parts of the tree life cycle.</li> <li>· Flowers are an important stage in the pea plant life cycle.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Make change rounding to the nearest 10 cents</li> </ul>	STANDARDS	
	<u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols. <u>CC.2.1.2.B.1</u> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	<ul style="list-style-type: none"> <li>· Explore place value with money</li> <li>· Use place-value tools that display numbers</li> <li>· Extend place value to ten-thousands</li> <li>· Introduce parentheses.</li> </ul>	<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.	

## INVESTIGATIONS 2<sup>nd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
9	<u>Unit 11</u> Whole-Number Operations Revisited	<ul style="list-style-type: none"> <li>· Estimate money sums</li> <li>· Solve 2-and 3-digit money problems</li> <li>· Multiply to find the total</li> <li>· Introduce number models for division</li> <li>· Learn patterns in multiplication facts</li> <li>· Read a map</li> <li>· Find the median and range</li> <li>· Make ratio comparisons.</li> </ul>	<u>Life Cycles Module</u> Lessons 20-26	<ul style="list-style-type: none"> <li>· All living organisms have life cycles that include being born, growing up, reproducing, and, eventually, dying. A tree has</li> <li>· multiple annual cycles within its life cycle.</li> <li>· Rapid physical growth is a natural part of the human life cycle until adulthood.</li> <li>· Intellectual growth is a natural part of the human life cycle.</li> <li>· The adult is the final stage in the butterfly life cycle.</li> <li>· The adult butterfly may reproduce and lay eggs that hatch to create the next generation.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols. <u>CC.2.1.2.B.1</u> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. comparisons.		<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
1	<p><u>Unit 1</u> Routines, Review, &amp; Assessment</p>	<ul style="list-style-type: none"> <li>· Create the Numbers All Around Museum</li> <li>· Introduce daily math routines and materials</li> <li>· Review time measurement, calculator skills, 2-D shapes, data concepts, equivalent numbers, and money problems</li> <li>· Introduce the vocabulary of certainty and uncertainty</li> <li>· Identify number-grid patterns</li> <li>· Solve problems with dollars and cents; explore number patterns</li> <li>· Introduce the Length-of-Day Project.</li> </ul>	<p><u>Rocks Module</u> Lessons 8-10</p>	<ul style="list-style-type: none"> <li>· Fossils are made of rock and contain evidence of ancient life.</li> <li>· The living material in most fossils has been replaced by rock.</li> <li>· Fossils preserve the shape and texture of ancient organisms.</li> </ul>
	<p>STANDARDS</p>		<p>STANDARDS</p>	
	<p><u>CC.2.3.3.A.1</u> Identify, compare, and classify shapes and their attributes.</p> <p><u>CC.2.3.4.A.1</u> Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p><u>CC.2.3.4.A.2</u> Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p><u>CC.2.4.3.A.3</u> Solve problems and make change involving money using a combination of coins and bills.</p> <p><u>CC.2.2.3.A.2</u> Understand properties of multiplication and the relationship between multiplication and division.</p>		<p><u>3.1.3.C3</u> CONSTANCY AND CHANGE Identify evidence drawn from geology, fossils, and comparative anatomy that provides the basis for the theory of evolution.</p> <p><u>3.1.3.C4</u> Science as Inquiry</p> <p><u>3.2.3.A1</u> Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness. Differentiate between the three states of matter, classifying a substance as a solid, liquid, or gas.</p> <p><u>3.2.3.A2</u> Recognize that all objects and materials in the world are made of matter.</p> <p><u>3.2.3.A5.</u> CONSTANCY AND CHANGE Recognize that everything is made of matter.</p>	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
2	<u>Unit 2</u> Adding & Subtracting Whole Numbers	<ul style="list-style-type: none"> <li>· Explore equally likely events</li> <li>· Review fact families, addition, subtraction, and “What’s My Rule?” problems.</li> <li>· Solve parts-and-total, change, and comparison number stories with diagrams.</li> <li>· Extend the partial-sums and trade-first algorithms to 3-digit numbers.</li> <li>· Solve problems with three or more addends.</li> </ul>	<u>Light Module</u> Lessons 1-6	<ul style="list-style-type: none"> <li>· If you can see something, then light must be present.</li> <li>· Light travels in straight lines. It moves outward in all directions from a source until it hits something.</li> <li>· Light bounces off many materials.</li> <li>· Light can bounce directly back (mirror-like reflection) or in many directions (scatter).</li> <li>· We see because light bounces off objects and into the eye.</li> <li>· The more light there is, the easier it is to see things.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.3.B.1</u> Apply place value understanding and properties of operations to perform multi-digit arithmetic.		<u>3.2.3.B5</u> Recognize that light travels in a straight line until it strikes an object or travels from one material to another <u>3.2.3.B6</u> ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	



## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
3	<u>Unit 3</u> Linear Measures and Area	<ul style="list-style-type: none"> <li>· Measure with the “class shoe” unit of length.</li> <li>· Choose the appropriate measuring tool</li> <li>· Collect, tabulate, and interpret experimental data</li> </ul>	<u>Light Module</u> Lessons 7-9  <u>Energy Module</u> Lessons 3-6	<ul style="list-style-type: none"> <li>· Transparent, translucent and opaque materials let different amounts of light pass through them.</li> <li>· Light can change direction as it passes through transparent materials.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Measure to the nearest <math>\frac{1}{4}</math> inch or centimeter</li> </ul>	STANDARDS	<ul style="list-style-type: none"> <li>· Energy can be harnessed for useful purposes.</li> </ul>
	<u>CC.2.3.4.A.1</u> Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. <u>CC.2.4.3.A.4</u> Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. <u>CC.2.4.3.A.6</u> Solve problems involving perimeters of polygons and distinguish between linear and area measures.	<ul style="list-style-type: none"> <li>· Find the perimeter of polygons</li> <li>· Find area by counting and using squares; calculate area</li> <li>· Measure diameter and circumference.</li> </ul>	<u>3.2.3.B5</u> Recognize that light travels in a straight line until it strikes an object or travels from one material to another <u>3.2.3.B6</u> ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<ul style="list-style-type: none"> <li>· Warmer things lose heat, or transfer heat energy to cooler things until they both become the same temperature.</li> <li>· The transfer of heat energy can occur by direct contact or through space.</li> <li>· A conductor is a material that allows heat energy to travel through it.</li> </ul>

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
4	<u>Unit 4</u> Multiplication & Division	<ul style="list-style-type: none"> <li>· Solve and write problems involving equal groups</li> <li>· Use arrays, diagrams, and number models to solve multiplication and division problems</li> <li>· Practice facts</li> <li>· Play Baseball Multiplication</li> <li>· Use a map scale to estimate distance.</li> </ul>	<u>Energy Module</u> Lessons 7-9	<ul style="list-style-type: none"> <li>· An insulator is a material that slows the transfer of heat energy.</li> <li>· Not all energy transfers are desirable. Often energy is “wasted” or transferred to non-useful forms.</li> <li>· Some things transfer energy more efficiently than others.</li> <li>· Efficient machines waste less energy.</li> <li>· The moon’s shape seems to change from day to day because we see different views of the</li> <li>· Moon’s sun-lit portion as the moon orbits around Earth.</li> <li>· The moon’s cycle takes about a month, the time it takes for the moon to orbit Earth.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.4.A.1</u> Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. <u>CC.2.2.3.A.2</u> Understand properties of multiplication and the relationship between multiplication and division.		<u>3.2.3.A3.</u> Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.  <u>3.2.3.A4.</u> Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
5	<u>Unit 5</u> Place Value in Whole Numbers and Decimals	<ul style="list-style-type: none"> <li>· Read, write, compare, and order numbers under 100,000</li> <li>· Extend place value to millions;</li> </ul>	<u>Habitats Module</u> Lessons 1-4	<ul style="list-style-type: none"> <li>· A habitat is a place where an organism meets all of its needs</li> <li>· Organisms share an environment and interact because their habitats overlap.</li> <li>· Organisms have characteristics that make it possible for them to survive in their habitat..</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Compute with large numbers</li> </ul>	STANDARDS	
	<u>CC.2.1.3.B.1</u> Apply place value understanding and properties of operations to perform multi-digit arithmetic.	<ul style="list-style-type: none"> <li>· Collect and interpret data from spinner experiments</li> <li>· Model decimals with base-10 blocks</li> <li>· Use decimal notation for metric measure</li> <li>· Introduce thousandths</li> <li>· Analyze data from the sunrise-sunset routine.</li> </ul>	<u>3.1.3.A1.</u> Describe characteristics of living things that help to identify and classify them. <u>3.1.3.A2.</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter. <u>3.1.3.B6</u> Science as Inquiry <u>3.1.3.B1.</u> Understand that plants and animals closely resemble their parents. 3.1.3.B5. PATTERNS Identify characteristics that appear in both parents and offspring. <u>3.1.3.C2.</u> Describe animal characteristics that are necessary for survival.	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
6	<u>Unit 6</u> Line Segments, Rays, and Lines	<ul style="list-style-type: none"> <li>· Introduce rays and lines</li> <li>· Identify and form lines</li> <li>· Line segments, and rays; form angles and polygons</li> <li>· Record rotations</li> <li>· Explore triangles, quadrangles, and polygons</li> <li>· Measure angles</li> <li>· Identify bases of prisms and pyramids.</li> </ul>	<u>Habitats Module</u> Lessons 5-8	<ul style="list-style-type: none"> <li>· Organisms have characteristics that make it possible for them to survive in their habitat.</li> <li>· Birds' behavioral and physical characteristics help them survive in a local habitat.</li> <li>· Many animals use the saguaro cactus as part of their habitat.</li> <li>· A cactus plant's thick shape and waxy outer coating help keep moisture in and allow it to survive in a desert habitat.</li> <li>· Careful observations of the physical characteristics of local plants in one's habitat can explain how they survive.</li> <li>· Many animals are dependent on plants for their survival.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.4.A.1</u> Draw lines and angles and identify these in two-dimensional figures. <u>CC.2.3.4.A.2</u> Classify two-dimensional figures by properties of their lines and angles.		<u>3.1.3.A3.</u> Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death. <u>3.1.3.A5.</u> Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection. <u>3.1.3.A9</u> Science as Inquiry <u>3.1.3.B1.</u> Understand that plants and animals closely resemble their parents. <u>3.1.3.B5.</u> PATTERNS Identify characteristics that appear in both parents and offspring. <u>3.1.3.C1</u> Organisms have characteristics that make it possible for them to survive in their habitat.	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
7	<u>Unit 7</u> Multiplication & Division	<ul style="list-style-type: none"> <li>· Review facts and patterns in products</li> <li>· Introduce parentheses in number models</li> <li>· Multiply by multiples of 10, 100, and 1,000; estimate costs</li> <li>· Divide multiples of 10 by 1-digit numbers</li> <li>· Multiply multiples of 10 by multiples of 10</li> <li>· Use fractions to name a of b equal parts</li> <li>· Introduce the number line for fractions; find equivalent fractions</li> <li>· Introduce mixed numbers</li> <li>· Solve number stories involving fractions.</li> </ul>	<u>Habitats Module</u> Lessons 9-11	<ul style="list-style-type: none"> <li>· Many animals are dependent on plants for their survival.</li> <li>· A biome is a large geographic area that contains many habitats.</li> <li>· The sun's path across the sky appears to change throughout the year in predictable pattern.</li> <li>· The length of daylight changes throughout the year in a predictable pattern.</li> <li>· Earth's orbit around the sun causes the changes in the length of daylight and changes in the apparent path of the sun.</li> </ul>
	<u>Unit 8</u> Fractions		<u>Solar Systems Module</u> Lessons 16-18	
	STANDARDS		STANDARDS	
	<u>CC.2.1.4.C.1</u> Extend the understanding of fractions to show equivalence and ordering. <u>CC.2.1.4.C.2</u> Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.		<u>3.1.3.A3.</u> Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death. <u>3.1.3.A2.</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
8	<u>Unit 9</u> Multiplication & Division	<ul style="list-style-type: none"> <li>· Make predictions</li> <li>· Multiply and divide with multiples of 10, 100, and 1,000</li> </ul>	<u>Solar Systems Module</u> Lessons 20-25	<ul style="list-style-type: none"> <li>· The sun is a star like all other stars. The sun is the center of our solar system, and Earth is one of nine planets that orbit it.</li> <li>· Wondering about the world leads to scientific investigations and research.</li> <li>· Like the sun appears to move across a daytime sky, the stars appear to move across the Night time sky because Earth rotates on its axis.</li> <li>· Nine planets orbit around our sun. Each planet has unique characteristics that distinguish it from other planets.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Use the partial-products algorithm</li> </ul>	STANDARDS	
	<u>CC.2.2.3.A.1</u> Represent and solve problems involving multiplication and division. <u>CC.2.2.3.A.4</u> Solve problems involving the four operations, and identify and explain patterns in arithmetic.	<ul style="list-style-type: none"> <li>· Identify factors of a number</li> <li>· Share dollars equally</li> <li>· Interpret remainders</li> <li>· Introduce the lattice method of multiplication</li> <li>· Investigate positive and negative numbers.</li> </ul>	<u>3.3.3.B1.</u> Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month.	

## INVESTIGATIONS 3<sup>rd</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
9	<u>Unit 10</u> Measurement & Data  <u>Unit 11</u> Probability	<ul style="list-style-type: none"> <li>· Explore the volume of rectangular prisms</li> <li>· Use different scales</li> <li>· Order objects by weight and volume; explore capacity</li> <li>· Introduce the mean</li> <li>· Use memory keys</li> <li>· Make frequency tables</li> <li>· Plot points on a coordinate grid.</li> <li>· Design spinners; predict outcomes; organize and analyze survey data; read, interpret, and graph data</li> </ul>	<u>Solar Systems Module</u> Lesson 26	<ul style="list-style-type: none"> <li>· Understanding the scale of our solar system.</li> <li>· Like the sun appears to move across a daytime sky, the stars appear to move across the Night time sky because Earth rotates on its axis.</li> <li>· Nine planets orbit around our sun. Each planet has unique characteristics that distinguish it from other planets.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.3.A.1</u> Identify, compare, and classify shapes and their attributes  <u>CC.2.4.3.A.4</u> Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.		<u>3.3.3.B1.</u> Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky.  Describe the changes that occur in the observable shape of the moon over the course of a month.	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
1	<p><u>Unit 1</u> Naming and Constructing Geometric Figures</p> <p><u>Unit 2</u> Using Numbers and Organizing Data</p>	<ul style="list-style-type: none"> <li>Acquaint students with daily routines and materials; construct angles, triangles, and quadrangles; classify quadrangles; distinguish between convex and concave; use a compass; construct figures with a compass and straightedge.</li> </ul>	<p><u>Light Module</u> Lessons 10-11</p> <p><u>Solar System Module</u> Lessons 20-26</p> <p>SBA Observing and Describing SBA Accurately Measuring SBA Reading Science Books SBA Writing Procedures</p>	<ul style="list-style-type: none"> <li>When light hits something, one or more of three things can happen: the light can bounce off it, go through it, or be absorbed by it.</li> <li>Like the sun appears to move across a daytime sky, the stars appear to move across the nighttime sky because Earth rotates on its axis.</li> <li>Nine planets orbit around our sun. Each planet has unique characteristics that distinguish it from other planets.</li> </ul>
	<b>STANDARDS</b>		<b>STANDARDS</b>	
	<p><u>CC.2.3.4.A.1</u> Draw lines and angles and identify these in two dimensional figures.</p> <p><u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles.</p> <p><u>CC.2.1.4.C.1</u> Extend the understanding of fractions to show equivalence and ordering.</p> <p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p>	<ul style="list-style-type: none"> <li>Introduce the World Tour Project; find equivalent names for numbers; name values of digits; read and write large numbers; organize and display data; find data landmarks; measure to the nearest cm; introduce the partial-differences method.</li> </ul>	<p><u>3.2.4.B5.</u> Demonstrate how light can be reflected, refracted, or absorbed by an object.</p> <p><u>3.3.4.B1.</u> Identify planets in our solar system and their basic characteristics. Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons. Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.</p>	



## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
2	<p><u>Unit 3</u> Multiplication and Division, Number Sentences, and Algebra</p>	<ul style="list-style-type: none"> <li>· Recall multiplication facts</li> <li>· Give a 50-facts test</li> <li>· Find air distances</li> <li>· Solve number stories</li> <li>· Determine whether number sentences are true or false</li> <li>· Solve open sentences</li> <li>· Develop reasoning skills through logic problems.</li> </ul>	<p><u>Matter Module</u> Lessons 5-10 SBA Designing a Fair Test SBA Forming Conclusions</p>	<ul style="list-style-type: none"> <li>· When you change the shape of a solid or a liquid, its weight and volume remain the same.</li> <li>· Matter can change between states.</li> <li>· Temperature affects the change of matter from one state to another.</li> <li>· Even if matter is not visible, it still exists.</li> <li>· Weight does not change between solid and liquid states.</li> <li>· Water that has evaporated is water vapor in the air.</li> <li>· Water condenses on cold surfaces.</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.</p> <p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p><u>CC.2.1.4.B.1</u> Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p><u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit Find air distances</p>		<p><u>3.2.4.A1.</u> Identify and classify objects based on their observable and measurable physical properties. Compare and contrast solids, liquids, and gases based on their properties.</p> <p><u>3.2.4.A2.</u> Demonstrate that materials are composed of parts that are too small to be seen without magnification.</p> <p><u>3.2.4.A3.</u> Demonstrate the conservation of mass during physical changes such as melting or freezing.</p> <p><u>3.2.4.A4.</u> Recognize that combining two or more substances may make new materials with different properties.</p> <p><u>3.2.4.A5</u> Science as Inquiry</p> <p><u>3.2.4.A6</u> When you change the shape of a solid or a liquid, its weight and volume remain the same.</p>	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
3	<u>Unit 4</u> Decimals and Their Uses	<ul style="list-style-type: none"> <li>· Compare and order decimals</li> <li>· Estimate with decimals</li> <li>· Compute the balance in an account</li> <li>· Establish personal references for metric units</li> <li>· Measure in mm</li> <li>· Extend base10 system to decimals.</li> </ul>	<u>Sound Module</u> Lessons 1-2	<ul style="list-style-type: none"> <li>· Sound originates from a source.</li> <li>· Sources all around us produce sounds.</li> <li>· Sounds are made by vibrations.</li> <li>· A vibration is a regular back and forth motion.</li> <li>· A natural resource is something we get from our environment to meet our wants and needs.</li> <li>· Water is a natural resource that is essential for life.</li> <li>· Living things use and need water in different ways.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.4.C.3</u> Connect decimal notation to fractions, and compare decimal fractions. <u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit arithmetic.. <u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.		<u>3.2.4.B5.</u> Demonstrate how vibrating objects make sound and sound can make things vibrate. <u>3.3.4.A4.</u> Recognize Earth's different water resources, including both fresh and saltwater.	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
4	<u>Unit 5</u> Big Numbers, Estimation, Computation	<ul style="list-style-type: none"> <li>· Practice extended multiplication facts</li> <li>· Estimate sums</li> <li>· Use the partial-products algorithm for multiplication</li> <li>· Learn lattice multiplication</li> <li>· Read, write, and compare large numbers</li> <li>· Introduce exponential notation.</li> </ul>	<u>Sound Module</u> Lessons 3-6	<ul style="list-style-type: none"> <li>· Sound travels by causing vibrations in the air or other materials through which it passes.</li> <li>· The shape and parts of the ear allow sound to travel through it so that we can hear.</li> <li>· Water covers about two-thirds of Earth's surface.</li> <li>· Nearly all of the world's water is contained in the salty oceans.</li> <li>· Most of Earth's fresh water is stored underground and in glaciers and polar ice caps; a tiny fraction is in the air.</li> <li>· A small fraction of Earth's fresh water is accessible by humans.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.4.A.1</u> Represent and solve problems involving the four operations.		<u>3.2.4.B5.</u> Demonstrate how vibrating objects make sound and sound can make things vibrate.	
	<u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.		<u>3.3.4.A4.</u> Recognize Earth's different water resources, including both fresh and saltwater.	
	<u>CC.2.2.4.A.4</u> Generate and analyze patterns using one rule.			

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
5	<p><u>Unit 6</u> Division, Map Ref. Frames; Angles</p>	<ul style="list-style-type: none"> <li>· Solve equal-grouping stories with a multiples strategy</li> <li>· Introduce the partial-quotients algorithm</li> </ul>	<p><u>Water Earth Module</u> Lessons 7-11</p> <p><u>Earth's Changing Surface Module</u> Lessons 1-2</p> <p>SBA Models in Science</p>	<ul style="list-style-type: none"> <li>· Earth's water circulates around the water cycle through these processes: evaporation, condensation, precipitation, and percolation.</li> <li>· The surface of the earth is always changing.</li> <li>· Landforms result from these changes.</li> <li>· Weathering, erosion, and deposition work in concert to create landforms.</li> <li>· Evidence can help you determine how a landform has changed over time.</li> <li>· Some changes happen quickly, but most happen very slowly.</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.2.4.A.1</u> Represent and solve problems involving the four operations.</p> <p><u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.</p> <p><u>CC.2.2.4.A.4</u> Generate and analyze patterns using one rule</p> <p><u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles.</p> <p><u>CC.2.3.4.A.3</u> Recognize symmetric shapes and draw lines of symmetry.</p>	<ul style="list-style-type: none"> <li>· Express and interpret remainders</li> <li>· Locate points on a coordinate grid</li> <li>· Use a circle protractor</li> <li>· Draw angles</li> <li>· Classify angles</li> <li>· Introduce the global grid system</li> <li>· Find latitude and longitude.</li> </ul>	<p><u>3.3.4.A1.</u> Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.</p> <p><u>3.3.4.A2.</u> Identify basic properties and uses of Earth's materials including rocks, soils, water, and gases of the atmosphere.</p> <p><u>3.3.4.A4.</u> Recognize Earth's different water resources, including both fresh and saltwater.</p> <p><u>3.3.4.A5.</u> Describe basic weather elements. Identify weather patterns over time.</p> <p><u>3.3.4.A6.</u> MODELS/SCALE Identify basic landforms using models and simple maps.</p>	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
6	<u>Unit 7</u> Fractions; Chance & Probability <u>Unit 8</u> Perimeter & Area	<ul style="list-style-type: none"> <li>· Find fractional parts of sets and polygonal regions</li> <li>· Use pattern blocks to add and subtract fractions</li> <li>· Model fractions with clock faces</li> <li>· Identify equivalent fractions</li> <li>· Rename fractions as decimals</li> <li>· Order fractions</li> <li>· Find the whole for given fractions</li> <li>· Compare predictions with outcomes of probability experiments.</li> <li>· Measure perimeter in ft and in</li> <li>· Create scale drawings</li> <li>· Find area</li> <li>· Estimate surface area</li> <li>· Develop a formula for finding the area of a rectangle, parallelogram, and triangle</li> <li>· Use division to compare quantities.</li> </ul>	<u>Electrical Circuits Module</u> Lessons 1-5	<ul style="list-style-type: none"> <li>· Electrically charged objects attract or repel other objects.</li> <li>· For an electric current to flow, there must be a complete path or loop for it to follow around a circuit and return to its source.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.4.C.1</u> Extend the understanding of fractions to show equivalence and ordering. <u>CC.2.1.4.C.2</u> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. <u>CC.2.2.4.A.4</u> Generate and analyze patterns using one <u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit rule.		<u>3.2.4.B2.</u> Identify types of energy and their ability to be stored and changed from one form to another. <u>3.2.4.B3.</u> Understand that objects that emit light often emit heat. <u>3.2.4.B4.</u> Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits. <u>3.2.4.B6.</u> ENERGY Give examples of how energy can be transformed from one form to another. <u>3.2.4.B7</u> Science as Inquiry	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
7	<u>Unit 9</u> Percents	<ul style="list-style-type: none"> <li>· Use percents to describe real-world situations</li> <li>· Make conversions among fractions, decimals, and percents</li> </ul>	<u>Nature’s Recyclers Module</u> Lessons 1-5  <u>Habitats Module</u> Lessons 12-16	<ul style="list-style-type: none"> <li>· Nature’s waste and remains don’t just pile up. They decompose.</li> <li>· Nature’s recyclers—scavengers, fungi, and bacteria—feed on dead organisms and waste. They carry out the process of decomposition.</li> <li>· Organisms have behavioral and physical characteristics that help them survive in their habitat.</li> <li>· A human’s habitat can extend much farther than his or her home.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Tabulate the results of a survey</li> </ul>	STANDARDS	
	<u>CC.2.1.4.C.3</u> Connect decimal notation to fractions, and compare decimal fractions.  <u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit arithmetic.	<ul style="list-style-type: none"> <li>· Compare data</li> <li>· Multiply and divide decimals.</li> </ul>	<u>3.1.4.C1.</u> Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers.  <u>3.1.4.C2.</u> Describe plant and animal adaptations that are important to survival.  <u>3.1.4.C3.</u> CONSTANCY AND CHANGE Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences.  <u>3.1.4.C4</u> Science as Inquiry	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
8	<u>Unit 10</u> Reflections & Symmetry	<ul style="list-style-type: none"> <li>· Explore reflections</li> <li>· Identify lines of reflection</li> <li>· Discover basic properties of reflections</li> </ul>	<u>Nature’s Recyclers Module</u> Lessons 6-10  SBA Making Line Graphs	<ul style="list-style-type: none"> <li>· Nature’s recyclers— scavengers, fungi, and bacteria—feed on dead organisms and waste. They carry out the process of decomposition.</li> <li>· Line graphs are charts that can be used to measure how data changes over a period of time.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles. <u>CC.2.2.4.A.4</u> Generate and analyze patterns using one rule. <u>CC.2.4.4.A.2</u> Translate information from one type of data display to another.	<ul style="list-style-type: none"> <li>· Connect reflections and symmetry</li> <li>· Explore frieze patterns</li> <li>· Add positive and negative numbers.</li> </ul>	<u>3.1.4.B1.</u> Describe features that are observable in both parents and their offspring. <u>3.1.4.B2.</u> Recognize that reproduction is necessary for the continuation of life. <u>3.1.4 B5.</u> PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals. <u>3.1.4 B6</u> Science as Inquiry <u>3.1.4.A3.</u> Identify differences in the life cycles of plants and animals. <u>3.1.4.A5.</u> Describe common functions living things share to help them function in a specific environment. <u>3.1.4.A8.</u> MODELS Construct and interpret models and diagrams of various animal and plant life cycles.	

## INVESTIGATIONS 4<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
9	<u>Unit 11</u> Shapes, Weight, Volume & Capacity	<ul style="list-style-type: none"> <li>· Estimate and measure weight in grams and ounces</li> <li>· Identify geometric solids</li> <li>· Construct polyhedrons</li> </ul>	<u>Nature's Recyclers Module</u> Lessons 11-15	<ul style="list-style-type: none"> <li>· Nature's recyclers return nutrients to the soil (or water) for use by plants and other organisms.</li> <li>· Since there is a limited supply of water on Earth, we should conserve and protect it.</li> </ul>
	<u>Unit 12</u> Rates		<u>Watery Earth Module</u> Lessons 11-15	
	STANDARDS	<ul style="list-style-type: none"> <li>· Develop a formula for the volume of a rectangular prism</li> <li>· Add and subtract positive and negative numbers</li> <li>· Review units of capacity.</li> <li>· Introduce rates</li> <li>· Use a rate table</li> <li>· Solve rate problems</li> <li>· Convert rates</li> <li>· Calculate unit prices</li> <li>· Compare prices</li> <li>· Calculate fractions of cents</li> <li>· Reflect on World Tour.</li> </ul>	STANDARDS	
	<u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit. <u>CC.2.3.4.A.1</u> Draw lines and angles and identify these in two dimensional figures. <u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles. <u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit arithmetic. <u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples. <u>CC.2.4.4.A.2</u> Translate information from one type of data display to another.	<ul style="list-style-type: none"> <li>· We can conserve water by using less of it and by using it more efficiently.</li> <li>· We can protect water by preventing pollutants from entering the water cycle, and by cleaning water that has been polluted.</li> <li>· Pollutants are often difficult to remove from water.</li> <li>· Water pollution can harm living organisms and their habitats.</li> </ul>		



## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
1	Unit 1 Number Theory	<ul style="list-style-type: none"> <li>· Introduce daily routines and materials</li> <li>· Use number models to represent rectangular arrays</li> <li>· Find factor pairs</li> <li>· Play Factor Captor</li> <li>· Test for divisibility</li> <li>· Discuss prime, composite, and square numbers</li> <li>· Find the square root</li> <li>· Create factor strings.</li> </ul>	Sound Module Lessons 7-8	<ul style="list-style-type: none"> <li>· Pitch is a characteristic of sound that describes how high or low a sound is.</li> <li>· Volume is a characteristic of sound that describes how loud or soft a sound is.</li> <li>· Differences in vibrations (rate and size) produce differences in sound (pitch and volume).</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.5.B.2</u> Extend an understanding of operations with whole numbers to perform operations including decimals. <u>CC.2.3.5.A.2</u> Classify two-dimensional figures into categories based on an understanding of their properties.		<u>3.2.5.B5.</u> Compare the characteristics of sound as it is transmitted through different materials. Relate the rate of vibration to the pitch of the sound. <u>3.2.5.B7</u> Science as Inquiry	

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
2	<u>Unit 2</u> Estimation & Computation	<ul style="list-style-type: none"> <li>· Devise an estimation strategy</li> <li>· Review addition and subtraction algorithms</li> <li>· Solve number stories</li> <li>· Estimate reaction times and use statistical landmarks</li> <li>· Estimate probability</li> <li>· Introduce products of decimals; compare millions, billions, and trillions.</li> <li>· Introduce the American Tour</li> <li>· Read and interpret population</li> <li>· Find the degree of angle measures</li> <li>· Use a protractor and compass</li> <li>· Define types of triangles</li> <li>· Classify polygons</li> <li>· Introduce tessellations.</li> </ul>	<u>Sound Module</u> Lessons 9-12	<ul style="list-style-type: none"> <li>· Musical instruments are based on creating vibrations that produce sound.</li> <li>· Musical instruments often include mechanisms that allow the pitch and volume to be changed.</li> <li>· String, percussion, and woodwinds are types of musical instruments.</li> <li>· Design, construction, evaluation, and revision are all elements of product development.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.5.B.1</u> Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.		<u>3.2.5.B5.</u> Compare the characteristics of sound as it is transmitted through different materials. Relate the rate of vibration to the pitch of the sound. <u>3.2.5.B7</u>	
<u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.				
<u>CC.2.3.5.A.2</u> Classify two-dimensional figures into categories based on an understanding of their properties.				

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
3	<u>Unit 4</u> Division	<ul style="list-style-type: none"> <li>· Review division facts and algorithms</li> <li>· Estimate distances using a map scale</li> </ul>	<u>Solar System Module</u> Lesson 19  <u>Matter Module</u> Lessons 11-15	<ul style="list-style-type: none"> <li>· Earth's orbit around the sun causes the changes in the length of daylight and changes in the apparent path of the sun.</li> <li>· Matter can change between states.</li> <li>· Temperature affects the change of matter from one state to another.</li> <li>· Even if matter is not visible, it still exists.</li> <li>· Weight does not change between solid and liquid states.</li> <li>· When you mix materials together, the result weighs the same as the sum of the parts.</li> <li>· A mixture can often be separated by the properties of the different materials in it.</li> <li>· Materials may be in pieces so small they cannot be seen without magnification.</li> <li>· Sometimes when you mix materials together, you get a new material with different properties.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Divide decimals by whole numbers</li> <li>· Interpret remainders</li> <li>· Play First to 100.</li> </ul>	STANDARDS	
	<u>CC.2.1.5.B.1</u> Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. <u>CC.2.1.5.B.2</u> Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> <li>· <u>3.1.5.A2.</u> Describe how life on earth depends on energy from the sun.</li> <li>· <u>3.2.5.A1.</u> Describe how water can be changed from one state to another by adding or taking away heat.</li> <li>· <u>3.2.5.A65.A6.</u> See Science as Inquiry</li> <li>· <u>3.2.5.B1</u> Explain how mass of an object resists change to motion.</li> <li>·</li> </ul>		

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
4	<p><u>Unit 5</u> Fractions, Decimals, &amp; Percent</p>	<ul style="list-style-type: none"> <li>· Convert between mixed numbers and improper fractions</li> <li>· Order fractions</li> <li>· Find equivalent fractions</li> <li>· Rename fractions as decimals</li> <li>· Convert fractions to percent</li> <li>· Construct bar and circle graphs.</li> </ul>	<p><u>Electrical Circuits Module</u> Lessons 3-7</p>	<ul style="list-style-type: none"> <li>· For an electric current to flow, there must be a complete path or loop for it to follow around a circuit and return to its source.</li> <li>· The flow of electric current can produce light, heat, sound, motion, or magnetic effects.</li> <li>· Some materials allow electric current to flow more easily than others.</li> <li>· It is important to avoid electrical hazards by using electricity safely.</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.1.5.C.1</u> Use the understanding of equivalency to add and subtract fractions.</p> <p><u>CC.2.1.5.C.2</u> Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p><u>CC.2.4.5.A.4</u> Solve problems involving computation of fractions using information provided in a line plot.</p>		<p><u>3.2.5.B2.</u> Examine how energy can be transferred from one form to another.</p> <p><u>3.2.5.B3.</u> Demonstrate how heat energy is usually a byproduct of an energy transformation.</p> <p><u>3.2.5.B4.</u> Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced.</p> <p>Demonstrate how electromagnets can be made and used.</p>	

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
5	<u>Unit 6</u> Data; Add/Subtract Fractions	<ul style="list-style-type: none"> <li>· Organize data</li> <li>· Measure with customary units of length</li> <li>· Interpret data in line plots and stem-and-leaf plots</li> <li>· Discuss reliability</li> <li>· Analyze survey results</li> <li>· Use contour maps</li> <li>· Use a slide rule</li> <li>· Investigate common denominators</li> </ul>	<u>Earth's Changing Surface</u> Module Lessons 3-6	<ul style="list-style-type: none"> <li>· Moving water, ice, and wind break down rock, transport materials, and build up the earth's surface.</li> <li>· The moving water in rivers carries sediment and deposits it in new locations.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.5.A.1</u> Solve problems using conversions within a given measurement system. <u>CC.2.4.5.A.4</u> Solve problems involving computation of fractions using information provided in a line plot. <u>CC.2.4.5.A.2</u> Represent and interpret data using appropriate scale. <u>CC.2.1.5.C.1</u> Use the understanding of equivalency to add and subtract fractions. Investigate common denominators		<u>3.3.5.A1.</u> Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc. <u>3.3.5.A2.</u> Describe the usefulness of Earth's physical resources as raw materials for the human made world. <u>3.3.5.A4.</u> Explain the basic components of the water cycle. <u>3.3.5.A5.</u> Differentiate between weather and climate. Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate. <u>3.3.5.A7</u> Science as Inquiry	

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
6	<p><u>Unit 9</u> Area, Coordinates, Volume, &amp; Capacity</p>	<ul style="list-style-type: none"> <li>· Use a coordinate grid</li> <li>· Explore coordinate graphs</li> <li>· Find the area of a rectangle</li> </ul>	<p><u>Earth's Changing Surface Module</u> Lessons 7-10</p>	<ul style="list-style-type: none"> <li>· Abrasion is a type of weathering; soft rocks abrade easier than hard rocks.</li> <li>· Glaciers abrade rock and deposit rocks and sediment.</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Find area of triangles and parallelograms</li> </ul>	STANDARDS	<ul style="list-style-type: none"> <li>· Wind-blown sand abrades rock surfaces and makes them smoother; wind deposits sand dunes.</li> </ul>
	<p><u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. <u>CC.2.4.5.A.1</u> Solve problems using conversions within a given measurement system. <u>CC.2.4.5.A.5</u> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p>	<ul style="list-style-type: none"> <li>· Estimate using sampling</li> <li>· Find volume of prisms</li> <li>· Explore units of capacity</li> </ul>	<p><u>3.3.5.A1.</u> Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc. <u>3.3.5.A2.</u> Describe the usefulness of Earth's physical resources as raw materials for the human made world. <u>3.3.5.A5.</u> Differentiate between weather and climate. Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate. <u>3.3.5.A7</u> Science as Inquiry</p>	<ul style="list-style-type: none"> <li>· The surface of the earth is always changing. Landforms result from these changes.</li> <li>· Some changes happen quickly, but most happen very slowly.</li> </ul>

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
7	<u>Unit 7</u> Exponents & Negative Numbers	<ul style="list-style-type: none"> <li>· Introduce exponential and scientific notation; introduce the order of operations; add and subtract positive and negative numbers; Use a calculator to work with negative numbers.</li> </ul>	<u>Earth's Changing Surface</u> Lessons 11-13	<ul style="list-style-type: none"> <li>· The earth is composed of the crust, mantle, outer core, and inner core.</li> <li>· The earth's crust is made up of plates that slowly move.</li> <li>· Mountains form when plates collide.</li> <li>· Volcanoes form when magma that emerges from beneath the surface of the earth is deposited on the surface.</li> <li>· Volcanic eruptions build up the earth's surface. Mountains and volcanoes are weathered and eroded over time by moving water, ice, and wind.</li> <li>· The surface of the earth is always changing. Landforms result from these changes.</li> <li>· Evidence can help you determine how a landform has changed over time.</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.5.A.1</u> Interpret and evaluate numerical expressions using order of operations.  <u>CC.2.1.5.B.2</u> Extend an understanding of operations with whole numbers to perform operations including decimals.		<u>3.3.5.A1.</u> Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc. <u>3.3.5.A2.</u> Describe the usefulness of Earth's physical resources as raw materials for the human made world <u>3.3.5.A3.</u> Explain how geological processes observed today such as erosion, movement of lithospheric plates, and changes in the composition of the atmosphere are similar to those in the past.	

## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
8	8 Fractions & Ratios 10 Algebra Concepts and Skills	<ul style="list-style-type: none"> <li>· Compare properties of geometric solids; find the volume and surface area of cylinders, pyramids, and cones; use water displacement to find volume; convert measurements of weight and capacity. Use factor trees and tree diagrams; find probabilities; model and solve problems involving ratios; find your heart rate; collect, graph, and interpret data; calculate cardiac output.</li> </ul>	SBA Observing and Describing Human Body in Motion: 1-3	<ul style="list-style-type: none"> <li>· Observation is a powerful tool for learning about something.</li> <li>· Detailed and accurate descriptions of your observations help you communicate them to others.</li> <li>· To move, many parts of our bodies must work together.</li> <li>· Muscles move our skeletons by pulling on bones that meet at joints</li> <li>· Connections to other plants and animals per standards.</li> </ul>
	STANDARDS		SCIENCE STANDARDS	
	<u>CC.2.4.5.A.5</u> Apply concepts of volume to solve problems and relate volume to multiplication and to addition. <u>CC.2.4.5.A.1</u> Solve problems using conversions within a given measurement system. <u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.		<u>3.1.5.A3.</u> Compare and contrast the similarities and differences in life cycles of different organisms. <u>3.1.5.A9</u> Science as Inquiry <u>3.1.5.B1.</u> Differentiate between inherited and acquired characteristics of plants and animals. <u>3.1.5.B6</u> Science as Inquiry <u>3.1.5.C1.</u> Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. <u>3.1.5.C2.</u> Give examples of how inherited characteristics (e.g., shape of beak, length of neck, location of eyes, shape of teeth) may change over time as adaptations to <u>3.1.5.C4</u> Science as Inquiry	



## INVESTIGATIONS 5<sup>th</sup> Grade

UNIT	EDM	MATH CONTENT	SCIENCE COMPANION	SCIENCE CONTENT
9	11 Volume 12 Ratios, Rates, & Probability	<ul style="list-style-type: none"> <li>· Compare properties of geometric solids; find the volume and surface area of cylinders, pyramids, and cones; use water displacement to find volume; convert measurements of weight and capacity.</li> <li>· Use factor trees and tree diagrams; find probabilities; model and solve problems involving ratios; find your heart rate; collect, graph, and interpret data; calculate cardiac output.</li> </ul>	Human Body in Motion: 4-12	<ul style="list-style-type: none"> <li>· Nerves carry signals to move parts of the body. The human body is made of many different types of cells.</li> <li>· Bones and muscles are made of unique cells important for movement.</li> <li>· To produce energy needed for movement and to function properly, all cells need a constant supply of oxygen, nutrients, and water.</li> <li>· Each type of cell has unique characteristics for performing a specific job.</li> <li>· To produce energy needed for movement, our muscle cells need a constant supply of oxygen, nutrients, and water.</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p> <p><u>CC.2.4.5.A.5</u> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p> <p><u>CC.2.4.5.A.4</u> Solve problems involving computation of fractions using information provided in a line plot.</p>		<p><u>3.1.5.A5.</u> Explain the concept of a cell as the basic unit of life. Compare and contrast plant and animal cells.</p> <p><u>3.2.5.B2.</u> Examine how energy can be transferred from one form to another.</p> <p><u>3.2.5.B3.</u> Demonstrate how heat energy is usually a byproduct of an energy transformation.</p>	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
1	<u>Unit 1</u> Collection, Display, and Interpretation of Data	<ul style="list-style-type: none"> <li>· Lines Plots</li> <li>· Stem-and-Leaf Plots</li> <li>· Median and Mean</li> <li>· Box Plots</li> <li>· Broken-Line Graphs</li> <li>· Bar Graphs</li> <li>· Step Graphs</li> <li>· The Percent Circle and Circle Graphs</li> <li>· Use a graph to investigate perimeter and area.</li> <li>· Persuasive Data and Graphs</li> <li>· Samples and Surveys</li> <li>· Reading and writing large and small numbers</li> <li>· Adding, subtracting, multiplying and dividing with decimals.</li> <li>· Multiplying by powers of 10</li> <li>· Scientific notation</li> <li>· Exponential notation</li> </ul>	<u>Module B</u> The Diversity of Living Things	<u>Unit 1: Life over Time</u> <ul style="list-style-type: none"> <li>· Introduction to Living Things</li> <li>· Theory of Evolution by Natural Selection</li> <li>· Evidence of Evolution</li> <li>· The History of Life on Earth</li> <li>· Classification of Living Things</li> </ul>
	STANDARDS		STANDARDS	<u>Unit 2: Earth's Organisms</u> <ul style="list-style-type: none"> <li>· Viruses, Bacteria and Archae, Protists and Fungi</li> <li>· Introduction to Plants</li> <li>· Plant Processes</li> <li>· Introduction to Animals</li> <li>· Animal Behavior</li> </ul>
	<u>CC.2.1.6.E.2</u> Identify and choose appropriate processes to compute fluently with multi-digit numbers.		<u>CC.2.4.6.B.1</u> Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	<u>S.6.B.2.1</u> Explain how certain inherited traits and/or behaviors allow some organisms to survive and reproduce more successfully than others. <u>S.6.B.3.1</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems. <u>S.6.D.1.1</u> Describe how constructive and destructive natural processes can influence different biomes.

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<u>Unit 3</u> Variables, Formulas, and Graphs	Use variables to describe number patterns. Write algebraic expressions	<u>Module E</u> The Dynamic Earth	<u>Unit 1: Earth's Surface</u> <ul style="list-style-type: none"> <li>· Earth's Spheres</li> <li>· Weathering</li> <li>· Erosion and Deposition by Water</li> <li>· Erosion and Deposition by Wind, Ice, and Gravity</li> <li>· Soil Formation</li> </ul>
	STANDARDS	Use formulas to solve problems. Match formulas, tables, and graphs. Reading and drawing graphs.	STANDARDS	
	<u>CC.2.2.6.B.1</u> Apply and extend previous understandings of arithmetic to algebraic expressions. <u>CC.2.2.6.B.3</u> Represent and analyze quantitative relationships between dependent and independent variables.		<u>S.6.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).  <u>S.6.B.3.2</u> Explain how renewable and nonrenewable resources provide for human needs.  <u>S.6.D.2.1</u> Explain basic elements of weather and climate.	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	<u>Unit 4</u> Rational Number Uses and Operations	<ul style="list-style-type: none"> <li>· Identifying equivalent fractions</li> <li>· Comparing fractions</li> <li>· Adding, subtracting, multiplying, and dividing fractions with like denominators.</li> <li>· Adding subtracting, multiplying, and dividing fractions with unlike denominators.</li> <li>· Converting between fractions, decimals, and percent.</li> <li>· Finding percent</li> <li>·</li> </ul>	<u>Module E</u> The Dynamic Earth	<u>Unit 2: Earth's History</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Geologic Change over Time</li> <li>· Relative Dating</li> <li>· Absolute Dating</li> <li>· The Geologic Time Scale</li> </ul>
	<u>CC.2.1.6.E.3</u> Develop and/or apply number theory concepts to find common factors and multiples.		<u>S.6.C.1.1</u> Explain that matter has observable physical properties.  <u>S.6.C.1.2</u> Describe that matter can undergo chemical and physical changes.	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	<u>Unit 5</u> Geometry: Congruence, Constructions, and Parallel Lines	<ul style="list-style-type: none"> <li>· Measure and draw angles</li> <li>· Approximating and reasoning with angle measures</li> <li>· Use a protractor to make circle graphs.</li> <li>· Identify parts of a coordinate plane and graph points.</li> <li>· Determine if figures are congruent.</li> <li>· Parallel lines and Angle Relationships</li> <li>· Properties of Parallelograms</li> </ul>	<u>Module E</u> The Dynamic Earth	<u>Unit 3: Minerals and Rocks</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Minerals</li> <li>· The Rock Cycle</li> <li>· Three Classes of Rock</li> </ul>
	<u>CC.2.3.6.A.1</u> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.		<u>S.6.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	<u>Unit 6</u> Number Systems and Algebra Concepts	<ul style="list-style-type: none"> <li>· Multiplication of fractions and mixed numbers.</li> <li>· Division of fractions and mixed numbers.</li> <li>· Adding and subtracting integers.</li> <li>· Multiplying and dividing integers.</li> <li>· Find absolute value.</li> <li>· The order of operations</li> <li>· Solve one step equations.</li> <li>· Solve one step inequalities.</li> </ul>	<u>Module J</u> Sound and Light	<u>Unit 1: Introduction to Waves</u>  Waves Properties of Waves
	STANDARDS		STANDARDS	
	<u>CC.2.1.6.E.1</u> Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		<u>S.6.C.3.1</u> Explain why an object's motion is the result of all forces acting on it.  <u>S.6.C.3.2</u> Describe how magnets and electricity produce related forces.  <u>S.6.D.3.1</u> Explain the relationships between objects in the universe.	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<u>Unit 7</u> Probability and Discrete Mathematics	<ul style="list-style-type: none"> <li>· Find probability when outcomes are equally likely</li> <li>· Simulate random-number generation to find experimental probability.</li> <li>· Use tree diagrams to count outcomes.</li> <li>· Use tree diagrams to calculate probability.</li> <li>· Determine if a game is fair or unfair.</li> </ul>	<u>Module J</u> Sound and Light	<u>Unit 2: Sound</u>  Sound Waves and Hearing Interactions of Sound Waves Sound Technology
	STANDARDS		STANDARDS	
	<u>CC.2.4.6.B.1</u> Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.		<u>S.6.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	<u>Unit 8</u> Rates and Ratios	<ul style="list-style-type: none"> <li>· Find rates and unit rates.</li> <li>· Solve rate problems using proportions.</li> <li>· Solve percent problems using proportions.</li> <li>· Use proportions to identify similar polygons.</li> <li>· Compare ratios</li> <li>·</li> </ul>	<u>Module J</u> Sound and Light	<u>Unit 3: Light</u> <ul style="list-style-type: none"> <li>· The Electromagnetic Spectrum</li> <li>· Interactions of Light</li> <li>· Mirrors and Lenses</li> <li>· Light Waves and Sight</li> <li>· Light Technology</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.6.D.1</u> Understand ratio concepts and use ratio reasoning to solve problems.		<u>S.6.A.1.2</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.	
			<u>S.6.C.2.1</u> Explain how energy can be transformed from one form to another and describe the results of the transformation.	



## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	<u>Unit 9</u> More about Variables, Formulas, and Graphs	<ul style="list-style-type: none"> <li>· Use the distributive property.</li> <li>· Combining like terms.</li> <li>· Simplifying and solving equations.</li> <li>· Using formulas for area and volume.</li> <li>· The Pythagorean theorem</li> <li>· Indirect measurement</li> </ul>	<u>Module A</u> Cells	<u>Unit 1: Cells</u> <ul style="list-style-type: none"> <li>· The Characteristics of Cells</li> <li>· Chemistry of Life</li> <li>· Cell Structure and Function</li> <li>· Levels of Cellular Organization</li> <li>· Homeostasis and Cell Processes</li> <li>· Photosynthesis and Cellular Respiration</li> </ul>
	MATH STANDARDS		SCIENCE STANDARDS	
	<u>CC.2.3.6.A.1</u> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.		<u>S.6.A.2.2</u> Apply appropriate instruments for specific purposes and describe the information the instruments can provide.  <u>S.6.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.  <u>S.6.B.1.1</u> Explain how the cell is the basic unit of structure and function for all living things.	

## INVESTIGATIONS 6<sup>th</sup> Grade A

UNIT	EDM	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<u>Unit 10</u> Geometry Topics	<ul style="list-style-type: none"> <li>• Tessellations</li> <li>• Translation</li> <li>• Rotation</li> <li>• Reflection</li> </ul>	<u>Module A</u> Cells	<u>Unit 2: Reproduction and Heredity</u>
	MATH STANDARDS		SCIENCE STANDARDS	Mitosis Meiosis Sexual and Asexual Reproduction Heredity Punnett Squares and Pedigrees DNA Structure and Function Biotechnology
	<u>CC.2.3.6.A.1</u> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.		<u>S6.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.	

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT	
1	<u>Unit 1</u> <b>Chapter 1 (1-1 and 1-2)</b> Real Numbers and the Coordinate Plane <b>Chapter 6</b> Exponents	<ul style="list-style-type: none"> <li>· Develop an understanding of irrational numbers and approximate them using rational numbers</li> <li>· develop and apply properties of integer exponents</li> <li>· Use numbers expressed as a single digit times an integer power of 10 to estimate very large or very small quantities</li> <li>· Perform operations with numbers expressed in scientific notation</li> </ul>	<u>Module B</u> The Diversity of Living Things	<u>Unit 1: Life over Time</u> <ul style="list-style-type: none"> <li>· Introduction to Living Things</li> <li>· Theory of Evolution by Natural Selection</li> <li>· Evidence of Evolution</li> <li>· The History of Life on Earth</li> <li>· Classification of Living Things</li> </ul>	
	STANDARDS		STANDARDS	<u>S.6.B.2.1</u> Explain how certain inherited traits and/or behaviors allow some organisms to survive and reproduce more successfully than others.	<u>Unit 2: Earth's Organisms</u> <ul style="list-style-type: none"> <li>· Viruses, Bacteria and Archae, Protists and Fungi</li> <li>· Introduction to Plants</li> <li>· Plant Processes</li> <li>· Introduction to Animals</li> <li>· Animal Behavior</li> </ul>
	<u>CC.2.1.7.E.1</u> Apply and extend previous understandings of operations with fractions to operations with rational numbers.		<u>S.6.B.3.1</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems. <u>S.6.D.1.1</u> Describe how constructive and destructive natural processes can influence different biomes.		

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<u>Unit 2</u> <b>Chapter 3</b> Introduction to Functions <b>Chapter 2</b> Solving Linear Equations	<ul style="list-style-type: none"> <li>· Use functions to model relationships between quantities</li> <li>analyze linear graphs to express qualitative relationships between two quantities.</li> <li>· Interpret linear functions give examples of nonlinear functions.</li> <li>· Solve linear equations with rational number coefficients simplify equations to identify the different types of solutions of linear equations such as having no solutions, one solution, or infinitely many solutions.</li> </ul>	<u>Module E</u> The Dynamic Earth	<u>Unit 1: Earth's Surface</u> <ul style="list-style-type: none"> <li>· Earth's Spheres</li> <li>· Weathering</li> <li>· Erosion and Deposition by Water</li> <li>· Erosion and Deposition by Wind, Ice, and Gravity</li> <li>· Soil Formation</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.7.B.1</u> Apply properties of operations to generate equivalent expressions.		<u>S.6.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).	
<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<u>S.6.B.3.2</u> Explain how renewable and nonrenewable resources provide for human needs.	<u>S.6.D.2.1</u> Explain basic elements of weather and climate.		

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	<u>Unit 3</u> <b>Chapter 4</b> Graphing Functions	<ul style="list-style-type: none"> <li>· Graph proportional relationships and interpret the unit rate as the slope of the graph</li>   <li>· Write and graph functions to model linear relationships and compare two functions represented in different ways</li> </ul>	<u>Module E</u> The Dynamic Earth	<u>Unit 2: Earth's History</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Geologic Change over Time</li> <li>· Relative Dating</li> <li>· Absolute Dating</li> <li>· The Geologic Time Scale</li> </ul>
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.		<u>S.6.C.1.1</u> Explain that matter has observable physical properties.  <u>S.6.C.1.2</u> Describe that matter can undergo chemical and physical changes.	

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	Unit 4 <b>Chapter 1 (1-4 to 1-7)</b> Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> <li>· Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems involving unknown side lengths of right triangles.</li> </ul>	Module E The Dynamic Earth	Unit 3: <u>Minerals and Rocks</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Minerals</li> <li>· The Rock Cycle</li> <li>· Three Classes of Rock</li> </ul>
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.		<u>S.6.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.	

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	<p><u>Unit 5</u>  <b>Chapter 7</b>                      An Introduction to Geometry  <b>Chapter 8</b>                      Transformations</p>	<ul style="list-style-type: none"> <li>· Develop an understanding of the congruence and similarity of two-dimensional figures use informal arguments to establish facts about the sum of the angles of a triangle, the exterior angle of triangles, and the angles created when parallel lines are cut by a transversal.</li> <li>· Explore the behavior of two-dimensional shapes under translations, rotations, reflections, and dilations apply the understandings to concepts of congruence and similarity and their relationship to transformations</li> </ul>	<p><u>Module J</u>                      Sound and Light</p>	<p><u>Unit 1: Introduction to Waves</u></p> <p>Waves                      Properties of Waves</p>
	STANDARDS		STANDARDS	
	<p><u>CC.2.1.7.D.1</u>                      Analyze proportional relationships and use them to model and solve real-world and mathematical problems.  <u>CC.2.3.7.A.2</u>                      Visualize and represent geometric figures and describe the relationships between them.</p>		<p><u>S.6.C.3.1</u> Explain why an object's motion is the result of all forces acting on it.</p> <p><u>S.6.C.3.2</u> Describe how magnets and electricity produce related forces.</p> <p><u>S.6.D.3.1</u> Explain the relationships between objects in the universe.</p>	

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<u>Unit 6</u> <b>Chapter 9</b> Geometry and Measurement	<ul style="list-style-type: none"> <li>· Solve real-world and mathematical problems involving the volume of cylinders, cones, and spheres.</li> <li>· Apply the Pythagorean Theorem to find unknown side lengths of right triangles when determining the volume of three-dimensional figures.</li> </ul>	<u>Module J</u> Sound and Light	<u>Unit 2: Sound</u>  Sound Waves and Hearing Interactions of Sound Waves Sound Technology
	STANDARDS		STANDARDS	
	<u>CC.2.3.7.A.1</u> Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.		<u>S.6.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.	



## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	<u>Unit 7</u> <b>Chapter 10</b> Data Analysis	<ul style="list-style-type: none"> <li>· Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables.</li> <li>· Construct and interpret a two-way table summarizing data on two categorical variables collected on the same subjects.</li> </ul>	<u>Module J</u> Sound and Light	<u>Unit 3: Light</u> <ul style="list-style-type: none"> <li>· The Electromagnetic Spectrum</li> <li>· Interactions of Light</li> <li>· Mirrors and Lenses</li> <li>· Light Waves and Sight</li> <li>· Light Technology</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.7.B.1</u> Draw inferences about populations based on random sampling concepts. <u>CC.2.4.7.B.2</u> Draw informal comparative inferences about two populations. <u>CC.2.4.7.B.3</u> Investigate chance processes and develop, use, and evaluate probability models.		<u>S.6.A.1.2</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.  <u>S.6.C.2.1</u> Explain how energy can be transformed from one form to another and describe the results of the transformation.	

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	<u>Unit 8</u> Chapter 5 Systems of Linear Equations	<ul style="list-style-type: none"> <li>· Analyze and solve systems of linear equations algebraically.</li> <li>· Estimate solutions by graphing the equations.</li> <li>· Model and solve real-world</li> <li>· Problems using two linear equations.</li> </ul>	<u>Module A</u> Cells	<u>Unit 1: Cells</u> <ul style="list-style-type: none"> <li>· The Characteristics of Cells</li> <li>· Chemistry of Life</li> <li>· Cell Structure and Function</li> <li>· Levels of Cellular Organization</li> <li>· Homeostasis and Cell Processes</li> <li>· Photosynthesis and Cellular Respiration</li> </ul>
	STANDARDS		SCIENCE STANDARDS	
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.		<u>S.6.A.2.2</u> Apply appropriate instruments for specific purposes and describe the information the instruments can provide.  <u>S.6.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.  <u>S.6.B.1.1</u> Explain how the cell is the basic unit of structure and function for all living things.	

## INVESTIGATIONS 6<sup>th</sup> Grade B

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<p><u>Unit 8</u>  <b>Chapter 5</b>                      Systems of Linear Equations  <b>Chapter 1 (1-7)</b>                      Real Numbers and the Coordinate Plane</p>	<ul style="list-style-type: none"> <li>· Analyze and solve systems of linear equations algebraically.</li> <li>· Estimate solutions by graphing the equations.</li> <li>· Model and solve real-world problems using two linear equations.</li> <li>· Finding distance using the Pythagorean theorem on the coordinate plane</li> </ul>	<p><u>Module A</u>                      Cells</p>	<p><u>Unit 2: Reproduction and Heredity</u></p> <ul style="list-style-type: none"> <li>· Mitosis</li> <li>· Meiosis</li> <li>· Sexual and Asexual Reproduction</li> <li>· Heredity</li> <li>· Punnett Squares and Pedigrees</li> <li>· DNA Structure and Function</li> <li>· Biotechnology</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.2.7.B.3</u>                      Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.</p>		<p><u>S6.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.</p>	

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
1	<p><u>Unit 1</u> <b>Chapter 1 (1-1 and 1-2)</b> Real Numbers and the Coordinate Plane <b>Chapter 6</b> Exponents</p>	<ul style="list-style-type: none"> <li>· Develop an understanding of irrational numbers and approximate them using rational numbers</li> <li>· develop and apply properties of integer exponents</li> <li>· Use numbers expressed as a single digit times an integer power of 10 to estimate very large or very small quantities</li> <li>· Perform operations with numbers expressed in scientific notation</li> </ul>	<p><u>Module I</u> Motions, Forces, and Energy</p>	<p><u>Unit 1: Motion and Forces</u></p> <ul style="list-style-type: none"> <li>· Motion and Speed</li> <li>· Acceleration</li> <li>· Forces</li> <li>· Gravity and Motion</li> <li>· Fluids and Pressure</li> </ul>
	STANDARDS		STANDARDS	<p><u>Unit 2: Work, Energy, and Machines</u></p> <ul style="list-style-type: none"> <li>· Work, Energy, and Power</li> <li>· Kinetic and Potential Energy</li> <li>· Machines</li> </ul>
	<p><u>CC.2.1.7.E.1</u> Apply and extend previous understandings of operations with fractions to operations with rational numbers.</p>		<p><u>S.7.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole. <u>S.7.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole. <u>S.7.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs and how these needs impact the environment. <u>S.7.C.3.1</u> Explain the principles of force and motion.</p>	

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<u>Unit 2</u> <b>Chapter 3</b> Introduction to Functions <b>Chapter 2</b> Solving Linear Equations STANDARDS	<ul style="list-style-type: none"> <li>· Use functions to model relationships between quantities analyze linear graphs to express qualitative relationships between two quantities.</li> <li>· Interpret linear functions give examples of nonlinear functions.</li> <li>· Solve linear equations with rational number coefficients simplify equations to identify the different types of solutions of linear equations such as having no solutions, one solution, or infinitely many solutions.</li> </ul>	<u>Module I</u> Motions, Forces, and Energy  STANDARDS  S.7.A.3.3 Describe repeated processes or recurring elements in natural, scientific, and technological patterns.	<u>Unit 3: Work, Electricity and Magnetism</u> <ul style="list-style-type: none"> <li>· Electric Charge and Static Electricity</li> <li>· Electric Current</li> <li>· Magnets and Magnetism</li> <li>· Electromagnetism</li> <li>· Electronic Technology</li> </ul>
	<u>CC.2.2.7.B.1</u> Apply properties of operations to generate equivalent expressions.			
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.			

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	<p><u>Unit 3</u>  <b>Chapter 4</b>                      Graphing Functions</p>	<ul style="list-style-type: none"> <li>Graph proportional relationships and interpret the unit rate as the slope of the graph</li> </ul>	<p><u>Module K</u>                      Introduction to science and technology</p>	<p><u>Unit 1: The Nature of Science</u></p> <ul style="list-style-type: none"> <li>What Is Science?</li> <li>Scientific Investigations</li> <li>Scientific Knowledge</li> <li>Science and Society</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>CC.2.2.7.B.3</u>                      Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.</p>	<ul style="list-style-type: none"> <li>Write and graph functions to model linear relationships and compare two functions represented in different ways</li> </ul>	<p><u>S.7.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).  <u>S.7.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems.  <u>S.7.A.2.2</u> Select and safely use appropriate tools and describe the information provided by each tool.</p>	<p><u>Unit 2: Measurement and Data</u></p> <ul style="list-style-type: none"> <li>Representing Data</li> <li>Scientific Instruments and Measurement</li> <li>Models and Simulations</li> </ul>

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	<u>Unit 4</u> <b>Chapter 1 (1-4 to 1-7)</b> Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> <li>· Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems involving unknown side lengths of right triangles.</li> </ul>	<u>Module K</u> Introduction to science and technology	<u>Unit 3: Engineering, Technology, and Society</u> <ul style="list-style-type: none"> <li>· The Engineering Design Process</li> <li>· Risk/Benefit Analysis</li> <li>· Systems</li> <li>· Materials Science</li> <li>· Bioengineering</li> <li>· Engineering and Society"</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.		<u>S.7.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.  <u>S.7.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences, solve problems, and/or answer questions.	

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	<u>Unit 5</u> <b>Chapter 7</b> An Introduction to Geometry <b>Chapter 8</b> Transformations	<ul style="list-style-type: none"> <li>· Develop an understanding of the congruence and similarity of two-dimensional figures use informal arguments to establish facts about the sum of the angles of a triangle, the exterior angle of triangles, and the angles created when parallel lines are cut by a transversal.</li> <li>· Explore the behavior of two-dimensional shapes under translations, rotations, reflections, and dilations apply the understandings to concepts of congruence and similarity and their relationship to transformations</li> </ul>	<u>Module H</u> Matter and Energy	<u>Unit 1: Matter</u> <u>Introduction to Matter</u> <ul style="list-style-type: none"> <li>· Properties of Matter</li> <li>· Physical and Chemical Changes</li> <li>· Pure Substances and Mixtures</li> <li>· States of Matter</li> <li>· Changes of State</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.1.7.D.1</u> Analyze proportional relationships and use them to model and solve real-world and mathematical problems. <u>CC.2.3.7.A.2</u> Visualize and represent geometric figures and describe the relationships between them.		<u>S.7.C.1.1</u> Describe the structure of matter and its chemical and physical properties. <u>S.7.C.1.2</u> Compare chemical and physical changes of matter.	



## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<u>Unit 6</u> <b>Chapter 9</b> Geometry and Measurement	<ul style="list-style-type: none"> <li>· Solve real-world and mathematical problems involving the volume of cylinders, cones, and spheres.</li> <li>· Apply the Pythagorean Theorem to find unknown side lengths of right triangles when determining the volume of three-dimensional figures.</li> </ul>	<u>Module H</u> Matter and Energy	<u>Unit 2: Energy</u> Introduction to Energy <ul style="list-style-type: none"> <li>· Temperature</li> <li>· Thermal Energy and Heat</li> <li>· Effects of Energy Transfer</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.3.7.A.1</u> Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.		<u>S.7.C.2.1</u> Describe how energy flows through the living world.	

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	Unit 7 <b>Chapter 10</b> Data Analysis	<ul style="list-style-type: none"> <li>· Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables.</li> <li>· Construct and interpret a two-way table summarizing data on two categorical variables collected on the same subjects.</li> </ul>	Module H Matter and Energy	<u>Unit 3: Atoms and the Periodic Table</u> <ul style="list-style-type: none"> <li>· The Atom</li> <li>· The Periodic Table</li> <li>· Modeling Chemical Bonding</li> <li>· Ionic, Covalent, and Metallic Bonding</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.4.7.B.1</u> Draw inferences about populations based on random sampling concepts. <u>CC.2.4.7.B.2</u> Draw informal comparative inferences about two populations. <u>CC.2.4.7.B.3</u> Investigate chance processes and develop, use, and evaluate probability models.		<u>S.7.C.1.1</u> Describe the structure of matter and its chemical and physical properties.	

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	<u>Unit 8</u> Chapter 5 Systems of Linear Equations	<ul style="list-style-type: none"> <li>· Analyze and solve systems of linear equations algebraically.</li> <li>· Estimate solutions by graphing the equations.</li> <li>· Model and solve real-world</li> <li>· Problems using two linear equations.</li> </ul>	<u>Module G</u> Space Science	<u>Unit 1: The Universe</u> <u>Structure of the Universe</u> <ul style="list-style-type: none"> <li>· Stars</li> <li>· The Life Cycle of Stars</li> </ul> <u>Unit 2: The Solar System</u> <ul style="list-style-type: none"> <li>· Historical Models of the Solar System</li> <li>· Gravity in the Solar System</li> <li>· The Sun</li> <li>· The Terrestrial Planets</li> <li>· The Gas Giant Planets</li> <li>· Small Bodies in the Solar System</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.		<u>S.7.D.3.1</u> Describe the essential ideas about the composition and structure of the universe and Earth's place in it. <u>S.7.C.3.1</u> Explain the principles of force and motion.	

## INVESTIGATIONS 7<sup>th</sup> Grade A

UNIT	PREALGEBRA	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<u>Unit 8</u> <b>Chapter 5</b> Systems of Linear Equations <b>Chapter 1 (1-7)</b> Real Numbers and the Coordinate Plane	<ul style="list-style-type: none"> <li>· Analyze and solve systems of linear equations algebraically.</li> <li>· Estimate solutions by graphing the equations.</li> <li>· Model and solve real-world problems using two linear equations.</li> <li>· Finding distance using the Pythagorean theorem on the coordinate plane</li> </ul>	<u>Module G</u> Space Science	<u>Unit 3: The Earth-Moon-Sun System</u> <ul style="list-style-type: none"> <li>· Earth's Days, Years, and Seasons</li> <li>· Moon Phases and Eclipses</li> <li>· Earth's Tides</li> </ul>
	STANDARDS		STANDARDS	
	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.		<u>S.7.D.3.1</u> Describe the essential ideas about the composition and structure of the universe and Earth's place in it.	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
I	<u>Chapter 1</u> Foundations for Algebra <u>Chapter 2</u> Solving Equations	<ul style="list-style-type: none"> <li>· Writing expressions</li> <li>· Use order of operations to evaluate expressions</li> <li>· Order real numbers on a number line.</li> </ul>	<u>Module I</u> Motions, Forces, and Energy	<u>Unit 1: Motion and Forces</u> <ul style="list-style-type: none"> <li>· Motion and Speed</li> <li>· Acceleration</li> <li>· Forces</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Classify real numbers as whole, integer, or rational.</li> <li>· Perform operations with real numbers.</li> <li>· Use the distributive property to simplify an expression.</li> <li>· Use an equation to complete a table.</li> <li>· Identify the rule of a table.</li> <li>· Identify the rule of a graph.</li> <li>· Graph a table or rule.</li> <li>· Solve one-step, two-step, and multi-step equations.</li> <li>· Solve equations with variables on both sides.</li> <li>· Rewriting formulas.</li> <li>· Convert rate.</li> <li>· Solve proportions.</li> <li>· Use proportions to identify similar figures.</li> <li>· Use proportions to find the missing side of a similar figure.</li> <li>· Using the percent equation.</li> <li>· Find percent change.</li> </ul>	STANDARDS	<ul style="list-style-type: none"> <li>· Gravity and Motion</li> <li>· Fluids and Pressure</li> </ul>
	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents). <u>A1.1.1.5</u> Simplify expressions involving polynomials. <u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods. <u>A1.2.1.1</u> Analyze and/or use patterns or relations.	<ul style="list-style-type: none"> <li>· <u>S.7.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</li> <li>· <u>S.7.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</li> <li>· <u>S.7.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs and how these needs impact the environment.</li> <li>· <u>S.7.C.3.1</u> Explain the principles of force and motion.</li> </ul>	<u>Unit 2: Work, Energy, and Machines</u> <ul style="list-style-type: none"> <li>· Work, Energy, and Power</li> <li>· Kinetic and Potential Energy</li> <li>· Machines</li> </ul>	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<u>Chapter 3</u> Solving Inequalities <u>Chapter 4</u> An Introduction to Functions	<ul style="list-style-type: none"> <li>· Graphing inequalities.</li> <li>· Solving one or two step inequalities.</li> <li>· Solving and graphing compound inequalities.</li> </ul>	<u>Module I</u> Motions, Forces, and Energy	<u>Unit 3: Work, Electricity and Magnetism</u>
	STANDARDS	<ul style="list-style-type: none"> <li>· Solving absolute value equations and inequalities.</li> </ul>	STANDARDS	<ul style="list-style-type: none"> <li>· Electric Charge and Static Electricity</li> <li>· Electric Current</li> <li>· Magnets and Magnetism</li> <li>· Electromagnetism</li> <li>· Electronic Technology</li> </ul>
	<u>A1.1.3.1</u> Write, solve, and/or graph linear inequalities using various methods. <u>A1.2.1.2</u> Interpret and/or use linear functions and their equations, graphs, or tables.	<ul style="list-style-type: none"> <li>· Unions and Intersections of Sets</li> <li>· Using graphs to relate two quantities.</li> <li>· Identify the rule in a linear function.</li> <li>· Graphing a function rule.</li> <li>· Writing a function rule.</li> </ul>	<u>S.7.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns.	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	<u>Chapter 5</u> Linear Functions	<ul style="list-style-type: none"> <li>· Find rate of change and slope</li> <li>· Find direct variation.</li> <li>· Write linear equations in slope-intercept form.</li> <li>· Write linear equations in point-slope form.</li> <li>· Write linear equations in standard form.</li> <li>· Find the slopes and intercepts of parallel and perpendicular lines.</li> <li>· Graph scatter plots and trend lines.</li> </ul>	<u>Module K</u> Introduction to science and technology	<u>Unit 1: The Nature of Science</u>
	STANDARDS		STANDARDS	<u>S.7.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs). <u>S.7.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems. <u>S.7.A.2.2</u> Select and safely use appropriate tools and describe the information provided by each tool.
	<u>A1.1.1.4</u> Use estimation strategies in problem solving situations. <u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods. <u>A1.2.2.1</u> Describe, compute, and/or use the rate of change (slope) of a line. <u>A1.2.2.2</u> Analyze and/or interpret data on a scatter plot.			

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	<u>Chapter 6</u> Systems of Equations and Inequalities	<ul style="list-style-type: none"> <li>· Solve systems of equations by graphing.</li> <li>· Solve systems of equations using substitution.</li> </ul>	<u>Module K</u> Introduction to science and technology	<u>Unit 3: Engineering, Technology, and Society</u> <ul style="list-style-type: none"> <li>· The Engineering Design Process</li> <li>· Risk/Benefit Analysis</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.2.2</u> Write, solve, and/or graph systems of linear equations using various methods. <u>A1.1.3.2</u> Write, solve, and/or graph systems of linear inequalities using various methods. <u>A1.2.1.1</u> Analyze and/or use patterns or relations.	<ul style="list-style-type: none"> <li>· Solve systems of equations using elimination.</li> <li>· Use systems of equations to represent real life situations.</li> <li>· Solve system of linear inequalities.</li> </ul>	<u>S.7.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems. <u>S.7.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences, solve problems, and/or answer questions.	<ul style="list-style-type: none"> <li>· Systems</li> <li>· Materials Science</li> <li>· Bioengineering</li> <li>· Engineering and Society"</li> </ul>



## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	<u>Chapter 7</u> Exponents and Exponential Functions	<ul style="list-style-type: none"> <li>· Use zero and negative exponents to represent numbers.</li> <li>· Convert between scientific notation and standard form.</li> <li>· Multiply powers with the same base.</li> <li>· Simplify equations with exponents using properties of multiplication and division.</li> </ul>	<u>Module H</u> Matter and Energy	<u>Unit 1: Matter</u> <u>Introduction to Matter</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Properties of Matter</li> <li>· Physical and Chemical Changes</li> <li>· Pure Substances and Mixtures</li> <li>· States of Matter</li> <li>· Changes of State</li> </ul>
	<u>A1.1.1.3</u> Use exponents, roots, and/or absolute values to solve problems.		<u>S.7.C.1.1</u> Describe the structure of matter and its chemical and physical properties. <u>S.7.C.1.2</u> Compare chemical and physical changes of matter.	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<u>Chapter 8</u> Polynomials and Factoring <u>Chapter 9</u> (9-1 to 9-5) Quadratic Functions and Equations	<ul style="list-style-type: none"> <li>· Add and subtract polynomials.</li> <li>· Multiply polynomials.</li> <li>· Factor polynomials.</li> <li>· Use special cases to factor and multiply polynomials.</li> <li>· Graphing quadratic functions.</li> <li>· Factoring to solve quadratic equations.</li> <li>· Complete the square.</li> </ul>	<u>Module H</u> Matter and Energy	<u>Unit 2: Energy</u> Introduction to Energy <ul style="list-style-type: none"> <li>· Temperature</li> <li>· Thermal Energy and Heat</li> <li>· Effects of Energy Transfer</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.1.2</u> Apply number theory concepts to show relationships between real numbers in problem-solving settings.		<u>S.7.C.2.1</u> Describe how energy flows through the living world.	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	<u>Chapter 10</u> Radical Expressions and Equations	<ul style="list-style-type: none"> <li>· The Pythagorean Theorem.</li> <li>· Simplifying radicals</li> <li>· Operations with radical expressions.</li> <li>· Solve radical equations.</li> </ul>	<u>Module H</u> Matter and Energy	<u>Unit 3: Atoms and the Periodic Table</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· The Atom</li> <li>· The Periodic Table</li> </ul>
	A1.1.1.1 <u>Represent and/or use numbers in equivalent forms</u> (e.g., integers, fractions, decimals, percent, square roots, and exponents).		<ul style="list-style-type: none"> <li>· Modeling Chemical Bonding</li> <li>· Ionic, Covalent, and Metallic Bonding</li> </ul>	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	<u>Chapter 11</u> Rational Expressions and Functions	<ul style="list-style-type: none"> <li>· Simplifying rational expressions.</li> <li>· Multiplying and dividing rational expressions.</li> <li>· Divide polynomials.</li> <li>· Solve and graph rational equations.</li> </ul>	<u>Module G</u> Space Science	<u>Unit 1: The Universe</u> <u>Structure of the Universe</u> <ul style="list-style-type: none"> <li>· Stars</li> <li>· The Life Cycle of Stars</li> </ul> <u>Unit 2: The Solar System</u> <ul style="list-style-type: none"> <li>· Historical Models of the Solar System</li> <li>· Gravity in the Solar System</li> <li>· The Sun</li> <li>· The Terrestrial Planets</li> <li>· The Gas Giant Planets</li> <li>· Small Bodies in the Solar System</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).		<u>S.7.D.3.1</u> Describe the essential ideas about the composition and structure of the universe and Earth's place in it. <u>S.7.C.3.1</u> Explain the principles of force and motion.	

## INVESTIGATIONS 7<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<u>Chapter 12</u> Data Analysis and Probability	<ul style="list-style-type: none"> <li>· Organize data using matrices</li> <li>· Interpret frequency tables and histograms.</li> <li>· Standard deviation.</li> <li>· Interpreting box and whisker plots.</li> <li>· Calculate permutations and combinations.</li> <li>· Find theoretical and experimental probability.</li> <li>· Find the probability of compound events.</li> </ul>	<u>Module G</u> Space Science	<u>Unit 3: The Earth-Moon-Sun System</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Earth's Days, Years, and Seasons</li> <li>· Moon Phases and Eclipses</li> <li>· Earth's Tides</li> </ul>
	<u>A1.2.3.1</u> Use measures of dispersion to describe a set of data. <u>A1.2.3.2</u> Use data displays in problem-solving settings and/or to make predictions. <u>A1.2.3.3</u> Apply probability to practical situations.		<u>S.7.D.3.1</u> Describe the essential ideas about the composition and structure of the universe and Earth's place in it.	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
1	<u>Chapter 1</u> Foundations for Algebra <u>Chapter 2</u> Solving Equations	<ul style="list-style-type: none"> <li>· Writing expressions</li> <li>· Use order of operations to evaluate expressions</li> <li>· Order real numbers on a number line.</li> <li>· Classify real numbers as whole, integer, or rational.</li> <li>· Perform operations with real numbers.</li> <li>· Use the distributive property to simplify an expression.</li> <li>· Use an equation to complete a table.</li> <li>· Identify the rule of a table.</li> <li>· Identify the rule of a graph.</li> <li>· Graph a table or rule.</li> <li>· Solve one-step, two-step, and multi-step equations.</li> <li>· Solve equations with variables on both sides.</li> <li>· Rewriting formulas.</li> <li>· Convert rate.</li> <li>· Solve proportions.</li> <li>· Use proportions to identify similar figures.</li> <li>· Use proportions to find the missing side of a similar figure.</li> <li>· Using the percent equation.</li> <li>· Find percent change.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 1: Earth's Water</u> <ul style="list-style-type: none"> <li>· Water and Its Properties</li> <li>· The Water Cycle</li> <li>· Surface Water and Groundwater</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents). <u>A1.1.1.5</u> Simplify expressions involving polynomials. <u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods. <u>A1.2.1.1</u> Analyze and/or use patterns or relations.		<u>S8.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). <u>S8.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts. <u>S8.D.1.3</u> Describe characteristic features of Earth's water systems or their impact on resources.	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<p><u>Chapter 3</u> Solving Inequalities</p> <p><u>Chapter 4</u> An Introduction to Functions</p>	<ul style="list-style-type: none"> <li>· Graphing inequalities.</li> <li>· Solving one or two step inequalities.</li> <li>· Solving and graphing compound inequalities.</li> <li>· Solving absolute value equations and inequalities.</li> <li>· Unions and Intersections of Sets</li> <li>· Using graphs to relate two quantities.</li> <li>· Identify the rule in a linear function.</li> <li>· Graphing a function rule.</li> <li>· Writing a function rule.</li> </ul>	<p><u>Module F</u> Earth's Water and Atmosphere</p>	<p><u>Unit 2: Oceanography</u> Earth's Oceans and the Ocean Floor Ocean Waves Ocean Currents</p>
	STANDARDS		STANDARDS	
	<p><u>A1.1.3.1</u> Write, solve, and/or graph linear inequalities using various methods.</p> <p><u>A1.2.1.2</u> Interpret and/or use linear functions and their equations, graphs, or tables.</p>		<p><u>S8.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.</p> <p><u>S8.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns.</p> <p><u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.</p>	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	Chapter 5 Linear Functions	<ul style="list-style-type: none"> <li>· Find rate of change and slope</li> <li>· Find direct variation.</li> <li>· Write linear equations in slope-intercept form.</li> <li>· Write linear equations in point-slope form.</li> <li>· Write linear equations in standard form.</li> <li>· Find the slopes and intercepts of parallel and perpendicular lines.</li> <li>· Graph scatter plots and trend lines.</li> </ul>	Module F Earth's Water and Atmosphere	Unit 3: Earth's Atmosphere
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Energy Transfer</li> <li>· The Atmosphere</li> <li>· Wind in the Atmosphere</li> </ul>
	<p><u>A1.1.1.4</u> Use estimation strategies in problem solving situations.</p> <p><u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods.</p> <p><u>A1.2.2.1</u> Describe, compute, and/or use the rate of change (slope) of a line.</p> <p><u>A1.2.2.2</u> Analyze and/or interpret data on a scatter plot.</p>		<p><u>S8.C.2.1</u> Describe energy sources, transfer of energy, or conversion of energy.</p> <p><u>S8.C.2.2</u> Compare the environmental impact of different energy sources chosen to support human endeavors.</p>	



## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	Chapter 6 Systems of Equations and Inequalities	<ul style="list-style-type: none"> <li>· Solve systems of equations by graphing.</li> <li>· Solve systems of equations using substitution.</li> <li>· Solve systems of equations using elimination.</li> <li>· Use systems of equations to represent real life situations.</li> <li>· Solve system of linear inequalities.</li> </ul>	Module F Earth's Water and Atmosphere	Unit 4: Weather and Climate
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Elements of Weather</li> <li>· Clouds and Cloud Formation</li> <li>· What Influences Weather?</li> <li>· Severe Weather and Weather Safety</li> <li>· Weather Prediction and Weather Maps</li> <li>· Climate</li> <li>· Climate Change</li> </ul>
	<p><u>A1.1.2.2</u> Write, solve, and/or graph systems of linear equations using various methods.</p> <p><u>A1.1.3.2</u> Write, solve, and/or graph systems of linear inequalities using various methods.</p> <p><u>A1.2.1.1</u> Analyze and/or use patterns or relations.</p>		<p><u>S8.A.2.2</u> Apply appropriate instruments for a specific purpose and describe the information the instrument can provide.</p> <p><u>S8.D.2.1</u> Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.</p>	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	Chapter 7 Exponents and Exponential Functions	<ul style="list-style-type: none"> <li>· Use zero and negative exponents to represent numbers.</li> <li>· Convert between scientific notation and standard form.</li> <li>· Multiply powers with the same base.</li> <li>· Simplify equations with exponents using properties of multiplication and division.</li> </ul>	Module D Ecology and the Environment	<u>Unit 1: Interactions of Living Things</u> <ul style="list-style-type: none"> <li>· Introduction to Ecology</li> <li>· Roles in Energy Transfer</li> <li>· Population Dynamics</li> <li>· Interactions in Communities</li> </ul>
	STANDARDS		STANDARDS	
	A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.		<p><u>S8.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems.</p> <p><u>S8.C.3.1</u> Describe the effect of multiple forces on the movement, speed, or direction of an object.</p> <p><u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.</p>	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<p><u>Chapter 8</u> Polynomials and Factoring</p> <p><u>Chapter 9</u> (9-1 to 9-5) Quadratic Functions and Equations</p>	<ul style="list-style-type: none"> <li>· Add and subtract polynomials.</li> <li>· Multiply polynomials.</li> <li>· Factor polynomials.</li> <li>· Use special cases to factor and multiply polynomials.</li> </ul>	<p><u>Module D</u> Ecology and the Environment</p>	<p><u>Unit 2: Earth's Biomes and Ecosystems</u></p> <ul style="list-style-type: none"> <li>· Land Biomes</li> <li>· Aquatic Ecosystems</li> <li>· Energy and Matter in Ecosystems</li> <li>· Changes in Ecosystems</li> <li>· Human Activity and Ecosystems</li> </ul>
	STANDARDS	<ul style="list-style-type: none"> <li>· Graphing quadratic functions.</li> <li>· Factoring to solve quadratic equations.</li> <li>· Complete the square.</li> </ul>	STANDARDS	
	<p><u>A1.1.1.2</u> Apply number theory concepts to show relationships between real numbers in problem-solving settings.</p>		<p><u>S8.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p><u>S8.B.3.2</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.</p> <p><u>S8.D.1.1</u> Describe constructive and destructive natural processes that form different geologic structures and resources.</p> <p><u>S8.D.1.2</u> Describe the potential impact of human made processes on changes to Earth's resources and how they affect everyday life.</p> <p><u>S8.C.1.1</u> Explain concepts about the structure and properties (physical and chemical) of matter.</p>	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	Chapter 10 Radical Expressions and Equations	<ul style="list-style-type: none"> <li>· The Pythagorean Theorem.</li> <li>· Simplifying radicals</li> <li>· Operations with radical expressions.</li> <li>· Solve radical equations.</li> </ul>	Module D Ecology and the Environment	<u>Unit 3: Earth's Resources</u> <ul style="list-style-type: none"> <li>· Earth's Support of Life</li> <li>· Natural Resources</li> <li>· Nonrenewable Energy Resources</li> <li>· Renewable Energy Resources</li> <li>· Managing Resources</li> </ul>
	STANDARDS		STANDARDS	
	A1.1.1.1 <u>Represent and/or use numbers in equivalent forms</u> (e.g., integers, fractions, decimals, percent, square roots, and exponents).		<u>S8.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems. <u>S8.B.2.1</u> Explain the basic concepts of natural selection. <u>S8.B.3.1</u> Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components. <u>S8.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs or how these needs impact the environment.	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	Chapter 11 Rational Expressions and Functions	<ul style="list-style-type: none"> <li>· Simplifying rational expressions.</li> <li>· Multiplying and dividing rational expressions.</li> <li>· Divide polynomials.</li> <li>· Solve and graph rational equations.</li> </ul>	Module C The Human Body	<u>Unit 1: Human Body Systems</u> <ul style="list-style-type: none"> <li>· Introduction to Body Systems</li> <li>· The Skeletal and Muscular Systems</li> <li>· The Circulatory and Respiratory Systems</li> <li>· The Digestive and Excretory Systems</li> <li>· The Nervous and Endocrine Systems</li> <li>· The Reproductive System</li> </ul>
	STANDARDS		STANDARDS	
	A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).		S8.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things. S8.B.2.2 Explain how a set of genetic instructions determines inherited traits of organisms.	

## INVESTIGATIONS 8<sup>th</sup> Grade A

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<u>Chapter 12</u> Data Analysis and Probability	<ul style="list-style-type: none"> <li>· Organize data using matrices</li> <li>· Interpret frequency tables and histograms.</li> <li>· Standard deviation.</li> <li>· Interpreting box and whisker plots.</li> <li>· Calculate permutations and combinations.</li> <li>· Find theoretical and experimental probability.</li> <li>· Find the probability of compound events.</li> </ul>	<u>Module C</u> The Human Body	<u>Unit 2: Human Health</u> <ul style="list-style-type: none"> <li>· The Immune System</li> <li>· Infectious Disease</li> <li>· Staying Healthy</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.2.3.1</u> Use measures of dispersion to describe a set of data. <u>A1.2.3.2</u> Use data displays in problem-solving settings and/or to make predictions. <u>A1.2.3.3</u> Apply probability to practical situations.		<u>S8.B.2.1</u> Explain the basic concepts of natural selection.	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
1	<u>Chapter 1</u> Foundations for Algebra <u>Chapter 2</u> Solving Equations	<ul style="list-style-type: none"> <li>· Writing expressions</li> <li>· Use order of operations to evaluate expressions</li> <li>· Order real numbers on a number line.</li> <li>· Classify real numbers as whole, integer, or rational.</li> <li>· Perform operations with real numbers.</li> <li>· Use the distributive property to simplify an expression.</li> <li>· Use an equation to complete a table.</li> <li>· Identify the rule of a table.</li> <li>· Identify the rule of a graph.</li> <li>· Graph a table or rule.</li> <li>· Solve one-step, two-step, and multi-step equations.</li> <li>· Solve equations with variables on both sides.</li> <li>· Rewriting formulas.</li> <li>· Convert rate.</li> <li>· Solve proportions.</li> <li>· Use proportions to identify similar figures.</li> <li>· Use proportions to find the missing side of a similar figure.</li> <li>· Using the percent equation.</li> <li>· Find percent change.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 1: Earth's Water</u> <ul style="list-style-type: none"> <li>· Water and Its Properties</li> <li>· The Water Cycle</li> <li>· Surface Water and Groundwater</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents). <u>A1.1.1.5</u> Simplify expressions involving polynomials. <u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods. <u>A1.2.1.1</u> Analyze and/or use patterns or relations.		<u>S8.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). <u>S8.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts. <u>S8.D.1.3</u> Describe characteristic features of Earth's water systems or their impact on resources.	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<u>Chapter 3</u> Solving Inequalities <u>Chapter 4</u> An Introduction to Functions	<ul style="list-style-type: none"> <li>· Graphing inequalities.</li> <li>· Solving one or two step inequalities.</li> <li>· Solving and graphing compound inequalities.</li> <li>· Solving absolute value equations and inequalities.</li> <li>· Unions and Intersections of Sets</li> <li>· Using graphs to relate two quantities.</li> <li>· Identify the rule in a linear function.</li> <li>· Graphing a function rule.</li> <li>· Writing a function rule.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 2: Oceanography</u> <ul style="list-style-type: none"> <li>· Earth's Oceans and the Ocean Floor</li> <li>· Ocean Waves</li> <li>· Ocean Currents</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.3.1</u> Write, solve, and/or graph linear inequalities using various methods. <u>A1.2.1.2</u> Interpret and/or use linear functions and their equations, graphs, or tables.		<u>S8.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems. <u>S8.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns. <u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.	



## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	Chapter 5 Linear Functions	<ul style="list-style-type: none"> <li>· Find rate of change and slope</li> <li>· Find direct variation.</li> <li>· Write linear equations in slope-intercept form.</li> <li>· Write linear equations in point-slope form.</li> <li>· Write linear equations in standard form.</li> <li>· Find the slopes and intercepts of parallel and perpendicular lines.</li> <li>· Use trend lines in scatter plots to extrapolate and or interpolate data.</li> <li>· Graph absolute value functions.</li> </ul>	Module F Earth's Water and Atmosphere	<u>Unit 3: Earth's Atmosphere</u> <ul style="list-style-type: none"> <li>· Energy Transfer</li> <li>· The Atmosphere</li> <li>· Wind in the Atmosphere</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.1.4</u> Use estimation strategies in problem solving situations. <u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods. <u>A1.2.2.1</u> Describe, compute, and/or use the rate of change (slope) of a line. <u>A1.2.2.2</u> Analyze and/or interpret data on a scatter plot.		S8.C.2.1 Describe energy sources, transfer of energy, or conversion of energy. S8.C.2.2 Compare the environmental impact of different energy sources chosen to support human endeavors.	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	<u>Chapter 6</u> Systems of Equations and Inequalities	<ul style="list-style-type: none"> <li>· Solve systems of equations by graphing.</li> <li>· Solve systems of equations using substitution.</li> <li>· Solve systems of equations using elimination.</li> <li>· Use systems of equations to represent real life situations.</li> <li>· Solve system of linear inequalities.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 4: Weather and Climate</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Elements of Weather</li> <li>· Clouds and Cloud Formation</li> <li>· What Influences Weather?</li> <li>· Severe Weather and Weather Safety</li> <li>· Weather Prediction and Weather Maps</li> <li>· Climate</li> <li>· Climate Change</li> </ul>
	<u>A1.1.2.2</u> Write, solve, and/or graph systems of linear equations using various methods. <u>A1.1.3.2</u> Write, solve, and/or graph systems of linear inequalities using various methods. <u>A1.2.1.1</u> Analyze and/or use patterns or relations.		<u>S8.A.2.2</u> Apply appropriate instruments for a specific purpose and describe the information the instrument can provide. <u>S8.D.2.1</u> Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	<u>Chapter 7</u> Exponents and Exponential Functions	<ul style="list-style-type: none"> <li>· Use zero and negative exponents to represent numbers.</li> <li>· Convert between scientific notation and standard form.</li> <li>· Multiply powers with the same base.</li> <li>· Simplify equations with exponents using properties of multiplication and division.</li> </ul>	<u>Module D</u> Ecology and the Environment	<u>Unit 1: Interactions of Living Things</u> <ul style="list-style-type: none"> <li>· Introduction to Ecology</li> <li>· Roles in Energy Transfer</li> <li>· Population Dynamics</li> <li>· Interactions in Communities</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.1.1.3</u> Use exponents, roots, and/or absolute values to solve problems.		<u>S8.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems. <u>S8.C.3.1</u> Describe the effect of multiple forces on the movement, speed, or direction of an object. <u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<p><u>Chapter 8</u> Polynomials and Factoring</p> <p><u>Chapter 9</u> (9-1 to 9-5) Quadratic Functions and Equations</p>	<ul style="list-style-type: none"> <li>· Add and subtract polynomials.</li> <li>· Multiply polynomials.</li> <li>· Factor polynomials.</li> <li>· Use special cases to factor and multiply polynomials.</li> <li>· Graphing quadratic functions.</li> <li>· Factoring to solve quadratic equations.</li> <li>· Complete the square.</li> </ul>	<p><u>Module D</u> Ecology and the Environment</p>	<p><u>Unit 2: Earth's Biomes and Ecosystems</u></p> <ul style="list-style-type: none"> <li>· Land Biomes</li> <li>· Aquatic Ecosystems</li> <li>· Energy and Matter in Ecosystems</li> <li>· Changes in Ecosystems</li> <li>· Human Activity and Ecosystems</li> </ul>
	STANDARDS		STANDARDS	
	<p><u>A1.1.1.2</u> Apply number theory concepts to show relationships between real numbers in problem-solving settings.</p>		<p><u>S8.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p><u>S8.B.3.2</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.</p> <p><u>S8.D.1.1</u> Describe constructive and destructive natural processes that form different geologic structures and resources.</p> <p><u>S8.D.1.2</u> Describe the potential impact of human made processes on changes to Earth's resources and how they affect everyday life.</p> <p><u>S8.C.1.1</u> Explain concepts about the structure and properties (physical and chemical) of matter.</p>	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	<u>Chapter 10</u> Radical Expressions and Equations	<ul style="list-style-type: none"> <li>· The Pythagorean Theorem.</li> <li>· Simplifying radicals</li> <li>· Operations with radical expressions.</li> <li>· Solve radical equations.</li> <li>· Graph square root functions.</li> <li>· Trigonometric Ratios</li> </ul>	<u>Module D</u> Ecology and the Environment	<u>Unit 3: Earth's Resources</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Earth's Support of Life</li> <li>· Natural Resources</li> <li>· Nonrenewable Energy Resources</li> <li>· Renewable Energy Resources</li> <li>· Managing Resources</li> </ul>
	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).		<u>S8.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems. <u>S8.B.2.1</u> Explain the basic concepts of natural selection. <u>S8.B.3.1</u> Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components. <u>S8.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs or how these needs impact the environment.	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	<u>Chapter 11</u> Rational Expressions and Functions	<ul style="list-style-type: none"> <li>· Simplifying rational expressions.</li> <li>· Multiplying and dividing rational expressions.</li> <li>· Divide polynomials.</li> <li>· Solve and graph rational equations.</li> </ul>	<u>Module C</u> The Human Body	<u>Unit 1: Human Body Systems</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Introduction to Body Systems</li> <li>· The Skeletal and Muscular Systems</li> <li>· The Circulatory and Respiratory Systems</li> <li>· The Digestive and Excretory Systems</li> <li>· The Nervous and Endocrine Systems</li> <li>· The Reproductive System</li> </ul>
	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).		<ul style="list-style-type: none"> <li>· <u>S8.B.1.1</u> Describe and compare structural and functional similarities and differences that characterize diverse living things.</li> <li>· <u>S8.B.2.2</u> Explain how a set of genetic instructions determines inherited traits of organisms.</li> </ul>	

## INVESTIGATIONS 8<sup>th</sup> Grade B

UNIT	ALGEBRA 1	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<u>Chapter 12</u> Data Analysis and Probability	<ul style="list-style-type: none"> <li>· Organize data using matrices</li> <li>· Interpret frequency tables and histograms.</li> <li>· Standard deviation.</li> <li>· Interpreting box and whisker plots.</li> <li>· Calculate permutations and combinations.</li> <li>· Find theoretical and experimental probability.</li> <li>· Find the probability of compound events.</li> </ul>	<u>Module C</u> The Human Body	<u>Unit 2: Human Health</u> <ul style="list-style-type: none"> <li>· The Immune System</li> <li>· Infectious Disease</li> <li>· Staying Healthy</li> </ul>
	STANDARDS		STANDARDS	
	<u>A1.2.3.1</u> Use measures of dispersion to describe a set of data. <u>A1.2.3.2</u> Use data displays in problem-solving settings and/or to make predictions. <u>A1.2.3.3</u> Apply probability to practical situations.		S8.B.2.1 Explain the basic concepts of natural selection.	

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
1	<u>Chapter 1</u> Tools of Geometry <u>Chapter 2</u> Reasoning and Proof	<ul style="list-style-type: none"> <li>· Draw nets and three dimensional diagrams.</li> <li>· Identify points, lines, and planes.</li> <li>· Measure segments and angles.</li> <li>· Find midpoint and distance on a coordinate plane.</li> <li>· Find and compare perimeter, circumference, and area of two dimensional shapes.</li> <li>· Inductive Reasoning</li> <li>· Making conditional statements</li> <li>· Biconditional statements</li> <li>· Deductive Reasoning</li> <li>· Reasoning in Algebra and Geometry</li> <li>· Prove angles congruent.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 1: Earth's Water</u> <ul style="list-style-type: none"> <li>· Water and Its Properties</li> <li>· The Water Cycle</li> <li>· Surface Water and Groundwater</li> </ul>
	STANDARDS		STANDARDS	
	<u>G.1.3.2</u> Write formal proofs and / or use logic statements to construct or validate arguments. <u>G.2.2.2</u> Use and/or develop procedures to determine or describe measures of perimeter, circumference, and/or area. (May require conversions within the same system.)		<u>S8.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). <u>S8.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts. <u>S8.D.1.3</u> Describe characteristic features of Earth's water systems or their impact on resources.	



## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
2	<u>Chapter 3</u> Parallel and Perpendicular Lines <u>Chapter 4</u> Congruent Triangles	<ul style="list-style-type: none"> <li>· Properties of lines and angles.</li> <li>· Properties of parallel lines</li> <li>· Prove lines parallel</li> <li>· Parallel and perpendicular lines.</li> <li>· Parallel lines and triangles.</li> <li>· Constructing parallel and perpendicular lines.</li> <li>· Equations of lines in the coordinate plane.</li> <li>· Slopes of parallel and perpendicular lines.</li> <li>· Congruent Figures</li> <li>· Prove triangles congruent using SSS, SAS, ASA, and AAS.</li> <li>· Use corresponding parts of congruent triangles.</li> <li>· Isosceles and equilateral triangles.</li> <li>· Right triangle congruence.</li> <li>· Overlapping triangle congruence.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 2: Oceanography</u> <ul style="list-style-type: none"> <li>· Earth's Oceans and the Ocean Floor</li> <li>· Ocean Waves</li> <li>· Ocean Currents</li> </ul>
	STANDARDS		STANDARDS	
	<u>G.1.3.1</u> Use properties of congruence, correspondence, and similarity in problem solving settings involving 2- and 3-dimensional figures. <u>G.2.1.1</u> Solve problems involving right triangles. <u>G.2.2.1</u> Use and/or compare measurements of angles.		<u>S8.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems. <u>S8.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns. <u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.	

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
3	<u>Chapter 5 (5-1 to 5-5)</u> Relationships with triangles. <u>Chapter 6</u> Polygons and Quadrilaterals	<ul style="list-style-type: none"> <li>· Mid-segments of Triangles</li> <li>· Perpendicular and angle bisectors</li> <li>· Bisectors in triangles</li> <li>· Medians and altitudes</li> <li>· Make indirect proofs</li> <li>· Interior angles of a polygon</li> <li>· Exterior angles of a polygons</li> <li>· Properties of parallelograms</li> <li>· Proving parallelograms</li> <li>· Use properties and conditions of rhombi, rectangles, and squares.</li> <li>· Trapezoids and kites.</li> <li>· Polygons in the coordinate plane.</li> <li>· Apply coordinate geometry.</li> <li>· Complete proofs using coordinate geometry.</li> </ul>	<u>Module F</u> Earth's Water and Atmosphere	<u>Unit 3: Earth's Atmosphere</u> <ul style="list-style-type: none"> <li>· Energy Transfer</li> <li>· The Atmosphere</li> <li>· Wind in the Atmosphere</li> </ul>
	STANDARDS		STANDARDS	
	<u>G.1.2.1</u> Recognize and/or apply properties of angles, polygons, and polyhedra. <u>G.2.1.2</u> Solve problems using analytic geometry.		<u>S8.C.2.1</u> Describe energy sources, transfer of energy, or conversion of energy. <u>S8.C.2.2</u> Compare the environmental impact of different energy sources chosen to support human endeavors.	

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
4	Chapter 7 Similarity	<ul style="list-style-type: none"> <li>· Ratios and proportions.</li> <li>· Similar polygons</li> <li>· Proving triangles similar</li> <li>· Similarity in right triangles.</li> <li>· Proportions in triangles</li> </ul>	Module F Earth's Water and Atmosphere	Unit 4: Weather and Climate
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Elements of Weather</li> </ul>
	<p><u>G.2.1.1</u> Solve problems involving right triangles.</p> <p><u>G.1.3.1</u> Use properties of congruence, correspondence, and similarity in problem solving settings involving 2- and 3-dimensional figures</p>		<p><u>S8.A.2.2</u> Apply appropriate instruments for a specific purpose and describe the information the instrument can provide.</p> <p><u>S8.D.2.1</u> Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.</p>	<ul style="list-style-type: none"> <li>· Clouds and Cloud Formation</li> <li>· What Influences Weather?</li> <li>· Severe Weather and Weather Safety</li> <li>· Weather Prediction and Weather Maps</li> <li>· Climate</li> <li>· Climate Change</li> </ul>

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
5	<p><u>Chapter 8</u> Right Triangles and Trigonometry</p> <p style="text-align: center;">STANDARDS</p> <p><u>G.2.1.1</u> Solve problems involving right triangles.</p>	<p>The Pythagorean Theorem and its converse Special Right Triangles Trigonometry Angles of elevation and depression Vectors</p>	<p><u>Module D</u> Ecology and the Environment</p> <p style="text-align: center;">STANDARDS</p> <p><u>S8.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems. <u>S8.C.3.1</u> Describe the effect of multiple forces on the movement, speed, or direction of an object. <u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.</p>	<p><u>Unit 1: Interactions of Living Things</u></p> <ul style="list-style-type: none"> <li>· Introduction to Ecology</li> <li>· Roles in Energy Transfer</li> <li>· Population Dynamics</li> <li>· Interactions in Communities</li> </ul>

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
6	<u>Chapter 9</u> Transformations	<ul style="list-style-type: none"> <li>· Translations</li> <li>· Reflections</li> <li>· Rotations</li> <li>· Symmetry</li> <li>· Dilations</li> <li>· Compositions and Reflections</li> <li>· Tessellations</li> </ul>	<u>Module D</u> Ecology and the Environment	<u>Unit 2: Earth's Biomes and Ecosystems</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Land Biomes</li> <li>· Aquatic Ecosystems</li> <li>· Energy and Matter in Ecosystems</li> <li>· Changes in Ecosystems</li> <li>· Human Activity and Ecosystems</li> </ul>
	<u>G.2.1.2</u> Solve problems using analytic geometry.		<u>S8.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole. <u>S8.B.3.2</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems. <u>S8.D.1.1</u> Describe constructive and destructive natural processes that form different geologic structures and resources. <u>S8.D.1.2</u> Describe the potential impact of human made processes on changes to Earth's resources and how they affect everyday life. <u>S8.C.1.1</u> Explain concepts about the structure and properties (physical and chemical) of matter.	

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
7	<u>Chapter 10</u> Area	<ul style="list-style-type: none"> <li>· Area of parallelograms and triangles.</li> <li>· Area of trapezoids, rhombi, and kites.</li> <li>· Area of regular polygons</li> <li>· Perimeters and Areas of similar figures.</li> <li>· Trigonometry and area</li> <li>· Circles and arcs</li> <li>· Areas of circles and sectors</li> <li>· Geometric probability</li> </ul>	<u>Module D</u> Ecology and the Environment	<u>Unit 3: Earth's Resources</u>
	STANDARDS		STANDARDS	<ul style="list-style-type: none"> <li>· Earth's Support of Life</li> <li>· Natural Resources</li> <li>· Nonrenewable Energy Resources</li> <li>· Renewable Energy Resources</li> <li>· Managing Resources</li> </ul>
	<u>G.2.2.3</u> Describe how a change in one dimension of a 2-dimensional figure affects other measurements of that figure. <u>G.2.2.4</u> Apply probability to practical situations.		<u>S8.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems. <u>S8.B.2.1</u> Explain the basic concepts of natural selection. <u>S8.B.3.1</u> Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components. <u>S8.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs or how these needs impact the environment.	

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
8	<u>Chapter 11</u> Surface Area and Volume	<ul style="list-style-type: none"> <li>· Space figures and cross sections.</li> <li>· Surface area of prisms, cylinders, pyramids, and cones.</li> <li>· Volume of prisms, cylinders, pyramids, and cones.</li> <li>· Surface area and volume of spheres.</li> <li>· Areas and Volumes of Similar Solids</li> </ul>	<u>Module C</u> The Human Body	<u>Unit 1: Human Body Systems</u>
	STANDARDS		S STANDARDS	<ul style="list-style-type: none"> <li>· Introduction to Body Systems</li> <li>· The Skeletal and Muscular Systems</li> <li>· The Circulatory and Respiratory Systems</li> <li>· The Digestive and Excretory Systems</li> <li>· The Nervous and Endocrine Systems</li> <li>· The Reproductive System</li> </ul>
	<u>G.2.3.1</u> Use and/or develop procedures to determine or describe measures of surface area and/or volume. (May require conversions within the same system.) <u>G.2.3.2</u> Describe how a change in one dimension of a 3-dimensional figure affects other measurements of that figure.		<u>S8.B.1.1</u> Describe and compare structural and functional similarities and differences that characterize diverse living things. <u>S8.B.2.2</u> Explain how a set of genetic instructions determines inherited traits of organisms.	

## INVESTIGATIONS 8<sup>th</sup> Grade C

UNIT	GEOMETRY	MATH CONTENT	SCIENCE FUSION	SCIENCE CONTENT
9	<u>Chapter 12</u> Circles	<ul style="list-style-type: none"> <li>· Tangent Lines</li> <li>· Chords and Arcs</li> <li>· Inscribed Angles</li> <li>· Angles Measures and Segment lengths</li> <li>· Circles in the coordinate plane</li> </ul>	<u>Module C</u> The Human Body	<u>Unit 2: Human Health</u> <ul style="list-style-type: none"> <li>· The Immune System</li> <li>· Infectious Disease</li> <li>· Staying Healthy</li> </ul>
	STANDARDS		STANDARDS	
	<u>G.1.1.1</u> Identify and/or use parts of circles and segments associated with circles, spheres, and cylinders.		<u>S8.B.2.1</u> Explain the basic concepts of natural selection.	



INVESTIGATIONS Music Components
Standards 9.1.3A, 9.1.3B, 9.1.3C, 9.1.3D, 9.1.3E
Sound and Timbre
<ul style="list-style-type: none"> <li>· Keep a steady beat with hands and feet.</li> <li>· Keep a steady beat with fast music.</li> <li>· Keep a steady beat when music changes.</li> <li>· Keep a steady beat with slow music.</li> <li>· Keep a steady beat with an instrument.</li> <li>· Tell when there's a beat or no beat.</li> <li>· Know the names of classroom instruments by sight and sound.</li> <li>· Know families of instruments and how they make sound.</li> <li>· Know the names of instruments from other countries by their timbre.</li> <li>· Know the names of band and orchestra instruments by their timbre.</li> </ul>
Voice
<ul style="list-style-type: none"> <li>· Use voice in different ways.</li> <li>· Matching pitch.</li> <li>· Singing solo.</li> <li>· Sit and stand tall while singing.</li> <li>· Watch for directions while singing.</li> <li>· Sing different kinds of music.</li> <li>· Songs from many cultures.</li> <li>· Singing with expressions and breathing at the ends of phrases.</li> <li>· Sing fermata.</li> <li>· Sing crescendo, decrescendo, forte, piano, and accents.</li> <li>· Sing different kinds of music.</li> </ul>
Instruments
<ul style="list-style-type: none"> <li>· Know the correct way to sit and play an instrument</li> <li>· Play simple rhythms on an instrument correctly.</li> <li>· Play instrument with different types of music.</li> <li>· Play melodies on pitched instruments.</li> <li>· Play instrument with different types of music.</li> <li>· Play melodies on pitched instruments.</li> <li>· Play music from other countries.</li> <li>· Play with expression by changing volume.</li> <li>· Play crescendo, decrescendo, forte, piano, and accents.</li> </ul>
Improvising
<ul style="list-style-type: none"> <li>· Improvise a musical answer by playing a rhythm.</li> <li>· Improvise a musical answer by playing a melody.</li> <li>· Improvise a musical answer by making movements. Improvise a melody ostinato to go with a song or music.</li> </ul>

<ul style="list-style-type: none"> <li>· Improvise a new rhythm for a song.</li> <li>· Improvise a new short piece using pitched and un-pitched instruments.</li> <li>· Improvise a rhythm ostinato to go with a song or music.</li> </ul>
<b>Composing and Arranging</b>
<ul style="list-style-type: none"> <li>· Choose sounds and create music to go with stories and poems.</li> <li>· Create melody using 3 notes.</li> <li>· Create rhythm using quarter notes, eighth notes, and quarter rests.</li> <li>· Create music using different sounds and instruments. Create and arrange music to go with stories and poems.</li> <li>· Create a melody using a least 5 pitches or pentatonic scale.</li> <li>· Create rhythm using half notes, quarter notes, eighth notes, and quarter rests.</li> <li>· Create music using different sounds and instruments.</li> <li>· Create music using pictures and symbols.</li> <li>· Create music using a computer or electronic keyboard.</li> <li>· Create music using pictures and symbols.</li> <li>· Create music using computer or electronic keyboard.</li> </ul>
<b>Reading Music</b>
<ul style="list-style-type: none"> <li>· Read rhythm using half notes, quarter notes, eighth notes, and quarter reads.</li> <li>· Name the parts of the notes: note head, stem, and beam.</li> <li>· Read a simple melody using solfege.</li> <li>· Read a simple melody using letter names for notes.</li> <li>· Know music words and symbols.</li> </ul>
<b>Listening</b>
<ul style="list-style-type: none"> <li>· Tell when phrases are the same and different.</li> <li>· Tell when a phrase begins and ends.</li> <li>· Tell when AB form is played in music by moving and with words.</li> <li>· Tell when an introduction is played by moving and with words.</li> <li>· Use words to describe music.</li> <li>· Describe how music feels.</li> <li>· Move to music.</li> <li>· Tell when phrases are the same and different.</li> <li>· Tell when a phrase begins and ends.</li> <li>· Identify AB form in music by moving and with words.</li> <li>· Know the difference between verse and a refrain.</li> <li>· Identify ABA form in music by moving and with words.</li> <li>· Identify the introduction.</li> <li>· Identify the coda.</li> </ul>
<b>Relating Music</b>
<ul style="list-style-type: none"> <li>· Relate music to art, dance, theatre, and movies.</li> </ul> <p>Discover how people make music in different ways: Composers, performers, conductors, &amp; teachers.</p>

## **Perspectives**

*“The real voyage of discovery consists not in seeking new landscapes  
but in having new eyes.”*

*–Marcel Proust*

*Perspectives* is the time when students develop the eyes to see how beliefs, behaviors and actions are interrelated with opportunity and choice. Stories portray thinking patterns and social norms that empower each person to live freely and cooperatively with themselves, others and society. Literature and the study of history provide the framework for acquiring skills needed to see the dimensions of what has been and what can be. All of these points are greatly enhanced through artistic expression. Integrating the study of art, literature, and social studies in this course provides a window for seeing how the outer world shapes the inner landscape and the reciprocal quality of this relationship.

<b>PERSPECTIVES Kindergarten</b>				
<b>Quarter</b>	<b>Core</b>	<b>Content</b>	<b>Standard</b>	<b>Skills</b>
<b>1</b>	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.K.1 RI.K.1 RI.K.5 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d	<ul style="list-style-type: none"> <li>· With prompting and support, ask and answer questions about key details in a text.</li> <li>· With prompting and support, ask and answer questions about key details in a text</li> <li>· Identify the front cover, back cover, and title page of a book.</li> <li>· Demonstrate understanding of the organization and basic features of print.</li> <li>· Follow words from left to right, top to bottom, and page by page.</li> <li>· Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>· Understand that words are separated by spaces in print.</li> <li>· Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>
	<b>Social Studies</b>	Who Am I?  What Is a Family?	5.1.K.C 5.3.K.B 5.2.K.D 6.1.K.B 6.1.K.D 6.4.K.A 8.3.K.C	<ul style="list-style-type: none"> <li>· Define respect for self and others.</li> <li>· Identify the role of adults in authority at home or in school.</li> <li>· Explain responsible classroom behavior.</li> <li>· Identify family wants and needs. Identify a choice based on family interest.</li> <li>· Identify the specialized role performed by each member of the family.</li> <li>· Demonstrate an understanding of time order.</li> </ul>

## PERSPECTIVES Kindergarten

Quarter	Core	Content	Standard	Skill
2	<b>ELA</b>	<p>Reading Literature</p> <p>Reading Informational Text</p> <p>Reading Foundations</p>	<p>RL.K.2</p> <p>RL.K.4</p> <p>RL.K.7</p> <p>RI.K.2</p> <p>RI.K.4</p> <p>RI.K.7</p> <p>RF.K.2</p> <p>RF.K.2a</p> <p>RF.K.2b</p> <p>RF.K.3</p> <p>RF.K.3a</p> <p>RF.K.3b</p>	<ul style="list-style-type: none"> <li>· With prompting and support, retell familiar stories, including key details.</li> <li>· Ask and answer questions about unknown words in a text.</li> <li>· With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>· With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>· With prompting and support, identify the main topic and retell key details of a text.</li> <li>· Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>· Recognize and produce rhyming words.</li> <li>· Count, pronounce, blend, and segment syllables in spoken words.</li> <li>· Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>· Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> </ul>
	<b>Social Studies</b>	<p>How Do I Get Along with Others?</p> <p>How Do I Make Friends?</p> <p>How Do I Solve Problems with Others?</p>	<p>5.4.K.A</p> <p>5.4.K.B</p> <p>6.1.K.C</p> <p>6.2.K.A</p> <p>6.2.K.C</p> <p>6.2.K.D</p> <p>6.4.K.D</p> <p>8.1.K.A</p> <p>8.1.K.B</p> <p>8.1.K.C</p> <p>8.2.K.D</p> <p>8.4.K.D</p>	<ul style="list-style-type: none"> <li>· Identify conflict in the classroom.</li> <li>· Identify how students can work together.</li> <li>· Identify choices to meet needs</li> <li>· Identify goods and consumers.</li> <li>· Identify advertisements that encourage us to buy things.</li> <li>· Identify currency and how it is used.</li> <li>· Identify individual wants and needs.</li> <li>· Identify chronological sequence through days, weeks, months, and years (calendar time).</li> <li>· With guidance and support, differentiate facts from opinions as related to an event.</li> <li>· Explain how to locate information in a source.</li> <li>· Demonstrate an understanding of conflict.</li> <li>· Demonstrate an understanding of conflict and cooperation.</li> </ul>

## PERSPECTIVES Kindergarten

Quarter	Core	Content	Standard	Skill
3	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.K.3 RL.K.5 RL.K.10 RI.K.3 RI.K.5 RI.K.6 RI.K.10 RF.K.2c RF.K.2d RF.K.2e RF.K.3a RF.K.3b	<ul style="list-style-type: none"> <li>· With prompting and support, identify characters, settings, and major events in a story.</li> <li>· Recognize common types of texts (e.g., storybooks, poems).</li> <li>· Actively engage in group reading activities with purpose and understanding.</li> <li>· With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>· With prompting and support, ask and answer questions about unknown words in a text.</li> <li>· Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>· Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>· Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>· Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>· Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>· Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> </ul>
	<b>Social Studies</b>	How Can I Be a Good Helper at School?  What Is in My Neighborhood?	5.1.K.E 5.2.K.A 5.2.K.C 5.3.K.C 5.3.K.F 6.5.K.A 6.5.K.C 7.1.K.B 7.2.K.A 8.2.K.A 8.3.K.B	<ul style="list-style-type: none"> <li>· Demonstrate responsibilities in the classroom.</li> <li>· Identify responsibilities at school.</li> <li>· Identify classroom projects/activities that support leadership and service.</li> <li>· Identify roles of fire fighters, police officers, and emergency workers.</li> <li>· Identify and explain behaviors for responsible classroom citizens.</li> <li>· Identify individuals who volunteer in the community.</li> <li>· Identify goods and services provided by local businesses</li> <li>· Describe the location of places in the home, school, and community to gain an understanding of relative location.</li> <li>· Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.</li> <li>· Identify people in authority.</li> <li>· Identify documents and artifacts important to the classroom community.</li> </ul>

## PERSPECTIVES Kindergarten

Quarter	Core	Content	Standard	Skill
4	<b>ELA</b>	<p>Reading Literature</p> <p>Reading Informational Text</p> <p>Reading Foundations</p>	<p>RL.K.6</p> <p>RI.K.8</p> <p>RL.K.9</p> <p>RF.K.4</p>	<ul style="list-style-type: none"> <li>· With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>· With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>· With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>· With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>· Actively engage in group reading activities with purpose and understanding.</li> <li>· Read emergent-reader texts with purpose and understanding.</li> </ul>
	<b>Social Studies</b>	<p>Where Am I in the World?</p> <p>How Do People Live Around the World?</p> <p>How Can I Help Take Care of the World?</p>	<p>5.1.K.F</p> <p>5.2.K.B</p> <p>6.1.K.A</p> <p>6.3.K.D</p> <p>7.1.K.A</p> <p>7.2.K.B</p> <p>7.3.K.A</p> <p>7.4.K.A</p> <p>8.2.K.B</p> <p>8.3.K.A</p> <p>8.4.K.A</p> <p>8.4.K.C</p>	<ul style="list-style-type: none"> <li>· Identify significant American holidays and their symbols.</li> <li>· Identify a problem and discuss possible solutions.</li> <li>· Identify how scarcity influences choice.</li> <li>· Identify products produced in the region or state.</li> <li>· Interpret a simple map of a known environment.</li> <li>· Identify land and water forms.</li> <li>· Describe how weather affects daily life.</li> <li>· Identify local bodies of water and landforms to gain an understanding of their impact on the local community.</li> <li>· Examine photographs of documents, artifacts, and places unique to Pennsylvania.</li> <li>· Identify American people related to national holidays.</li> <li>· Explain how cultures celebrate.</li> <li>· Identify different celebrations of different cultures from around the world.</li> </ul>

## PERSPECTIVES 1<sup>st</sup> Grade

Quarter	Core	Content	Standard	Skill
1	<b>ELA</b>	Reading Literacy  Reading Informational Text  Reading Foundations	RL.1 RL.1. RI. 1.1 RI 1.2 RF.1.1 RF. 1.1a	<ul style="list-style-type: none"> <li>· Ask and answer questions about key details in a text.</li> <li>· Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>· Ask and answer questions about key details in a text.</li> <li>· Identify the main topic and retell key details of a text.</li> <li>· Demonstrate understanding of the organization and basic features of print.</li> <li>· Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
	<b>Social Studies</b>	Civics and Government History How Do We Get Along in School?  Why Is It Important to Learn from Each Other?  Why Do Schools Have Rules?  Who Helps Us at School?	5.3.1.c 5.3.1.d 5.3.1.e 5.3.1.f 8.4.1.A 8.4.1.B 8.4.1.C 8.4.1.D	<ul style="list-style-type: none"> <li>· Identify the value of fire fighters, police officers and emergency workers in the community.</li> <li>· Identify positions of authority in the classroom community.</li> <li>· Identify situations in the school or community when it is beneficial to have an elected official represent the people.</li> <li>· Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</li> <li>· Explain why <b>cultures</b> celebrate.</li> <li>· Explain the importance of world landmarks.</li> <li>· Identify holidays and ceremonies of selected world <b>cultures</b>.</li> <li>· Describe examples of <b>conflict</b> and cooperation in the classroom community.</li> </ul>



## PERSPECTIVES 1<sup>st</sup> Grade

Quarter	Core	Content	Standard	Skill
2	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.1.2 RL.1.3 RL.1.5 RI.1.3 RI.1.4 RF.1.2 RF.1.2a RF.1.4	<ul style="list-style-type: none"> <li>· Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>· Describe the connection between two individuals, events, ideas, or pieces of information in a text</li> <li>· Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>· Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words</li> <li>· Read with sufficient accuracy and fluency to support comprehension.</li> </ul>
	<b>Social Studies</b>	Civics and Government  Geography  Who Helps Us at School?  How Are We Good Helpers at School?  What Was School Like Long Ago?	5.2.1.A 5.2.1.b 5.2.1.c 5.2.1.d 5.3.c 7.1.1.A 7.1.1.B	<ul style="list-style-type: none"> <li>· Identify and explain the importance of responsibilities at school and at home.</li> <li>· Identify a problem and attempt to solve with adult or peer assistance.</li> <li>· Identify school projects / activities that support leadership and public service.</li> <li>· Explain responsible school behavior.</li> <li>· Identify community workers through their uniforms and equipment.</li> <li>· Identify <b>geographic tools</b>.</li> <li>· Describe <b>places</b> in geographic reference in physical features.</li> </ul>

## PERSPECTIVES 1<sup>st</sup> Grade

Quarter	Core	Content	Standard	Skill
<b>3</b>	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL 1.4 RL.1.5 RI.1.5 RI.1.6 RI.1.7 RF 1.3a RF.13b RF.1.3c RF.1.3d RF 1.3e RF.1.4a RF1.4b	<ul style="list-style-type: none"> <li>· Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>· Describe characters, settings, and major events in a story, using key details.</li> <li>· Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>· Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>· Use the illustrations and details in a text to describe its key ideas.</li> <li>· Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>· Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>· Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>· Decode regularly spelled one-syllable words.</li> <li>· Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>· Read grade-level text with purpose and understanding.</li> <li>· Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ul>

3	<b>Social Studies</b>	<p>Economics What Groups Do We Belong To?</p> <p>How Are Families Special?</p> <p>What Do Families Need and Want?</p>	<p>6.1.1.c 6.1.2.c 6.1.3.c 6.1.1.D 6.2.1.A 6.2.1.C 6.2.1.D 6.2.1.E 6.2.1.G 6.3.1.A 6.3.1.B 6.3.1.C 6.3.1.D 6.3.1.A 6.4.1.A 6.4.1.B 6.4.1.C 6.4.1.D 6.5.1.A 6.5.1.B 6.5.1.C 6.5.1.D 6.5.1.E 6.5.1.F 6.5.1.G 8.2.1.A 8.2.1.B 8.2.1.C 8.2.1.D</p>	<ul style="list-style-type: none"> <li>· Identify choice based on needs versus wants.</li> <li>· Explain how choice has consequences.</li> <li>· Explain what is given up when making a choice.</li> <li>· Identify a choice based on individual interest.</li> <li>· Identify a choice based on family interest.</li> <li>· Identify a choice based on classroom interest.</li> <li>· Identify goods, consumers, and producers.</li> <li>· Identify advertisements that encourage us to buy things based on want rather than need.</li> <li>· Explain the role of money in determining price.</li> <li>· Identify the impact on a community when a business opens.</li> <li>· Define an economic system at the individual level.</li> <li>· Identify examples of goods and services.</li> <li>· Identify products produced in the United States.</li> <li>· Identify specialization of work in the community.</li> <li>· Describe how individuals differ in their wants and needs and why people buy and sell things.</li> <li>· Identify individuals who work for wages in the community.</li> <li>· Identify different jobs and the purpose of each.</li> <li>· Identify businesses and their corresponding goods and service.</li> <li>· Identify ways to earn money.</li> <li>· Describe what tools (tangible assets) are necessary to complete a task.</li> <li>· Identify buyers and sellers (people) buy and sell things.</li> <li>· Explain the need to save money.</li> <li>· Identify groups of people who contribute to a community.</li> <li>· Identify symbols, slogans, or mottos that are representative of the state.</li> <li>· Identify holiday and cultural celebrations in a community and why they are celebrated.</li> <li>· Identify historical conflict in the community.</li> <li>· Identify Americans who played a significant role in American history.</li> <li>· Identify American landmarks and significance.</li> </ul>
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## PERSPECTIVES 1<sup>st</sup> Grade

Quarter	Core	Content	Standard	Skill
<b>4</b>	<b>ELA</b>	Reading Literature           Informational text	RL.1.4 RL 1.6 RL 1.9 RL.1.10 RI.1.8 RI 1.9 RI. 1.10 RF.1.3f RF. 1.3g RF1.4c	<ul style="list-style-type: none"> <li>· Identify words and phrases in stories or poems that suggest feelings or appeal to the senses..</li> <li>· Identify who is telling the story at various points in a text.</li> <li>· Compare and contrast the adventures and experiences of characters in stories.</li> <li>· With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>· The reasons an author gives to support points in a text.</li> <li>· Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</li> <li>· With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>· Read words with inflectional endings.</li> <li>· Recognize and read grade-appropriate irregularly spelled words.</li> <li>· Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<b>Social Studies</b>	History How Do Family Members Care for Each Other?  How Do Families Change?  What Are Family Traditions?  What Do Good Neighbors Do?	8.1.1.A 8.1.1.B 8.1.1.C 8.3.1.A 8.3.1.B 8.3.1. C 8.3.1.D	<ul style="list-style-type: none"> <li>· Demonstrate an understanding of chronology.</li> <li>· Identify a problem or dilemma surrounding an event.</li> <li>· Identify sources of historical information.</li> <li>· Identify examples of change.</li> <li>· Identify <b>conflict</b> and describe ways to cooperate with others by making smart choices.</li> </ul>

## PERSPECTIVES 2<sup>nd</sup> Grade

Quarter	Core	Content	Standard	Skill
1	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.2.1 RI. 2.1 RI.2.5 RI.2.6 RF.2.3 RF.2.3a RF.2.3b	<ul style="list-style-type: none"> <li>• Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> </ul>
	<b>Social Studies</b>	What Is a Community?  How Are Communities Different?  How Do We Use Maps?  What Is Geography?	5.1.2.A 5.1.2.B 5.1.2.C 5.3.2.F 5.1.2.D	

## PERSPECTIVES 2<sup>nd</sup> Grade

Quarter	Core	Content	Standards	Skills
2		Reading Literature  Reading Informational Text  Reading Foundations	RL.2.2 RL.2.5 RL.2.6 RI.2.2 RF.2.3c RF.2.3d RF.2.4	<ul style="list-style-type: none"> <li>· Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>· Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>· Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>· Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>· Decode regularly spelled two-syllable words with long vowels.</li> <li>· Decode words with common prefixes and suffixes.</li> <li>· Read with sufficient accuracy and fluency to support comprehension.</li> </ul>
	<b>Social Studies</b>	How Do People Use Our Environment?  How Are Goods Made and Brought to Us?  Who Provides Services in a Community?  How Can I Be a Good Shopper?	5.1.2.E 5.1.2.F 5.4.2.C 5.4.2.D 5.4.2.E 6.1.2.A 6.1.2.B 6.1.2.C	<ul style="list-style-type: none"> <li>· Describe <b>citizens'</b> responsibilities to the <b>state</b> of Pennsylvania and the nation.</li> <li>· Identify <b>state</b> symbols.</li> <li>· Explain why nations need to work together for peace.</li> <li>· Identify the different types of media.</li> <li>· Explain how a community reaches compromise.</li> <li>· Identify <b>scarcity</b> of resources within the school community.</li> <li>· Identify community <b>wants</b> and needs.</li> <li>· Explain how choice has consequences.</li> </ul>

## PERSPECTIVES 2<sup>nd</sup> Grade

Quarter	Core	Content	Standard	Skill
3	ELA	<p>Reading Literature</p> <p>Reading Informational Text</p> <p>Reading Foundations</p>	<p>RL.2.3</p> <p>RL.2.9</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.7</p> <p>RF.2.4a</p> <p>RF.2.4b</p> <p>RF.2.3e</p> <p>RF.2.4c</p>	<ul style="list-style-type: none"> <li>· Describe how characters in a story respond to major events and challenges.</li> <li>· Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</li> <li>· Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>· Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> <li>· Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>· Read grade-level text with purpose and understanding.</li> <li>· Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>· Identify words with inconsistent but common spelling-sound correspondences.</li> <li>· Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	Social Studies	<p>How Do Communities Change?</p> <p>How Did One Community Change?</p> <p>How Can One Person Make a Difference?</p>	<p>5.2.2.A</p> <p>5.2.2.B</p> <p>5.2.2.C</p> <p>5.2.2.D</p> <p>5.3.2.A</p> <p>8.1.2.C</p> <p>8.2.2.A</p> <p>8.2.2.B</p> <p>8.2.2.D</p> <p>8.2.2.C</p> <p>8.3.2.A</p> <p>8.3.2.B</p> <p>8.3.1.C</p> <p>8.3.2.D</p> <p>8.4.2.A</p> <p>8.4.2.B</p> <p>8.4.2.C</p> <p>8.4.2.D</p>	<ul style="list-style-type: none"> <li>· Identify and explain the importance of responsibilities at school at home and the community.</li> <li>· Identify a problem and probable solution.</li> <li>· Identify community projects/activities that support leadership and public service.</li> <li>· Explain responsible community behavior.</li> <li>· Identify the role <b>government</b> plays in the community (education, transportation).</li> <li>· Apply sources of historical information.</li> <li>· Identify historical figures in the local community.</li> <li>· Identify important buildings, statutes, and monuments associated with the state's history.</li> <li>· Identify how commerce and industry and social organizations have changed over time in Pennsylvania.</li> <li>· Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.</li> <li>· Identify groups and organizations and their contributions to the United States.</li> <li>· Identify American <b>artifacts</b> and their importance in American history.</li> <li>· Identify facts related to how different people describe the same event at different time periods.</li> <li>· Demonstrate an understanding of how different groups describe the same event or situation.</li> <li>· Explain why <b>cultures</b> have commemorations and remembrances.</li> <li>· Explain the significance of historical <b>documents</b> on world history.</li> <li>· Identify how <b>cultures</b> have commemorations and remembrances.</li> <li>· Identify global issues that require cooperation among nations.</li> </ul>

## PERSPECTIVES 2<sup>nd</sup> Grade

Quarter	Core	Content	Standard	Skill
4	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.2.4 RL.2.10 RI.2.8 RI.2.9 RI. 2.10 RF2.3f	<ul style="list-style-type: none"> <li>· Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>· Describe how reasons support specific points the author makes in a text. The most important points presented by two texts on the same topic.</li> <li>· By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>· Recognize and read grade-appropriate irregularly spelled words</li> </ul>
	<b>Social Studies</b>	Civics and Government  How Do Leaders Help Their Communities?  What Does a Good Citizen Do?  What Do Communities Share?	5.3.2.B 5.3.2.C 5.3.2.D 5.3.2.E 5.3.2.I 5.3.2.H 5.3.2.J 5.4.2.B 5.4.2.A 7.1.2.A 7.1.2.B 7.2.2.A 7.2.2.B 7.3.2.A 7.4.2.A 8.1.2.A 8.1.2.B	<ul style="list-style-type: none"> <li>· Identify local <b>government</b> leaders.</li> <li>· Identify other types of services provided by local <b>government</b></li> <li>· Identify positions of authority at school.</li> <li>· Describe situations in the <b>state</b> or nation when having an elected official represent the people is beneficial.</li> <li>· Identify different forms of media.</li> <li>· Define taxes and why they are paid.</li> <li>· Identify the responsibilities of voters after the vote.</li> <li>· Explain examples of conflict in the community, <b>state</b>, and nation.</li> <li>· Identify ways that countries can work together.</li> <li>· Identify how basic <b>geographic tools</b> are used to organize information.</li> <li>· Describe regions in geographic reference using physical features.</li> <li>· Identify the physical characteristics of <b>places</b>.</li> <li>· Identify the basic physical processes that affect the physical characteristics regions.</li> <li>· Identify the effect of local geography on the residents of the <b>region</b> (food, clothing, industry, trade, types of shelter, etc.).</li> <li>· Identify how environmental changes can impact people.</li> <li>· Read and interpret information on simple timelines.</li> <li>· Identify documents relating to an event.</li> </ul>



## PERSPECTIVES 3<sup>rd</sup> Grade

Quarter	Core	Content	Standard	Skill
1	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL. 3.1 RL.3.7 RI 3.1 RI.3.2 RF.3.3 RF.3.3c RF.3.4 RF.3.4a	<ul style="list-style-type: none"> <li>· Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</li> <li>· Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>· Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· Decode multi-syllable words.</li> <li>· Read with sufficient accuracy and fluency to support comprehension.</li> <li>· Read grade-level text with purpose and understanding.</li> </ul>
	<b>Social Studies</b>	Where in the World Is Our Community?  Where in the United States Is Our Community?  What Is the Geography of Our Community?	7.2.3.A 7.2.3.B 7.3.3.C  6.4.3.B 7.1.3.A 7.1.3.B	<ul style="list-style-type: none"> <li>· Identify the physical characteristics of <b>places</b> and <b>regions</b>.</li> <li>· Identify the basic physical processes that affect the physical characteristics of <b>places</b> and <b>regions</b>.</li> <li>· Identify the human characteristics of <b>places</b> and <b>regions</b> using the following criteria: Population, Culture, Settlement, Economic activities, Political activities</li> <li>· Identify examples of <b>trade</b>, imports, and exports in the local community.</li> <li>· Identify how basic <b>geographic tools</b> are used to organize and interpret information about people, <b>places</b> and <b>environment</b>.</li> <li>· Identify and locate <b>places</b> and <b>regions</b> as defined by physical and <b>human features</b>.</li> </ul>

## PERSPECTIVES 3<sup>rd</sup> Grade

Quarter	Core	Content	Standards	Skills
2	ELA	Reading Literature  Reading Informational Text  Reading Foundations	RL 3.2 RL 3.3 RI 3.3 RI 3.7 RI 3.8 RI 3.9 RF.3.3a RF.3.3b RF.3.3d	<ul style="list-style-type: none"> <li>· Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>· Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</li> <li>· Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>· Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>· Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>· Compare and contrast the most important points and key details presented in two texts on same topic.</li> <li>· Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· Decode words with common Latin suffixes.</li> <li>· Read grade-appropriate irregularly spelled words.</li> </ul>
	Social Studies	How Do People Become Part of Our Country?  What Makes Our Community Diverse?  How Do People Improve Their Communities?  How Are People Around the World Alike and Different?	5.2.3.A 5.2.3.B 5.2.3.C 5.2.3.D 6.5.3.A 6.5.3.B 8.2.3.A 8.2.3.B 8.2.3.D 8.2.3.C 8.3.3.A 8.3.3.B 8.3.3.C 8.3.3.D 8.4.3.A 8.4.3.B 8.4.3.C 8.4.3.D	<ul style="list-style-type: none"> <li>· Identify <b>personal rights</b> and responsibilities.</li> <li>· Identify the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>· Identify <b>leadership</b> and <b>public service</b> opportunities in the school, community, state, and nation.</li> <li>· Describe how <b>citizens</b> participate in school and community activities.</li> <li>· Explain why people work and identify different occupations.</li> <li>· Identify and describe how continuity and change have impacted Pennsylvania history: Belief systems and religions, Commerce and industry, Technology, Politics and government</li> <li>· Identify <b>social, political, cultural, &amp; economic</b> contributions of individual groups from Pennsylvania.</li> <li>· Identify historical <b>documents, artifacts</b>, and places critical to Pennsylvania history: Physical and <b>human geography, Social</b> organizations.</li> <li>· Identify and describe how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of Pennsylvania: <b>Ethnicity</b> and race, Working conditions, Immigration, Military <b>conflict, Economic</b> stability.</li> <li>· Identify and describe the <b>social, political, cultural, and economic</b> contributions of individuals and groups in United States history.</li> <li>· Identify and describe historical <b>documents, artifacts</b>, and places critical to United States history.</li> <li>· Identify and describe how continuity and change have impacted U.S. history: <b>Belief systems</b> and religions, Commerce and industry, Technology, Politics and government, Physical and <b>human geography, Social</b> organizations.</li> <li>· Identify and describe how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of the U.S.: <b>Ethnicity</b> and race, Working conditions, Immigration, Military <b>conflict, Economic</b> stability.</li> <li>· Identify the elements of <b>culture</b> and <b>ethnicity</b>.</li> <li>· Identify the importance of <b>artifacts</b> and sites to different <b>cultures</b> and <b>ethnicities</b>.</li> <li>· Compare and contrast selected world <b>cultures</b>.</li> <li>· Identify <b>conflict</b> and cooperation among groups and organizations from around the world.</li> </ul>

## PERSPECTIVES 3<sup>rd</sup> Grade

Quarter	Core	Content	Standard	Skill
3	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL 3.4 RL 3.9 RI.3.4 RI.3.6 RF.3.4b RF.3.4c	<ul style="list-style-type: none"> <li>· Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>· Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</li> <li>· Determine academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>· Distinguish their own point of view from that of the author of a text.</li> <li>· Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>· Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>Social Studies</b>	How Does Our Economy Work?  How Does Global Trade Affect Our Community?  What Are the Public Services in Our Community?  Who Works at City Hall?	6.1.3.D 6.2.3.A 6.2.3.B 6.2.3.C 6.2.3.D 6.2.3.E 6.2.3.F 6.2.3.G 6.3.3.A 6.3.3.B 6.3.3.C 6.4.3.A 6.5.3.E 6.5.3.G 6.5.3.H 8.1.3.B 8.1.3.A	<ul style="list-style-type: none"> <li>· Identify reasons why people make a <b>choice</b>.</li> <li>· Identify <b>goods, services, consumers, and producers</b> in the local community.</li> <li>· Identify competing sellers in the local market.</li> <li>· Identify types of advertising designed to influence personal <b>choice</b>.</li> <li>· Define <b>price</b> and how <b>prices</b> vary for products.</li> <li>· Describe the effect of local businesses opening and closing.</li> <li>· Identify <b>private economic institutions</b>.</li> <li>· Identify characteristics of the local economy.</li> <li>· Identify <b>goods</b> and <b>services</b> provided by the government.</li> <li>· Identify examples of government involvement in local economic activities.</li> <li>· Define tax and explain the relationship between taxation and government services.</li> <li>· Identify local examples of <b>specialization</b> and <b>division of labor</b>.</li> <li>· Identify <b>tangible</b> and <b>intangible assets</b>.</li> <li>· Define saving and explain why people save.</li> <li>· Identify the role of banks in our local community.</li> <li>· Identify the difference between past, present and future using timelines and/or other <b>graphic representations</b>.</li> <li>· Identify fact, <b>opinion</b>, multiple points of view, and <b>primary sources</b> as related to historical events.</li> </ul>

## PERSPECTIVES 3<sup>rd</sup> Grade

Quarter	Core	Content	Standard	Skill
4	ELA	Reading Literature  Reading Informational Text	RL.3.5 RL.3.6 RL 3.10  RI.3.5 RI 3.10	<ul style="list-style-type: none"> <li>· Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>· Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>· By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>· Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>· Read informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently</li> </ul>
	<b>Social Studies</b>	How Do We Have a Voice in Our Community?  Whose Planet Is It, Anyway?  How Can We Help the Global Community?	5.1.3.A 5.1.3.B 5.1.3.C 5.1.3.D 5.1.3.F 5.3.3.A 5.3.3.B 5.3.3.C 5.3.3.D 5.3.3.E 5.3.3.F 5.3.3.G  6.1.3.A 6.1.3.B 6.1.3.C 8.1.3.C	<ul style="list-style-type: none"> <li>· Explain the purposes of rules, laws, and consequences.</li> <li>· Explain rules and laws for the classroom, school, and community.</li> <li>· Define the principles and ideals shaping local government: Liberty / Freedom, Democracy, Justice, Equality</li> <li>· Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution</li> <li>· Identify state symbols, national symbols, and national holidays.</li> <li>· Identify the roles of the three branches of government.</li> <li>· Identify how laws are made in the local community.</li> <li>· Identify services performed by the local governments.</li> <li>· Identify positions of authority at school and community.</li> <li>· Explain the purpose for elections.</li> <li>· Explain how an action may be just or unjust.</li> <li>· Identify individual interests and explain ways to influence others.</li> <li>· Define scarcity and identify examples of resources, wants, and needs.</li> <li>· Identify needs and wants of people. Identify examples of natural, human, and capital resources.</li> <li>· Explain what is given up when making a choice.</li> </ul>

## PERSPECTIVES 4<sup>th</sup> Grade

Quarter	Core	Content	Standard	Skill
1	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL. 4.1 RL. 4.2 RL. 4.3  RI. 4.1 RI. 4.2 RI. 4.3 RF. 4.1	<ul style="list-style-type: none"> <li>· Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>· Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>· Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>· Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>· Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>· Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>· Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
	<b>Social Studies</b>	Discovering the Social Sciences  Exploring Regions of the United States  The Peopling of the United States  A Train Tour of the Northeast	5.1 5.1.4.C.2. 5.1.4.C.3. 5.1.4.C.4. 5.1.4.D.2. 5.1.4.D.3. 5.1.4.D.4. 5.1.4.E. 5.1.4.F. 5.2. 5.2.4.C. 5.3. 5.3.4.A. 5.3.4.F. 5.4. PA.7. 7.2. 7.3. 7.3.4.A. 7.3.4.A.1. 7.4	<ul style="list-style-type: none"> <li>· Explain rules and laws for the classroom, school, community, and state.</li> <li>· Explain the principles and ideals shaping local and state government.</li> <li>· Identify key ideas about government found in significant documents:</li> <li>· Identify state symbols, national symbols, and national holidays.</li> <li>· Rights and Responsibilities of Citizenship</li> <li>· Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</li> <li>· Identify the roles of the three branches of government.</li> <li>· Describe how the elected representative bodies function in making local and state laws.</li> <li>· Identify the services performed by local and state governments.</li> <li>· Identify positions of authority at the local and state, and national level.</li> <li>· Explain how different perspectives can lead to conflict.</li> <li>· Basic Geographic Literacy</li> <li>· Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</li> <li>· Describe and locate places and regions as defined by physical and human features.</li> <li>· Identify the physical characteristics of places and regions.</li> <li>· Identify the basic physical processes that affect the physical characteristics of places and regions.</li> <li>· Human Characteristics of Places and Regions</li> <li>· Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities</li> </ul>

## PERSPECTIVES 4<sup>th</sup> Grade

Quarter	Core	Content	Standards	Skills
2	<b>ELA</b>	Reading Literature  Reading Informational Text	RL. 4.4 RL. 4.5 RL. 4. 6 RI.4.6 RI 4.7	<ul style="list-style-type: none"> <li>· Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</li> <li>· Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</li> <li>· Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>· Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>· Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>· Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> </ul>
	<b>Social Studies</b>	Where People Live  Geography History  Population Density and Life in the Northeast  A Boat and Bus Tour of the Southeast  The Effects of Geography on Life in the Southeast	6.A.6. 6.1. 6.1.4.A 6.2 6.2.4.A 6.2.4.B 6.2.4.C 6.3.4.A 6.4.4.A 8.1.4.A 8.2.4.A 8.2.4.B 8.2.4.C 8.2.4.C.1 8.2.4.D.1 8.2.4.D.2 8.2.4.D.3 7.1.4.A 7.2.4.B 7.3.4.A.2 7.3.4.A.3. 7.3.4.A.4. 7.4.4.B.	<ul style="list-style-type: none"> <li>· Interactions Between People and the Environment</li> <li>· Identify the effect of the physical systems on people within a community.</li> <li>· Identify the effect of people on the physical systems within a community.</li> <li>· Historical Analysis and Skills Development</li> <li>· Identify and describe how geography and climate have influenced continuity and change over time.</li> <li>· Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</li> <li>· Identify a specific research topic and develop questions relating to the research topic.</li> <li>· Describe the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>· Describe the roles of leadership and public service in school, community, state, and nation.</li> <li>· Describe how citizens participate in school and community activities.</li> <li>· Identify individual interests and explain ways to influence others.</li> <li>· Explain how government responds to social needs by providing public goods and services.</li> <li>· Describe the impact of government involvement in state and national economic activities.</li> <li>· Explore ways in which tax revenues are used in local community.</li> <li>· Economic Interdependence</li> <li>· List and explain factors that promote specialization and division of labor.</li> <li>· Explain why nations trade.</li> <li>· Income, Profit, and Wealth</li> <li>· Identify the requirements for different careers and occupations.</li> <li>· Compare different ways people save.</li> <li>· Examine the basic operation of the banking system.</li> </ul>

## PERSPECTIVES 4<sup>th</sup> Grade

Quarter	Core	Content	Standard	Skill
3	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations  Reading Foundations	RL. 4.7 RL. 4.9 RI.4.8 RI.4.9 RF. 4. 4	<ul style="list-style-type: none"> <li>· Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text</li> <li>· Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures</li> <li>· Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>· Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>· Read with sufficient accuracy and fluency to support comprehension.</li> <li>· Read on-level text with purpose and understanding.</li> <li>· Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<b>Social Studies</b>	A Crop Duster Tour of the Midwest  Agricultural Changes in the Midwest  A Big Rig Tour of the Southwest A Case Study in Water Use: The Colorado River  A Van and Airplane Tour of the West Cities of the West	5.1.4.D. 5.1.4.D.1. 5.2.4.D. 5.3.4.D. 5.3.4.E 6.1.4.B2. 6.1.4.C. 6.2.4.D. 6.2.4.E. 6.2.4.F. 6.2.4.G.2. 6.2.4.G.3. 6.3.4.A.	6.3.4.C. 6.3.4.D. 6.4.4.B. 6.5.4.G. 6.5.4.H 7.3.4.A.2. 7.3.4.A.5. 7.4.4.A. 8.2.4.C.2. 8.2.4.C.5. 8.2.4.C.6. 8.2.4.D.

## PERSPECTIVES 4<sup>th</sup> Grade

Quarter	Core	Content	Standard	Skill
4	<b>ELA</b>	Reading Literature  Informational text	RL.4.7 RL.4.9 RL.4.10 RI.4.10	<ul style="list-style-type: none"> <li>· Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>· Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li> <li>· By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>· By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>
	<b>Social Studies</b>	Researching Pennsylvania State Geography  Researching Pennsylvania State History  Researching Pennsylvania's State Economy  Researching Pennsylvania State Government	5.1.4.A. 6.3.4.B. 5.1.4.B. 6.5.4.B. 5.1.4.C. 7.1.4.B. 5.1.4.C.1 7.2.4.A. 5.2.4.A. 7.3.4.A.5 5.2.4.B. 7.4.4.A. 5.3.4.B. 8.1.4.B. 5.3.4.C. 8.1.4.C. 6.1.4.B1. 8.2.4.C.3 6.1.4.D. 8.2.4.C.4 6.2.4.G. 8.2.4.D.4 6.2.4.G.1. 8.2.4.D.5	<ul style="list-style-type: none"> <li>· Standards addressed in marking periods 1-3 will be utilized in Marking period 4</li> <li>· Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</li> <li>· Locate historical documents, artifacts, and places critical to Pennsylvania history.</li> <li>· Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions, Commerce and industry Technology, Politics and government, Physical and human geography, Social organizations</li> <li>· Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability</li> </ul>



## PERSPECTIVES 5<sup>th</sup> Grade

Quarter	Core	Content	Standard	Skill
<b>1</b>	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.5.1 RL.5.2 RL.5.4 RL.5.5 RI.5.1 RI.5.2 RI.5.3 RF.5.3 RF.5.3a	<ul style="list-style-type: none"> <li>· Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>· Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>· Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>· Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>· Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>· Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>· Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>· Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
	<b>Social Studies</b>	Geography of the United States  American Indians and Their Land  American Indian Cultural Regions How and Why Europeans Came to the New World  Routes of Exploration to the New World	5.1.5.B 5.3.5.G 6.1.5.B 6.1.5.C 6.2.5.A 6.2.5.F 6.4.5.B 6.4.5.C 7.1.5.A 7.2.5.A 8.1.5.A 8.3.5.B 8.3.5.D 8.4.5.A	<ul style="list-style-type: none"> <li>· Describe the basic purposes of government in the classroom, school, community, state, and nation.</li> <li>· Describe how groups try to influence others.</li> <li>· Explain ways in which people meet their basic needs and wants.</li> <li>· Demonstrate the use of human and capital resources in the production of a specific good.</li> <li>· Explain how people's choices have different economic consequences.</li> <li>· Describe how goods and services are distributed.</li> <li>· Compare and contrast types of private economic institutions.</li> <li>· Explain the growth in international trade.</li> <li>· Explain how and where multinational corporations operate.</li> <li>· Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</li> <li>· Describe the characteristics of places and regions.</li> <li>· Identify and explain the influences of economic features on continuity and change over time.</li> <li>· Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</li> <li>· Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability</li> <li>· Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.</li> </ul>

## PERSPECTIVES 5<sup>th</sup> Grade

Quarter	Core	Content	Standard	Skill
2	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.5.3 RL.5.6 RL.5.7 RL.5.9 RI.5.4 RI.5.5 RI.5.6 RF 5.4 RF 5.4a RF 5.4b RF.5.4c	<ul style="list-style-type: none"> <li>· Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>· Describe how a narrator’s or speaker’s point of view influences how events are described.</li> <li>· Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>· Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>· Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>· Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> <li>· Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>· Read with sufficient accuracy and fluency to support comprehension.</li> <li>· Read grade-level text with purpose and understanding.</li> <li>· Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>· Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<b>Social Studies</b>	Early English Settlements  Comparing the Colonies  Facing Slavery  Life in Colonial Williamsburg  Tensions Grow Between the Colonies and Great Britain	5.2.5.A 5.2.5.B 5.2.5.D 5.3.5.H 5.3.5.F 5.4.5.B 6.1.5.A 6.1.5.D 6.2.5.G 6.3.5.A 6.4.5.A 6.4.5.D 6.5.5.B 6.5.5.G 6.5.5.H 7.2.5.B 7.4.5.A 8.2.5.D 8.4.5.B	<ul style="list-style-type: none"> <li>· Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.</li> <li>· Identify behaviors that promote cooperation among individuals.</li> <li>· Identify specific ways individuals participate in school and community activities</li> <li>· Identify various sources of mass media.</li> <li>· Examine different ways conflicts can be resolved.</li> <li>· Describe the difference between nation and country.</li> <li>· Explain how limited resources and unlimited wants cause scarcity.</li> <li>· Demonstrate how availability of resources affects choices.</li> <li>· Describe various economic systems.</li> <li>· Describe the cost and benefits of government economic programs.</li> <li>· Explain why people specialize in the production of goods and services and divide labor.</li> <li>· Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</li> <li>· Differentiate the requirements for different careers and occupations.</li> <li>· Identify the costs and benefits of saving.</li> <li>· Identify the costs and benefits of borrowing.</li> <li>· Identify the basic physical processes that affect the physical characteristics of places and regions.</li> <li>· Describe and explain the effects of the physical systems on people within regions.</li> <li>· Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</li> <li>· Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.</li> <li>· Illustrate concepts and knowledge of historical documents, artifacts, and sites critical to World history.</li> </ul>

## PERSPECTIVES 5<sup>th</sup> Grade

Quarter	Core	Content	Standard	Skills
3	<b>ELA</b>	Reading Literature  Reading Informational Text  Reading Foundations	RL.5.8 RI.5.7 RI.5.8 RL.5.10 RI.5.9 RI.5.10	<ul style="list-style-type: none"> <li>· Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>· Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>· Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>· By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> <li>· Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>· By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> </ul>
	<b>Social Studies</b>	To Declare Independence or Not  The Declaration of Independence  The American Revolution  The Constitution  The Bill of Rights	5.1.5.A 5.1.5.F 5.1.5.C 5.1.5.D 5.2.5.C 5.3.5.A 5.3.5.B 6.2.5.C 6.5.5.D 8.1.5.B 8.2.5.B 8.3.5.A 8.3.5.C	<ul style="list-style-type: none"> <li>· Understand the rule of law in protecting property rights, individual rights and the common good.</li> <li>· Explain the significance of state symbols, national symbols, and national holidays.</li> <li>· Describe the principles and ideals shaping local state, and national government.</li> <li>· Interpret key ideas about government found in significant documents.</li> <li>· Explain why individuals become involved in leadership and public service.</li> <li>· Describe the responsibilities and powers of the three branches of government.</li> <li>· Describe how the elected representative bodies function in making local, state, and national laws.</li> <li>· Explain how advertising causes people to change their behavior in predictable ways.</li> <li>· Explain how positive and negative incentives affect individual choices.</li> <li>· Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</li> <li>· Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.</li> <li>· Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</li> <li>· Differentiate how continuity and change in U.S. history are formed and operate: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.</li> </ul>

## PERSPECTIVES 6<sup>th</sup> Grade

UNIT	ELEMENTS OF LITERATURE & HISTORY ALIVE!			
1	<b>Holt Elements of Lit Unit 1: “What’s Happening?”</b> <b>History Alive Unit 1: “Early Humans and the Rise of Civilization”</b>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	6.RL.1      6.W.1 6.RL.3      6.W.2 6.RL.4      6.W.4 6.RL.5      6.W.5 6.RL.7      6.SL.1 6.RL.10     6.SL.2 6.RIT.1     6.L.1 6.RIT.2     6.L.2 6.RIT.4     6.L.3 6.RIT.7     6.L.4 6.RIT.8     6.L.6 6.RIT.10	<ul style="list-style-type: none"> <li>· Identify, describe and analyze the conflict in a story</li> <li>· Describe and analyze how a setting can affect the plot of a story</li> <li>· Describe and analyze how setting, conflict and characters all interact with each other to create plot in a story</li> <li>· Express an opinion and support it using valid arguments</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how social scientists reconstruct the lives of prehistoric humans by examining images of cave paintings and other artifacts.</li> <li>· Analyze images of various hominid groups and explore how physical and cultural adaptations gave later hominid groups advantages over earlier groups.</li> <li>· Describe how the Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade.</li> <li>· Explain how responses to geographic challenges resulted in the formation of complex Sumerian city-states.</li> <li>· Identify the characteristics of civilization and analyze artifacts to determine how each characteristic was exhibited in ancient Sumer.</li> <li>· Illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires that ruled Mesopotamia from approximately 2300 to 539 B.C.E.</li> </ul>	<ul style="list-style-type: none"> <li>· Describe cause and effect relationships that led to the move from a “food gathering” society to a “food producing” society.</li> <li>· Identify and describe changes in society caused by the move towards a food producing society.</li> <li>· Describe cause and effect relationships that led to the change from the Stone Age to the Bronze Age.</li> <li>· Identify and describe changes in the lives of people that occur when a group of people form a civilization.</li> </ul>
	SS STANDARDS			
8.1.6.A 8.1.6.B 7.1.6.B 7.2.6.B 6.1.6.B				

## PERSPECTIVES 6<sup>th</sup> Grade

UNIT	ELEMENTS OF LITERATURE & HISTORY ALIVE!			
2	Holt Elements of Lit Unit 2: "Person to Person" History Alive! Unit 1: "Early Humans and the Rise of Civilization" History Alive! Unit 2: "Ancient Egypt and the Middle East"			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	6.RL.1      6.RIT.10 6.RL.4      6.W.1 6.RL.5      6.W.3 6.RL.6      6.W.4 6.RL.9      6.W.5 6.RL.10     6.SL.1 6.RIT.1     6.SL.2 6.RIT.2     6.SL.4 6.RIT.3     6.L.1 6.RIT.4     6.L.2 6.RIT.6     6.L.3 6.RIT.7     6.L.4 6.RIT.9     6.L.6	<ul style="list-style-type: none"> <li>· Identify and describe the point of view of a story</li> <li>· Analyze how a story's perspective can affect the reader's understanding of it</li> <li>· Describe and analyze characters and their motivations</li> <li>· Write a compare and contrast essay</li> </ul>	<ul style="list-style-type: none"> <li>· Describe the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in these areas.</li> <li>· Identify the four ancient Egyptian pharaohs and their important accomplishments.</li> <li>· Describe the social structure of ancient Egypt and its effect on daily life for members of each social class.</li> <li>· Understand the development of the independent kingdom of Kush and its changing relationship with ancient Egypt.</li> <li>· Identify key historical leaders of the ancient Israelites and explain their role in the development of Judaism</li> </ul>	<ul style="list-style-type: none"> <li>· Write a narrative short story, from the perspective of a 12 year-old living in one of the Fertile Crescent civilizations.</li> <li>· Accurately describe the life of an ancient Israelite leader.</li> <li>· Identify and describe cause and effect relationships that led to conflicts in the Fertile Crescent</li> </ul>
	SS STANDARDS			
	8.1.6.C 7.2.6.A.			

## PERSPECTIVES 6<sup>th</sup> Grade

UNIT	ELEMENTS OF LITERATURE & HISTORY ALIVE!			
3	Holt Elements of Lit Unit 3: “The Big Idea” History Alive! Unit 2: “Ancient Egypt and the Middle East”			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	6.RL.1    6.W.2 6.RL.2    6.W.3 6.RL.3    6.W.4 6.RL.4    6.W.5 6.RL.7    6.W.6 6.RL.9    6.SL.1 6.RL.10   6.SL.2 6.RIT.1    6.SL.4 6.RIT.2    6.SL.5 6.RIT.3    6.L.1 6.RIT.4    6.L.2 6.RIT.8    6.L.3 6.RIT.10   6.L.4 6.W.1    6.L.6	<ul style="list-style-type: none"> <li>· Identify the theme of a story, and cite textual evidence for that theme</li> <li>· Analyze how characters change through a story</li> <li>· Identify, describe and analyze the plot of a story</li> <li>· Write a narrative short story</li> </ul>	<ul style="list-style-type: none"> <li>· Describe the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in these areas.</li> <li>· Identify the four ancient Egyptian pharaohs and their important accomplishments.</li> <li>· Describe the social structure of ancient Egypt and its effect on daily life for members of each social class.</li> <li>· Understand the development of the independent kingdom of Kush and its changing relationship with ancient Egypt.</li> <li>· Identify key historical leaders of the ancient Israelites and explain their role in the development of Judaism</li> </ul>	<ul style="list-style-type: none"> <li>· Examine, describe and analyze the role of mythology in Ancient Egyptian society.</li> <li>· Examine and describe various pieces of Ancient Egyptian art.</li> <li>· Identify and describe the cause and effect relationships that led to the decline of Ancient Egyptian society.</li> <li>· Use an atlas as a piece of informational text.</li> </ul>
	SS STANDARDS			
	8.1.6.C			

## PERSPECTIVES 6<sup>th</sup> Grade

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
4	Holt Elements of Lit Unit 4: “Writer’s Craft” and Unit 5: “Word Pictures” History Alive! Unit 5: “Ancient Greece”			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	6.RL.1      6.W.6	<ul style="list-style-type: none"> <li>· Describe and analyze an author’s use of sensory language, imagery and figurative language</li> <li>· Examine several poetic structures</li> <li>· Describe and analyze how an author’s choices in language create a distinctive style</li> <li>· Write an informational essay, analyzing a literary piece</li> </ul>	<ul style="list-style-type: none"> <li>· Describe the physical geography of ancient Greece and how it influenced the development of Greek civilization.</li> <li>· Understand the principles of monarchy, oligarchy, tyranny, and democracy and how various forms of government in ancient Greece led to the development of democracy.</li> <li>· Identify the major differences between Athens and Sparta.</li> <li>· Identify factors that led to the outcomes of the wars between the Greek city-states and the Persian Empire.</li> <li>· Describe Greek culture during the golden age of Athens.</li> <li>· Understand how the outcomes of the Peloponnesian War led to the rise of Macedonia.</li> <li>· Debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire.</li> <li>· Connect modern life to Greek achievements in language, literature, government, the arts, the sciences, and sports.</li> </ul>	<ul style="list-style-type: none"> <li>· Identify, describe and analyze how Greece developed into a democratic state.</li> <li>· Compare and contrast the mythologies of Ancient Egypt and Ancient Greece.</li> <li>· Summarize the life of a well-known Ancient Greek figure, either from the first person or third person point of view.</li> </ul>
	6.RL.2      6.W.7			
	6.RL.4      6.W.8			
	6.RL.5      6.W.9			
	6.RL.9      6.W.10			
	6.RL.10      6.SL.1			
	6.RIT.1      6.SL.2			
	6.RIT.4      6.SL.4			
6.RIT.5      6.SL.6				
6.RIT.8      6.SL.5				
6.RIT.9      6.L.1				
6.RIT.10      6.L.2				
6.W.1      6.L.3				
6.W.2      6.L.4				
6.W.4      6.L.5				
6.W.5      6.L.6				
SS STANDARDS				
8.2.6.A				
8.2.6.B				
8.2.6.D				
8.3.6.A				
8.4.6.C				
8.4.6.D				
5.1.6.B				
5.3.6.G				

## PERSPECTIVES 6<sup>th</sup> Grade

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
5	<u>Holt Elements of Lit Unit 6: "Timeless Tales"</u> <u>History Alive! Unit 6: "Ancient Rome"</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	6.RL.2    6.W.2 6.RL.3    6.W.4 6.RL.4    6.W.5 6.RL.5    6.W.6 6.RL.7    6.W.10 6.RL.9    6.SL.1 6.RL.10   6.SL.2 6.RIT.1    6.L.1 6.RIT.2    6.L.2 6.RIT.4    6.L.3 6.RIT.10   6.L.4 6.W.1    6.L.6	<ul style="list-style-type: none"> <li>· Identify and describe characteristics and cultural values of traditional and classical literature</li> <li>· Compare a modern tale to a classical one</li> <li>· Describe and analyze the theme of a piece of classical literature</li> <li>· Examine the role of mythology in ancient society</li> </ul>	<ul style="list-style-type: none"> <li>· Describe Etruscan and Greek influences on Rome.</li> <li>· Describe how the struggle between the patricians and the plebeians led to a more democratic government in the Roman Republic.</li> <li>· List events leading to the expansion of Roman territory and the creation of the empire.</li> <li>· Describe daily life in the Roman Empire.</li> <li>· Identify aspects of Roman culture that have influenced the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>· Research one element of the Ancient Greek and Ancient Roman societies, with the intent of comparing and contrasting them</li> <li>· Describe and analyze the role of dramas in Ancient Roman society</li> <li>· Role-play a typical interaction between two or more Ancient Roman peoples</li> </ul>
	SS STANDARDS			
	5.2.0A,B,C,D,E,G 5.2.9 A,B,C,D,E, G 5.3.9 A,I,K 6.1.9 A 6.2.9A 6.4.9A 6.5.9A 7.1.9B 7.2.9A 7.3.9A,B 7.4.9B 8.1.9 A,C,D 8.4.9 A,B,C,D			



## PERSPECTIVES 7<sup>th</sup> Grade

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
1	<u>Elements of Lit Unit 1: “Facing Danger”</u> <u>History Alive! Unit 1: “Europe During Medieval Times”</u> <u>History Alive! Unit 2: “Islam in Medieval Times”</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULUR GOALS
	7.RL.1      7.W.6 7.RL.3      7.W.7 7.RL.4      7.W.8 7.RL.7      7.W.9 7.RL.10     7.W.10 7.RIT.2     7.SL.1 7.RIT.4     7.SL.2 7.RIT.5     7.SL.4 7.RIT.7     7.L.1 7.RIT.10    7.L.2 7.W.1      7.L.3 7.W.2      7.L.4 7.W.3      7.L.6 7.W.4      7.L. 7.W.5	<ul style="list-style-type: none"> <li>· Identify and describe each of the elements of plot (conflict, rising action, climax and resolution)</li> <li>· Identify when, and analyze how, an author uses voice and language to build suspense</li> <li>· Effectively use the structure of an informational piece to gather information</li> <li>· Analyze theatrical elements that build suspense in a television episode</li> <li>· Write a fictional narrative, using the writing process to provide a clear conflict, build suspense and have a dramatic climax</li> </ul>	<ul style="list-style-type: none"> <li>· Describe contributions of ancient Rome and assess their influences on modern society.</li> <li>· Identify the roles of serfs, knights, lords, and a monarch to understand the various inter-connections, responsibilities, and vassal-lord relationships that defined European feudal society.</li> <li>· Analyze the influence of the Catholic Church in medieval Europe.</li> <li>· Understand aspects of life in medieval European towns.</li> <li>· Analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought.</li> </ul>	<ul style="list-style-type: none"> <li>· Identify and describe connections between modern society and the Roman Empire.</li> <li>· Describe and analyze typical life in feudal Europe, presenting information to class.</li> <li>· Compare religious structure in the Roman Catholic Church to that of the Eastern Orthodox Church.</li> </ul>
	SS STANDARDS			

## PERSPECTIVES 7<sup>th</sup> Grade

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
2	<u>Elements of Lit Unit 2: “Characters: Living Many Lives”</u> <u>History Alive! Unit 1: “Europe During Medieval Times”</u> <u>History Alive! Unit 2: “Islam in Medieval Times”</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	7.RL.1      7.W.6 7.RL.3      7.W.7 7.RL.4      7.W.8 7.RL.6      7.W.9 7.RL.10     7.W.10 7.RIT.1     7.SL.1 7.RIT.2     7.SL.2 7.RIT.3     7.SL.4 7.RIT.4     7.SL.5 7.RIT.8     7.L.1 7.RIT.10    7.L.2 7.W.1       7.L.3 7.W.2       7.L.4 7.W.3       7.L.6 7.W.4 7.W.5	<ul style="list-style-type: none"> <li>· Identify and analyze how characters are described in fictional writing</li> <li>· Make generalizations and inferences about characters based on what an author <i>shows</i> the reader through indirect characterization</li> <li>· Use knowledge of roots, affixes and classical languages to build meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the origins of Islam.</li> <li>· Describe the eight main beliefs and practices of Islam.</li> <li>· Describe Muslim innovations and adaptations in fields such as science, geography, mathematics, philosophy, medicine, art, and literature.</li> <li>· Identify challenges facing various groups as they compete to acquire and control the same territory, and compare their experience to the competition over Jerusalem during the Middle Ages.</li> </ul>	<ul style="list-style-type: none"> <li>· Write a narrative to show how a fictional character may demonstrate one of the eight main beliefs of Islam</li> <li>· Identify, describe and explain how various modern scientific and mathematical terms and ideas come from this time period</li> </ul>
	SS STANDARDS			
	5.1.9 A,B,C,E, J 5.2.9 A,B,C,D,E,G 5.3.9 A,I,K 6.1.9A 6.2.9 A,E 6.3.9 A (community),B,F 7.1.9B 7.2.9A 7.3.9A,B 7.4.9B 8.19A,B,C,D 8.4.9A,B,C,D			

## PERSPECTIVES 7<sup>th</sup> Grade

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
3	<u>Elements of Lit Unit 4: "Can You See It My Way?"</u>			
	<u>History Alive! Unit 7: "Europe's Renaissance and Reformation"</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	7.RL.1      7.W.4	<ul style="list-style-type: none"> <li>· Analyze how an author uses point of view in a narrative story</li> <li>· Analyze how an author builds and supports an argument in a nonfiction piece</li> <li>· Make connections between ancient, traditional and modern forms of the same fairy tale</li> <li>· Summarize a person's life based on an autobiography or biography</li> </ul>	<ul style="list-style-type: none"> <li>· Explain how changes in Europe led to the birth of the Renaissance, and then create a live Renaissance tableau.</li> <li>· Describe characteristics of the Renaissance.</li> <li>· Identify ten prominent Renaissance figures and their achievements..</li> </ul>	<ul style="list-style-type: none"> <li>· Present on the life of a well-known figure from the Renaissance</li> <li>· Compare and contrast the European Renaissance to the Golden Age of Islam, using appropriate support when needed</li> </ul>
	7.RL.2      7.W.5			
	7.RL.3      7.W.7			
	7.RL.4      7.W.8			
	7.RL.6      7.W.9			
	7.RL.7      7.W.10			
	7.RL.9      7.SL.1			
7.RL.10    7.SL.2				
7.RIT.1     7.SL.4				
7.RIT.2     7.SL.5				
7.RIT.3     7.L.1				
7.RIT.4     7.L.2				
7.RIT.6     7.L.3				
7.RIT.10    7.L.4				
7.W.1       7.L.6				
7.W.2				
SS STANDARDS				
5.1.9 A,B,C,E,J,K				
5.2.9 A,B,C,E,G				
5.3.9 A,K				
6.1.9A				
6.2.9A				
6.3.9B				
7.1.9B				
7.2.9A				
7.3.9A,B				
7.4.9B				
8.1.9 A,C,D				
8.4.9 A,B,C,D				

## PERSPECTIVES 7<sup>th</sup> GRADE

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
4	<u>Elements of Lit Unit 3: “Living in the Heart”, Elements of Lit Unit 5: “Worlds of Words”</u> <u>History Alive! Unit 3: “The Culture and Kingdoms of Western Africa”, History Alive! Unit 4: “Imperial China”</u> <u>History Alive! Unit 5: “Japan During Medieval Times”</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	7.RL.1      7.W.5 7.RL.2      7.W.10 7.RL.4      7.SL.1 7.RL.5      7.SL.4 7.RL.10     7.SL.6 7.RIT.1      7.L.1 7.RIT.3      7.L.2 7.RIT.4      7.L.3 7.RIT.5      7.L.4 7.RIT.10     7.L.5 7.W.1        7.L.6 7.W.2 7.W.3	<ul style="list-style-type: none"> <li>· Describe the theme of a story, and support that opinion with appropriate evidence from the text</li> <li>· Compare characters from different texts</li> <li>· Examine the narrative form of poetry</li> <li>· Analyze the theme of a poem, and how an author creates it</li> <li>· Analyze an author’s use of figurative language in poetry</li> </ul>	<ul style="list-style-type: none"> <li>· Identify situations that West African societies faced.</li> <li>· Understand how the trans-Saharan trade in gold and salt explore helped to make Ghana a powerful empire.</li> <li>· Describe advantages and disadvantages of three methods used by rulers to select government officials in China.</li> <li>· Describe advancements in agriculture and trade and commerce in medieval China, and evaluate their influence on China's economy.</li> <li>· Analyze Chinese discoveries and inventions to determine their influence on the modern world.</li> <li>· Describe benefits and drawbacks of foreign contact during three Chinese dynasties and evaluate the effects on China of their foreign-contact policies.</li> </ul>	<ul style="list-style-type: none"> <li>· Describe, and act out, the silent bartering system in ancient Ghana.</li> <li>· Identify and describe elements of a griot performance, then apply them in their own griot performance.</li> <li>· Analyze the influences of foreign powers upon Imperial Chinese society.</li> <li>· Describe and analyze the choices a person may have made that would lead them to a life as a warrior in Japan.</li> </ul>
	SS STANDARDS			
5.1.9 A,B,C,J 5.2.9 A,B,C,E,G 5.3.9 A,I,K 6.1.9A 6.2.9 A,E,F 6.3.9 F 6.4.9 B,C 7.1.9 B 7.2.9 A,B 7.3.9 A,B 7.4.9 A 8.1.9 A,C,D 8.4.9 A,B,C,D				

## PERSPECTIVES 7<sup>th</sup> GRADE

UNIT	ELEMENTS OF LIT/HISTORY ALIVE!			
5	<u>Elements of Lit Unit 6: “Our Literary Heritage: Greek Myths and World Folks Tales”</u> <u>History Alive! Unit 4: “Imperial China”</u> <u>History Alive! Unit 5: “Japan During Medieval Times”</u> <u>History Alive! Unit 6: “Civilizations of the Americas”</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	7.RL.1      7.W.5	<ul style="list-style-type: none"> <li>· Identify, describe and analyze folk tales from different cultures</li> <li>· Identify and analyze the relationships between modern language and ideas</li> <li>· Summarize an informational text</li> </ul>	<ul style="list-style-type: none"> <li>· Describe advancements in agriculture and trade and commerce in medieval China, and evaluate their influence on China's economy.</li> <li>· Analyze Chinese discoveries and inventions to determine their influence on the modern world.</li> <li>· Describe benefits and drawbacks of foreign contact during three Chinese dynasties and evaluate the effects on China of their foreign-contact policies.</li> <li>· Describe the influences of India, China, and Korea on the development of Japanese culture.</li> <li>· Describe aristocratic life and the cultural accomplishments of Japan during the Heian period.</li> <li>· Identify factors that led to the rise of a warrior class and the pivotal role these samurai played from the end of the 12th century to the 19th century.</li> </ul>	<ul style="list-style-type: none"> <li>· Present connections between myths and folktales from different Asian cultures</li> <li>· Write a narrative from the perspective of a Japanese warrior from this time period</li> </ul>
	7.RL.2      7.W.10			
	7.RL.3      7.SL.1			
	7.RL.4      7.SL.4			
	7.RL.10     7.SL.6			
	7.RIT.1      7.L.1			
	7.RIT.2      7.L.2			
	7.RIT.3      7.L.3			
7.RIT.4      7.L.4				
7.RIT.9      7.L.5				
7.RIT.10     7.L.6				
7.W.1				
7.W.2				
7.W.3				
SS STANDARDS				
5.1.9 A,B,C,J,K				
5.2.9 A,B,C,E,G				
5.3.9 A,I,K				
6.1.9A				
6.2.9 I				
7.1.9B				
7.2.9A				
7.3.9 A,B				
7.4.9 A,B				
8.1.9 A,C,D				
8.4.9 A,B,C,D				

## PERSPECTIVES 8<sup>th</sup> Grade

UNIT	HOLT ELEMENTS OF LIT/HISTORY ALIVE!			
1	<u>Holt Elements of Lit Unit 1: "Telling Stories"</u> <u>History Alive! Unit 1: "Our Colonial Heritage"</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULUR GOALS
	8.RL.1      8.W.9	<ul style="list-style-type: none"> <li>· Identify and analyze plot structure</li> <li>· Build a successful argument with proper supporting evidence</li> <li>· Summarize a story by retelling the major events</li> <li>· Identify, describe and analyze how an author uses foreshadowing to build suspense</li> </ul>	<ul style="list-style-type: none"> <li>· Describe how the first Americans adapted to their environments.</li> <li>· Describe American Indian artifacts and their uses.</li> <li>· Understand how European nations explored and established settlements in the Americas.</li> <li>· Describe life in the English colonies in North America.</li> </ul>	<ul style="list-style-type: none"> <li>· Write a narrative from the perspective of a new American colonist</li> <li>· Present opinion about the effects European colonists had upon the New World, supporting argument with appropriate evidence</li> </ul>
	8.RL.3      8.W.10			
	8.RL.4      8.SL.1			
	8.RL.6      8.SL.2			
	8.RL.7      8.SL.3			
	8.RL.10     8.SL.4			
	8.RIT.1     8.SL.5			
	8.RIT.2     8.SL.6			
8.RIT.3     8.L.1				
8.RIT.4     8.L.2				
8.RIT.10    8.L.3				
8.W.1      8.L.4				
8.W.3      8.L.6				
8.W.4				
SS STANDARDS				
7.1.9 A				
7.4.9 B				
8.1.9 A				
8.1.9 B				
8.1.9 C				
8.1.9 D				

## PERSPECTIVES 8<sup>th</sup> Grade

UNIT	HOLT ELEMENTS OF LIT/HISTORY ALIVE!			
2	<u>Holt Elements of Lit Unit 2: “Do the Right Thing”</u> <u>History Alive! Unit 2: “Revolution in the Colonies”</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	8.RL.1      8.W.3 8.RL.3      8.W.4 8.RL.4      8.W.5 8.RL.5      8.W.7 8.RL.6      8.W.8 8.RL.9      8.W.9 8.RL.10     8.W.10 8.RIT.1     8.SL.1 8.RIT.2     8.SL.3 8.RIT.3     8.SL.4 8.RIT.4     8.SL.6 8.RIT.6     8.L.1 8.RIT.8     8.L.2 8.RIT.9     8.L.3 8.RIT.10    8.L.4 8.W.1      8.L.6 8.W.2	<ul style="list-style-type: none"> <li>· Describe and analyze a character, using the direct and indirect characterizations an author offers to support</li> <li>· Compare and contrast the elements of different texts</li> <li>· Identify the main idea of an informational text</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the factors that led to the American Revolution.</li> <li>· Identify key points of the Declaration of Independence.</li> <li>· Identify important battles in the American Revolution.</li> <li>· Explain how the U.S. Constitution was created.</li> <li>· Identify factors leading up to creation of the Bill of Rights and the impact of this document.</li> <li>· Identify the first political parties and their platforms.</li> </ul>	<ul style="list-style-type: none"> <li>· Write a journal from the perspective of a soldier in the Revolutionary War, describing the challenges they face</li> <li>· Compare the rights offered to American citizens in the Bill of Rights to how the slave population was treated</li> </ul>
	SS STANDARDS			
	5.3.9 I			

## PERSPECTIVES 8<sup>th</sup> Grade

UNIT	HOLT ELEMENTS OF LIT/HISTORY ALIVE!			
3	Holt Elements of Lit Unit 3: "Being There"			
	History Alive! Unit 3: "Forming a New Nation", History Alive! Unit 4: "Launching the New Republic"			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	8.RL.1      8.W.5	· Analyze how the setting of a story can influence the mood and tone of writing	· Explain how the U.S. Constitution was created.	· Write a speech, using the ideas from one of the first political parties, to persuade voters to elect them  · Analyze how the world political setting helped make the American Revolution possible
	8.RL.4      8.W.6			
	8.RL.5      8.W.7	· Use a text's structure to help gather information effectively	· Identify factors leading up to creation of the Bill of Rights and the impact of this document.	
	8.RL.9      8.W.8			
	8.RL.10    8.W.9	· Describe how the setting of a story can act as an active character	· Identify the first political parties and their platforms.	
	8.RIT.1     8.W.10			
	8.RIT.2     8.SL.1	· Write a persuasive essay	· Describe what it was like to be an American in the 1800s.	
8.RIT.3     8.SL.3				
8.RIT.4     8.SL.4				
8.RIT.5     8.SL.6				
8.RIT.6     8.L.1				
8.RIT.7     8.L.2				
8.RIT.10    8.L.3				
8.W.1      8.L.4				
8.W.2      8.L.5				
8.W.4      8.L.6				
SS STANDARDS				
5.1.9 C     5.3.9 B				
5.1.9 E     5.3.9 C				
5.1.9 G     5.3.9 G				
5.1.9 H     5.3.9 J				
5.1.9 J     8.3.9 A				
5.1.9 L     8.3.9 B				
5.2.9 F     8.3.9 C				
5.3.9 A     8.3.9 D				



## PERSPECTIVES 8<sup>th</sup> Grade

UNIT	HOLT ELEMENTS OF LIT/HISTORY ALIVE!				
4	Holt Elements of Lit Unit 4: “The Human Spirit” History Alive! Unit 5: “An Expanding Nation”, History Alive! Unit 6: “Americans in the Mid-1800s”				
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS	
	8.RL.1	8.W.5	<ul style="list-style-type: none"> <li>· Identify, describe and analyze the theme of a story</li> <li>· Identify, describe and analyze the main idea of an informational text</li> <li>· Make connections to, and between, theme and personal life</li> <li>· Proper use of words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>· Describe key events in the presidency of Andrew Jackson that led to democracy.</li> <li>· Describe manifest destiny and analyze it’s effect on the US and the world</li> <li>· Describe life in the west during the 1800s.</li> <li>· Identify important Mexican contributions and determine how they influenced life in the United States.</li> <li>· Compare the different ways of life in the North and South during the mid-1800s.</li> <li>· Understand the effects of slavery on African Americans during the mid-1800s.</li> </ul>	<ul style="list-style-type: none"> <li>· Analyze how the ideas implicit in manifest destiny shaped American ideals</li> <li>· Write a compare and contrast essay, highlighting the North and South during the early to mid-1800s</li> </ul>
	8.RL.2	8.W.6			
	8.RL.4	8.W.7			
	8.RL.9	8.W.8			
	8.RL.10	8.W.9			
	8.RIT.1	8.W.10			
	8.RIT.2	8.SL.1			
	8.RIT.3	8.SL.2			
8.RIT.4	8.SL.3				
8.RIT.5	8.SL.4				
8.RIT.8	8.SL.5				
8.RIT.9	8.L.1				
8.RIT.10	8.L.2				
8.W.1	8.L.3				
8.W.2	8.L.4				
8.W.4	8.L.6				
SS STANDARDS					
	5.4.9 B				
	6.4.9 G				
	7.2.9 A				
	7.3.9 C				
	7.3.9 E				
	8.3.9 A				
	8.3.9 B				
	8.3.9 C				
	8.3.9 D				

## PERSPECTIVES 8<sup>th</sup> Grade

UNIT	HOLT ELEMENTS OF LIT/HISTORY ALIVE!			
5	<u>Holt Elements of Lit Unit 5: “A Matter of Style”</u> and <u>Unit 6: “Poetry: Sound and Sense”</u> <u>History Alive! Unit 4: “Imperial China”</u> <u>History Alive! Unit 7: “The Union Challenged”</u>			
	COMMON CORE ELA	ENGLISH GOALS	SOCIAL STUDIES GOALS	CROSS-CURRICULAR GOALS
	8.RL.1      8.W.4	<ul style="list-style-type: none"> <li>· Describe and analyze the use of literary devices</li> <li>· Analyze the structure of various styles of poetry</li> <li>· Identify, describe and analyze unsupported arguments and fallacious reasoning</li> <li>· Compare stylistic choices in the humorous genre</li> <li>· Analyze the summary of a story</li> </ul>	<ul style="list-style-type: none"> <li>· Compare the different ways of life in the North and South during the mid-1800s.</li> <li>· Understand the effects of slavery on African Americans during the mid-1800s.</li> <li>· Describe factors leading up to the Civil War and the outcome of the war.</li> </ul>	<ul style="list-style-type: none"> <li>· Write an expository piece analyze the one historical character that was central to the Civil War</li> <li>· Read and analyze poetry from this time period</li> </ul>
	8.RL.2      8.W.5			
	8.RL.4      8.W.7			
	8.RL.5      8.W.8			
	8.RL.9      8.W.9			
	8.RL.10     8.W.10			
	8.RIT.1     8.SL.1			
	8.RIT.2     8.SL.4			
8.RIT.3     8.L.1				
8.RIT.5     8.L.2				
8.RIT.8     8.L.3				
8.RIT.9     8.L.4				
8.RIT.10    8.L.5				
8.W.1      8.L.6				
8.W.2				
SS STANDARDS				
5.1.9 M				
8.3.9 A				
8.3.9 B				
8.3.9 C				
8.3.9 D				

<b>PERSPECTIVES Visual Art Concepts</b>	
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>· Basic Shapes</li> <li>· Craftsmanship</li> <li>· Basic Color Families</li> <li>· Symmetry</li> <li>· Identifying subject matter</li> <li>· 2D versus 3D</li> <li>· Patterns</li> <li>· Artist Studies</li> <li>· Self-expression through visual art</li> </ul>	<ul style="list-style-type: none"> <li>· Identify and create color wheel</li> <li>· Identify and create color families</li> <li>· Rulers as a straightedge Folding</li> <li>· Cutting complex shapes</li> <li>· Coloring</li> <li>· Cut on a line</li> <li>· Demonstrate control of media</li> <li>· Identify and create color wheel</li> <li>· Identify and create color families</li> <li>· <ul style="list-style-type: none"> <li>• Rulers as a straightedge</li> </ul> </li> </ul>
<b>PA Standards</b>	
<p>9.1 Production &amp; Exhibition of Visual Art</p> <p>9.2 Historical &amp; Cultural Concepts</p> <p>9.3 Critical Response</p> <p>9.4 Aesthetic Response</p>	

## **Expressions**

*“The limits of my language are the limits of my universe.”*

(Ludwig Wittgenstein)

Communication is essential for the expression of thoughts, ideas and feelings. The freedom of expression is a right and responsibility, which when used wisely, prevents the barriers of isolation and confusion. Writing, in all forms and functions, creates a marker for unique discoveries about the self in relation to others and the world. Language allows us to expand our universe; speaking and listening allow us to connect with others. This course develops the art and science of sending and receiving communication properly.

## EXPRESSIONS Kindergarten

Months	Standard	Skills	Activities
September October November	WK1 S.K.1 S.K.1a S.K.1b L.K1 L.K1a L.K.1b L.K.1c L.K.1.d L.K.1.e L.K.1.f	<ul style="list-style-type: none"> <li>· Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</li> <li>· Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups</li> <li>· Follow agreed-upon rules for discussions</li> <li>· Continue a conversation through multiple exchanges.</li> <li>· Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· Print many upper- and lowercase letters.</li> <li>· Use frequently occurring nouns and verbs.</li> <li>· Form regular plural nouns orally by adding /s/ or /es/</li> <li>· Understand and use question words (interrogatives) Use the most frequently occurring prepositions</li> <li>· Produce and expand complete sentences in shared language activities</li> </ul>	<ul style="list-style-type: none"> <li>· After browsing through a variety of books in baskets (all genres) learners will choose favorites. They will choose how to express their favorites by                             <ul style="list-style-type: none"> <li>○ Placing a post it on their favorite</li> <li>○ Drawing pictures of the types of books they enjoy reading</li> <li>○ Converse (verbally) with another learner</li> </ul> </li> <li>· Learners will participate in a collaborative discussion on the types (genres) of books the class enjoys most. (This will help the class and teacher determine which genres to focus on based on learner interest)</li> <li>· After reading a book where the character demonstrates or learns listening skills, (Listen Buddy, Lilly’s Purple Plastic Purse, etc.)</li> <li>· Class will discuss what learning looks like, sounds like, and feels like</li> <li>· An anchor chart will be created with/by the teacher and class</li> <li>· Literature immersion – the learners will be writing narratives, the teacher will be immersing the students with literature where the students can relate to the characters in the texts (text to self-connections)</li> <li>· Writing – learners start with why writers write, what they write about (themselves mostly), what writing will look like, sound like, feel like. The expectations/agreements of working time (all anchor charts)</li> <li>· September - The learners will have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher. (Workshop Model) The mini lessons will all be based on encouraging a community of writers and writing for fluency.</li> <li>· October – The learners will continue to have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher</li> <li>· The mini lessons will now focus on writing for others (the readers) this is where the mini lessons will shift from writing for fluency to writing with appropriate conventions.</li> <li>· The writers will be introduced to multiple resources to guide the writing process. With the teacher the class will label the room so they will be able to appropriately spell items in the room during writing time (door, chair, globe, etc.), the word wall, themed word walls (science, music, math, etc.), technology, dictionaries, thesaurus, etc</li> </ul>

## EXPRESSIONS Kindergarten

Months	Standards	Skills	Activities
December January February	WK2	<ul style="list-style-type: none"> <li>· Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>· With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>· With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>· Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>· Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>· Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>· Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>· Speak audibly and express thoughts, feelings, and ideas clearly</li> <li>· Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>· Capitalize the first word in a sentence and the pronoun</li> <li>· Recognize and name end punctuation.</li> <li>· Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>· Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<ul style="list-style-type: none"> <li>· Expository / Informational Text Immersion – Teacher will immerse the learners in all the different nonfiction genres (biographies, expository text, etc.) and the features of non-fiction</li> <li>· Anchor Chart idea – Non Fiction text features and purpose</li> <li>· December – Students will learn to write a “How to Book” after reading and being exposed to recipes, directions, how to books, writers will be responsible for choosing something they believe they are an expert at (riding a bike, annoying a sibling, baking a cake, etc.) The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· January – Writers will choose a topic of interest to research and write an “All About Book”</li> <li>· The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· Anchor Chart idea – Continue with Non Fiction Text Features add diagrams, graphs, maps, etc.</li> <li>· February – Writers will create an autobiography or memoir. Teacher will model by writing an autobiography or memoir.</li> <li>· Students will be immersed in biographies and autobiographies.</li> <li>· Writers will generate a list of questions to ask in an interview. Learners will interview another person in the school. Writers will be responsible for writing a biography.</li> </ul>
	WK5		
	WK8		
	SLK2		
	SLK3		
	SLK4		
	SLK5		
	SLK6		
	L.K.2		
	L.K.2.a		
	L.K.2b		
	L.K.2c		
	L.K.2 d		

## EXPRESSIONS Kindergarten

Months	Standards	Skills	Activities
<b>March April May June</b>	WK3 WK6 WK7 SL.K.3 L.K.4 L.K.4a L.K.4b L.K.4c L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6	<ul style="list-style-type: none"> <li>· Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>· With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>· Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>· Ask and answer questions in order to seek help, get information, or clarify something that is not understood</li> <li>· Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>· Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>· Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</li> <li>· With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>· Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>· Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>· Identify real-life connections between words and their use</li> <li>· Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> <li>· Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>	<ul style="list-style-type: none"> <li>· Either continue with previous lesson or choose another genre</li> <li>· March and April - Test Taking as a genre</li> <li>· Teachers will model the acceptable responses to open ended test questions</li> <li>· Anchor Chart idea - (TAP 3) Turn question into a statement, Answer question, Provide 3 examples</li> <li>· Literature immersion – Teacher will immerse the learners in poetry, figurative language, songs (art within writing)</li> <li>· May and June – Writers will explore their senses and use the words to create art with in their writing.</li> <li>· Anchor Chart ideas – Figurative language</li> </ul>

## EXPRESSIONS 1<sup>st</sup> Grade

Months	Standards	Skills	Activities
September October November	W1.1  W1.5  SL 1.1  SL 1.4  SL 1.5  L1.6	<ul style="list-style-type: none"> <li>· Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>· With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>· Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</li> <li>· Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>· Build on others' talk in conversations by responding to the comments of others through multiple exchanges</li> <li>· Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>· Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>· Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>· Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</li> </ul>	<ul style="list-style-type: none"> <li>· Circle Activities to share, songs, poems, books special to students, as expressed through their opinions of the selection.</li> <li>· Peer evaluations a modeled by the teacher support positive interaction and feedback on selected writings.</li> <li>· Students revise as they evaluate feedback from sharing experience</li> <li>· Talking stick, raised hands and the dos and don'ts of conversation are modeled by various adults in guest speaking roles, presentations, demonstrations and book shares. Children use role playing before each experience to practice and prepare for opportunity to speak and listen in various settings.</li> <li>· After experience reflections use written language and drawings for students to express their thoughts and feelings from an event or lesson. Circle times and teacher guidance is used to express the details in each and how they vary.</li> <li>· Celebrations are based on the details, and procedures followed in playing the roles of writer, speaker, and listener.</li> </ul>



## EXPRESSIONS 1<sup>st</sup> Grade

Months	Standards	Skills	Activities
December January February	W1.2  W 1.8  SL 1.2  SL 1.4  SL 1.5  L 1.1  L1.4  L1.6	<ul style="list-style-type: none"> <li>· Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>· With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>· Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>· Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</li> <li>· Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· Print all upper- and lowercase letters.</li> <li>· Use common, proper, and possessive nouns.</li> <li>· Use singular and plural nouns with matching verbs in basic sentences.</li> <li>· Use personal, possessive, and indefinite pronouns</li> <li>· Use verbs to convey a sense of past, present, and future</li> <li>· Use frequently occurring adjectives.</li> <li>· Use frequently occurring conjunctions</li> <li>· Use determiners (e.g., articles, demonstratives).</li> <li>· Use frequently occurring prepositions.</li> <li>· Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>· Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>· Capitalize dates and names of people.</li> <li>· Use end punctuation for sentences.</li> <li>· Use commas in dates and to separate single words in a series.</li> <li>· Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>· Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>· Students choose a subtopic under a given topic experienced in class to further learn information and write an informative paragraph to share these facts.</li> <li>· Students express ideas and feelings on people places and things through prepared sharing time organized through weekly assignments i.e. 4 share on Monday 4 Tuesday etc. so that each day in sharing time a child prepared and shared a topic relevant to them. Rubric is used to check off the attributes added each time presentation was presented, reflected upon, revised and planned for next</li> <li>· Set appropriate language, terms of address and tone               <ul style="list-style-type: none"> <li>○ Address and greet familiar people appropriately according to age, gender, status</li> <li>○ Ask/ talk about people, places, things</li> <li>○ Ask for permission</li> <li>○ Express thanks / good wishes</li> <li>○ Give information about self</li> <li>○ Invite people</li> </ul> </li> <li>· Follow Participate in discussion               <ul style="list-style-type: none"> <li>○ Agree / disagree at appropriate times</li> <li>○ Speak in turn</li> <li>○ Learn and contribute as members of group.</li> <li>○ Agreed-upon rules for group work.</li> </ul> </li> <li>· Sharing time activity</li> <li>· Week one no grammatical changes</li> <li>· Week two teacher as clarifier asks questions to direct attention to word choice, sentence structure etc. Editing is natural part of planning process. Data gathered is used to direct instruction in necessities class for small group lessons on areas of strength and improvements.</li> </ul>

## EXPRESSIONS 1<sup>st</sup> Grade

Months	Standards	Skills	Activities
April May June	W1.3 W1.6 W1.7 SL 1.3 L1.5	<ul style="list-style-type: none"> <li>· Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>· With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>· Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> <li>· Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>· With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>· Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>· Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>· Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>· Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>	<ul style="list-style-type: none"> <li>· Publications Story Telling</li> <li>· Students write, illustrate and present various a publications in which the elements of writing were used to direct student publications.</li> <li>· Presentations are supported by technology, interview of person, place or event, power point, or other digital media used to enhance writing.</li> <li>· Guest speakers from community are invited to model process by telling stories of their craft, business, life etc.</li> <li>· Stories are used as changeable document to add</li> <li>· Figurative language</li> <li>· Word choice</li> <li>· And to develop shades of meaning within one understood idea. i.e. synonymstrips from</li> </ul>

## EXPRESSIONS 2<sup>nd</sup> Grade

Months	Standards	Skills	Activities
September October November	W2.1 W2.5 W2.6 SL2.1 SL2.1a SL2.1b SL2.1c SL2.1d L2.1 L2.1a L2.1b L2.1c L2.1d L2.1e L2.1f L2.3 L2.3a	<ul style="list-style-type: none"> <li>· Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>· With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>· With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>· Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</li> <li>· Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>· Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>· Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>· Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>	<ul style="list-style-type: none"> <li>· Learners write or illustrate an opinion piece on where and how they do their best work. Teacher models how to state an opinion and provide reasons.</li> <li>· The information collected will help the teacher and learners create the best learning environment.</li> <li>· Example: I read best lying down because I am comfortable and can pay attention.</li> <li>· After an intentional read aloud the learners will discuss, write or illustrate key details from the text.</li> </ul>

## EXPRESSIONS 2<sup>nd</sup> Grade

Months	Standards	Skills	Activities
December January February	W 2.3 W 2.5 W 2.7 W 2.8 SL2.4 SL2.5 SL2.6 L2.2 L2.2a L2.2b L2.2c L2.2d L2.2e L2.2f L2.4 L2.4a L2.4b L2.4c L2.4d L2.4e	<ul style="list-style-type: none"> <li>· English grammar and usage when writing or speaking. Collective nouns.</li> <li>· Form and use frequently occurring irregular plural</li> <li>· Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>· Compare formal and informal uses of English</li> <li>· Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</li> <li>· With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>· Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>· With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>· Recall information from experiences or gather information from provided sources to answer a question.</li> <li>· Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>· Provide audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>· Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification when writing or speaking.</li> <li>· Capitalize holidays, product names, and geographic names.</li> <li>· Use commas in greetings and closings of letters.</li> <li>· Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>· Generalize learned spelling patterns when writing words</li> <li>· Consult reference materials.</li> <li>· Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>· Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· Determine the meaning of the new word formed when a known prefix is added to a known word</li> <li>· Use a known root word as a clue to the meaning of an unknown word with the same root</li> <li>· Use knowledge of the meaning of individual words to predict the meaning of compound words</li> <li>· Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Non Fiction Writing Focus</b></li> <li>· Non Fiction immersion</li> <li>· Teacher will read biographies, autobiographies, and memoirs. Writers will read text on their level.</li> <li>· Writers will choose to interview another student and write a biography, write an autobiography or a memoir.</li> <li>· Non Fiction immersion</li> <li>· Survey the learners on topics of interest.</li> <li>· Teacher will read texts based on information gathered as well as make text available for students for research.</li> <li>· Students will choose to read, perform, record, or create a digital presentation of a piece of their writing.</li> <li>· Punctuation Anchor Chart</li> <li>· Punctuation would be added as the lessons are taught</li> <li>· Activity: I know <b>age</b> which helps me spell <b>cage</b></li> <li>· Use highlighter tape to highlight clues from text that helped clarify a meaning of an unknown word</li> <li>· Anchor chart with common prefixes</li> <li>· As learners find words containing a prefix on the chart, the learner either adds it to the chart or put it on a post it notes to add to the chart.</li> <li>· Dictionary game – learners pick a word from the dictionary then provide clues to partner to try to find the word. Example – guide words, part of speech, etc.</li> </ul>

## EXPRESSIONS 2<sup>nd</sup> Grade

Months	Standards	Skills	Activities
March April May June	<p>W 2.2 W 2.6 SL2.2 SL2.3 L2.5 L2.5a L2.5b L2.6</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p>	<p>Expository / Informational Text Immersion – Teacher will immerse the learners in all the different nonfiction genres (biographies, expository text, etc.) and the features of non-fiction</p> <p>AnchorChart idea – Non Fiction text features and purpose</p> <p>Students will learn to write a “How to Book” after reading and being exposed to recipes, directions, how to books, writers will be responsible for choosing something they believe they are an expert at (riding a bike, annoying a sibling, baking a cake, etc.) The teacher will model and create a book along with the learners. The teacher will model every step.</p> <p>The writers will work together to revise and edit their pieces by asking clarifying questions.</p> <p>Writers will choose a topic of interest to research and write an “All About Book”</p> <p>The teacher will model and create a book along with the learners. The teacher will model every step.</p> <p>AnchorChart idea – Continue with Non Fiction Text Features add diagrams, graphs, maps, etc.</p> <p>Writers will create an autobiography or memoir. Teacher will model by writing an autobiography or memoir.</p> <p>Students will be immersed in biographies and autobiographies.</p> <p>Writers will generate a list of questions to ask in an interview.</p> <p>Learners will interview another person in the school. Writers will be responsible for writing a biography.</p>

## EXPRESSIONS 3<sup>rd</sup> Grade

Months	Standards	Skill	Activity
September October November	W.3 W3.1 W3.1B W3.1C W3.1D SL3.1 SL3.1a SL3.1b SL3.1c SL3.1d SL3.2 SL3.3 L3.2a L3.2b L3.2c L3.2d L3.2e L3.2f L3.2g	<ul style="list-style-type: none"> <li>· Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>· Provide reasons that support the opinion.</li> <li>· Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>· Provide a concluding statement or section</li> <li>· Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>· Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>· Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>· Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>· Explain their ideas and understanding in light of the discussion.</li> <li>· Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>· Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>· Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>· Capitalize appropriate words in titles. Use commas in addresses.</li> <li>· Use commas and quotation marks in dialogue.</li> <li>· Form and use possessives.</li> <li>· Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>· Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>· Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>· After browsing through a variety of books in baskets (all genres) learners will choose favorites. They will choose how to express their favorites by</li> <li>· Placing a post it on their favorite</li> <li>· Writing Why this books is their favorite</li> <li>· Drawing pictures of the types of books they enjoy reading</li> <li>· Converse (verbally) with another learner</li> <li>· Learners will participate in a collaborative discussion on the types (genres) of books the class enjoys most. (This will help the class and teacher determine which genres to focus on based on learner interest)</li> <li>· After reading a book where the character demonstrates or learns listening skills, class will discuss what learning looks like, sounds like, and feels like</li> <li>· An anchor chart will be created with/by the teacher and class</li> <li>· Literature immersion – the learners will be writing narratives, the teacher will be immersing the students with literature where the students can relate to the characters in the texts (text to self-connections)</li> <li>· Writing – learners start with why writers write, what they write about (themselves mostly), what writing will look like, sound like, feel like. The expectations/agreements of working time (all anchor charts)</li> <li>· September - The learners will have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher. (Workshop Model) The mini lessons will all be based on encouraging a community of writers and writing for fluency.</li> <li>· October – The learners will continue to have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher</li> <li>· The mini lessons will now focus on writing for others (the readers) this is where the mini lessons will shift from writing for fluency to writing with appropriate conventions.</li> <li>· The writers will be introduced to multiple resources to guide the writing process. With the teacher the class will label the room so they will be able to appropriately spell items in the room during writing time (door, chair, globe, etc.), the word wall, themed word walls (science, music, math, etc.), technology, dictionaries, thesaurus, etc.</li> </ul>

## EXPRESSIONS 3<sup>rd</sup> Grade

Months	Standards	Skills
December January February	W3.3 W3.3a W3.3b W3.3c W3.3d SL 3.4 SL3.5 SL3.6 L3.1 L3.1a L3.1b L3.1c L3.1d L3.1e L3.1f L3.1g L3.3 L3.3a L3.3b L3.4 L3.4a L3.3b L3.4c L3.4d	<ul style="list-style-type: none"> <li>· Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>· Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>· Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>· Use temporal words and phrases to signal event order.</li> <li>· Provide a sense of closure.</li> <li>· Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>· Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>· Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>· Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>· Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>· Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>· Form and use prepositional phrases.</li> <li>· Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>· Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> <li>· Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>· Choose words and phrases for effect.*</li> <li>· Recognize and observe differences between the conventions of spoken and written standard English.</li> <li>· Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                         <ul style="list-style-type: none"> <li>· Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>· Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>· Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>

## EXPRESSIONS 3<sup>rd</sup> Grade

Months	Standards	Skills	Activities
March April May June	W3.2 W3.2a W3.2b W3.2c W3.2d SL3.2 L3.5 L3.5a L3.5b L3.5C L3.6	<ul style="list-style-type: none"> <li>· Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>· Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>· Develop the topic with facts, definitions, and details.</li> <li>· Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>· Provide a concluding statement or section.</li> <li>· Preparation and other information known about the topic to explore ideas under discussion.</li> <li>· Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</li> <li>· Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>· Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>· Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>· Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> <li>· Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</li> </ul>	<ul style="list-style-type: none"> <li>· Expository / Informational Text Immersion – Teacher will immerse the learners in all the different nonfiction genres (biographies, expository text, etc.) and the features of non-fiction</li> <li>· Anchor Chart-Non Fiction Text Features: purpose, table of contents, find a topic by page</li> <li>· Students will learn to write a “How to Book” after reading and being exposed to recipes, directions, how to books, writers will be responsible for choosing something they believe they are an expert at (riding a bike, annoying a sibling, baking a cake, etc.) The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· The writers will work together to revise and edit their pieces by asking clarifying questions.</li> <li>· Writers will choose a topic of interest to research and write an “All About Book”</li> <li>· The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· Anchor Chart -Continue with Non Fiction Text Features add diagrams, graphs, maps, etc.</li> <li>· Writers will create an autobiography or memoir. Teacher will model by writing an autobiography or memoir.</li> <li>· Students will be immersed in biographies and autobiographies.</li> <li>· Writers will generate a list of questions to ask in an interview. Learners will interview another person in the school. Writers will be responsible for writing a biography.</li> </ul>



## EXPRESSIONS 4<sup>th</sup> Grade

Months	Standards	Skills	Activities
September October November	W4.1 W4.1a W4.1b W4.1c W4.1d SL4.1 SL4.1a SL4.1b SL4.1c SL4.1d L4.2 L4.2a L4.2b L4.2c L4.2d L4.2e L4.2f L4.2g L4.4 L4.4a L4.4b L4.4c	<ul style="list-style-type: none"> <li>· Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>· Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>· Provide reasons that are supported by facts and details.</li> <li>· Link opinion and reasons using words and phrases</li> <li>· Provide a concluding statement or section</li> <li>· Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>· Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>· Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>· Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>· Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> <li>· Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>· Capitalize appropriate words in titles. Use commas in addresses.</li> <li>· Use commas and quotation marks in dialogue.</li> <li>· Form and use possessives.</li> <li>· Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</li> <li>· Use spelling patterns and generalizations in writing words.</li> <li>· Consult reference materials, including beginning dictionaries</li> <li>· Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> <li>· Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>· Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>· Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>· Learners will discuss a positive change they would like to see happen in their classroom, school, or community.</li> <li>· Teacher will model how to state an opinion clearly and provide supporting facts and details.</li> <li>· Learners will be responsible for researching the changes they would like to make. Learners will have the option to work individually, with a partner, or in small groups.</li> <li>· As a class, rules or agreements will be decided upon in order to create a safe and effective learning community.</li> <li>· The agreements will be posted and students will sign their name to show they agree.</li> <li>· Readers will browse the classroom library selecting 3 – 5 books of interest. The readers will write a letter to the teacher detailing why they selected the books. This will help the teacher understand the interests of the readers as well as assess their writing skills.</li> <li>· Teacher will model strategies for reading and writing unknown words. The learners will become familiar with all of the classroom resources available. Dictionaries, thesaurus, etc.</li> <li>· Teacher will start an anchor chart of common affixes, prefixes, and suffixes. Anchor charts will be an available resource created by the class.</li> </ul>

## EXPRESSIONS 4<sup>th</sup> Grade

Months	Standards	Skills	Activities
December January February	W4.3 W4.3a W4.3b W4.3c W4.3d SL4.5 SL4.6 L4.1 L4.1a L4.1b L4.1c L4.1d L4.1e L4.1g L4.3 L4.3a L4.3b L4.3b L4.3c	<ul style="list-style-type: none"> <li>· Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>· Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>· Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>· Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>· Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>· Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>· Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> <li>· Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>· Capitalize appropriate words in titles. Use commas in addresses.</li> <li>· Use commas and quotation marks in dialogue.</li> <li>· Form and use possessives.</li> <li>· Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</li> <li>· Use spelling patterns and generalizations in writing words.</li> <li>· Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>· Use relative pronouns and relative adverbs</li> <li>· Form and use the progressive verb tenses.</li> <li>· Use modal auxiliaries to convey various conditions</li> <li>· Order adjective within sentences according to conventional patterns</li> <li>· Form and use prepositional phrases.</li> <li>· Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>· Correctly use frequently confused words</li> <li>· Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>· Choose words and phrases to convey ideas precisely.*</li> <li>· Choose punctuation for effect.*</li> <li>· Differentiate between contexts that call for formal English and situations where informal discourse is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>· <u>Literature immersion</u>– the learners will be writing narratives, the teacher will be immersing the students with literature where the students can relate to the characters in the texts (text to self-connections)</li> <li>· <u>Writing</u>– learners start with why writers write, what they write about (themselves mostly), what writing will look like, sound like, feel like. The expectations/agreements of working time (all anchor charts)</li> <li>· The learners will have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher. (Workshop Model) The mini lessons will all be based on encouraging a community of writers and writing for fluency.</li> <li>· The learners will continue to have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher.</li> <li>· The mini lessons will now focus on writing for others (the readers) this is where the mini lessons will shift from writing for fluency to writing with appropriate conventions.</li> <li>· <u>Literature immersion</u>– Teacher will immerse the learners in poetry, figurative language, songs (art within writing)</li> <li>· Writers will explore their senses and use the words to create art with in their writing.</li> <li>· <u>Anchor Chart ideas</u>– Figurative language, rich vocabulary, adjectives, etc.</li> </ul>

## EXPRESSIONS 4<sup>th</sup> Grade

Months	Standards	Skills	Activities
March April May June	W4.2 W4.2a W4.2b W4.2c W4.2d W4.2e SL4.2 SL4.3 SL4.4 L4.4 L4.4a L4.4b L4.4c L4.5 L4.6	<ul style="list-style-type: none"> <li>· Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>· Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful</li> <li>· Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>· Link ideas within categories of information using words and phrases</li> <li>· Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>· Provide a concluding statement or section related to the information or explanation presented.</li> <li>· Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>· Identify the reasons and evidence a speaker provides to support particular points.</li> <li>· Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and</li> <li>· Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> <li>· Use context as a clue to the meaning of a word or phrase.</li> <li>· Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>· Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>· Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>· Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>· <u>Expository / Informational Text Immersion</u> – Teacher will immerse the learners in all the different nonfiction genres (biographies, expository text, etc.) and the features of nonfiction</li> <li>· <u>Anchor Chart</u> – Non Fiction text features and purpose</li> <li>· Students will learn to write a “How to Book” after reading and being exposed to recipes, directions, how to books, writers will be responsible for choosing something they believe they are an expert at (riding a bike, annoying a sibling, baking a cake, etc.) The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· The writers will work together to revise and edit their pieces by asking clarifying questions.</li> <li>· Writers will choose a topic of interest to research and write an either an all about book, create a brochure, advertisement, etc.</li> <li>· The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· <u>Anchor Chart idea</u> – Continue with Non Fiction Text Features add diagrams, graphs, maps, etc.</li> <li>· Writers will create an autobiography or memoir. Teacher will model by writing an autobiography or memoir.</li> <li>· Students will be immersed in biographies and autobiographies.</li> <li>· Writers will generate a list of questions to ask in an interview. Learners will interview another person in the school. Writers will be responsible for writing a biography.</li> <li>· Either continue with previous lesson or choose another genre</li> <li>· <u>Test Taking as a genre</u></li> <li>· Teachers will model the acceptable responses to open ended test questions</li> <li>· <u>Anchor Chart idea</u> - (TAP 3) Turn question into a statement, Answer question, Provide 3 examples</li> </ul>

## EXPRESSIONS 5<sup>th</sup> Grade

Months	Standards	Skills	Activities
September October November	W5.1 W5.1a W5.1b W5.1c W5.1d SL5.1 SL5.1a SL5.1b SL5.1c SL5.1d L5.2 L5.2a L5.2b L5.2c L5.2d L5.2e L5.2f L5.2g L5.4 L5.4a L5.4b L5.4c	<ul style="list-style-type: none"> <li>· Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>· Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>· Provide logically ordered reasons that are supported by facts and details.</li> <li>· Link opinion and reasons using words, phrases, and clauses</li> <li>· Provide a concluding statement or section related to the opinion presented.</li> <li>· Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>· Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore</li> <li>· Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>· Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>· Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> <li>· Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>· Capitalize appropriate words in titles. Use commas in addresses.</li> <li>· Use commas and quotation marks in dialogue.</li> <li>· Form and use possessives.</li> <li>· Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>· Use spelling patterns and generalizations in writing words.</li> <li>· Consult reference materials, including beginning dictionaries, as needed to</li> <li>· Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</li> <li>· Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>· Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>)</li> <li>· Use reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>· Writers will explore what it means to live a writers’ life. The class will discuss how writers’ find the stories they tell. Every child will choose where they will keep their writing: notebook, loose leaf paper, binder, etc.</li> <li>· As an early assessment, the teacher will have the writers write about themselves or something important to them with guidelines. The students will be responsible for stating an opinion, providing details, create an organizational structure that is clear to the reader. With the support of the teacher, the class will generate a rubric.</li> <li>· If the class agrees, using the rubric the class will review each other’s work and provide constructive feedback for improving their writing.</li> <li>· As a class, rules or agreements will be decided upon in order to create a safe and effective learning community.</li> <li>· The agreements will be posted and students will sign their name to show they agree.</li> <li>· Teacher will model strategies for reading and writing unknown words. The learners will become familiar with all of the classroom resources available. Dictionaries, thesaurus, etc.</li> <li>· <u>Anchor Chart – Context Clues</u> : How to use what you already know and the clues from the text to understand an unknown word or concept</li> <li>· Teacher will start an anchor chart of common affixes, prefixes, and suffixes. Anchor charts will be an available resource created by the class.</li> </ul>

## EXPRESSIONS 5<sup>th</sup> Grade

Months	Standard	Skill	Activity
December January February March	W5.3 W5.3a W5.3b W5.3c W5.3d W5.3e SL5.2 SL5.3 L5.1 L5.1a L5.1b L5.1c L5.1d L5.1e L5.1f L5.1g L5.3 L5.3a L5.3b	<ul style="list-style-type: none"> <li>· Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>· Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>· Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>· Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>· Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>· Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>· Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>· Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· Reflexive pronouns and relative adverbs</li> <li>· Use modal auxiliaries to conventions.</li> <li>· Order adjectives within sentences according to conventional patterns</li> <li>· Form and use prepositional phrases.</li> <li>· Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>· Correctly use frequently confused words</li> <li>· Use knowledge of language and its conventions when writing, speaking, reading, or listening</li> <li>· Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>· Contrast the varieties of English used in stories, dramas, or poems.</li> </ul>	<ul style="list-style-type: none"> <li>· <u>Literature immersion</u> – the learners will be writing narratives, the teacher will be immersing the students with literature where the students can relate to the characters in the texts (text to self-connections)</li> <li>· <u>Writing</u> – learners start with why writers write, what they write about (themselves mostly), what writing will look like, sound like, feel like. The expectations/agreements of working time (all anchor charts)</li> <li>· The learners will have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher. (Workshop Model) The mini lessons will all be based on encouraging a community of writers and writing for fluency.</li> <li>· The learners will continue to have time each day to work on expressing themselves through writing, illustrating, discussing ideas with a mini lesson from the teacher.</li> <li>· The mini lessons will now focus on writing for others (the readers) this is where the mini lessons will shift from writing for fluency to writing with appropriate conventions</li> <li>· Writers will choose what they write about, they will have opportunities to compare texts, compare themselves or others to characters from texts they’ve read. The writer will be responsible to appropriate conventions.</li> <li>· <u>Immersion</u> – The teacher will read multiple persuasive pieces to introduce author’s purpose to the writers. They will use technology to view commercials, advertisements, etc.</li> <li>· Writers write to persuade their readers, the students will be responsible for creating a piece of writing that is intended to persuade their readers. The writers will choose to write an article, advertisement, video a commercial, brochure, etc.</li> </ul>

## EXPRESSIONS 5<sup>th</sup> Grade

Months	Standards	Skills	Activities
March April May June	W5.2 W5.2a W5.2b W5.2c W5.2d W5.2e SL5.4 SL5.5 SL5.6 L5.5 L5.5a L5.5b L5.5c L5.5d L5.5e	<ul style="list-style-type: none"> <li>· Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>· Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>· Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>· Link ideas within and across categories of information using words, phrases, and clauses</li> <li>· Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>· Provide a concluding statement or section related to the information or explanation presented.</li> <li>· Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>· Multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>· Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> <li>· Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>· Interpret figurative language, including similes and metaphors, in context.</li> <li>· Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>· Use the relationship between particular words to better understand each of the words.</li> <li>· Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</li> </ul>	<ul style="list-style-type: none"> <li>· <u>Expository / Informational Text Immersion</u> – Teacher will immerse the learners in all the different nonfiction genres (biographies, expository text, etc.) and the features of nonfiction</li> <li>· <u>Anchor Chart</u> – Non Fiction text features and purpose</li> <li>· Students will learn to write a “How to Book” after reading and being exposed to recipes, directions, how to books, writers will be responsible for choosing something they believe they are an expert at (riding a bike, annoying a sibling, baking a cake, etc.) The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· The writers will work together to revise and edit their pieces by asking clarifying questions.</li> <li>· Writers will choose a topic of interest to research and write an either an all about book, create a brochure, advertisement, etc.</li> <li>· The teacher will model and create a book along with the learners. The teacher will model every step.</li> <li>· <u>Anchor Chart idea</u> – Continue with Non Fiction Text Features add diagrams, graphs, maps, etc.</li> <li>· Writers will create an autobiography or memoir. Teacher will model by writing an autobiography or memoir.</li> <li>· Students will be immersed in biographies and autobiographies.</li> <li>· Writers will generate a list of questions to ask in an interview. Learners will interview another person in the school. Writers will be responsible for writing a biography.</li> <li>· Either continue with previous lesson or choose another genre</li> <li>· Test Taking as a genre</li> <li>· Teachers will model the acceptable responses to open ended test questions</li> <li>· <u>Anchor Chart idea</u> - (TAP 3) Turn question into a statement, Answer question, Provide 3 examples</li> <li>· Writers will write for multiple purposes – to entertain, persuade, and inform.</li> <li>· Students through their narratives pieces will entertain their readers.</li> <li>· Writers will attempt to persuade their readers while writing their advertisements, commercials, brochures, etc.</li> <li>· Through Expository writing the writers will inform or teach their readers.</li> </ul>

EXPRESSIONS 6 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit One				
SEPTEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	6.RL.1	6.W.1	6.SL.1	6.L.1	<ul style="list-style-type: none"> <li>· The Orientation Class</li> <li>· “Money Makes Worries”, A Tale from China</li> <li>· “The Tortoise and the Rabbit”, A fable by Aesop</li> <li>· “The Tortoise and the Antelope”, A Tale from Ngoni People</li> <li>· “The Qur’an”</li> </ul>
	6.RL.2	6.W.2	6.SL.2	6.L.2	
	6.RL.4	6.W.7	6.SL.3	6.L.3	
	6.RL.9	6.W.9	6.SL.4	6.L.4	
	6.RL.10	6.W.10	6.SL.5	6.L.6	

EXPRESSIONS 6 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Two				
OCTOBER	COMMON CORE LITERACY STANDARDS				SELECTION
	6.RL.1	6.W.3	6.W.10	6.L.1	<ul style="list-style-type: none"> <li>· “The Royal Commentaries of the Inca” by Inca Garcilaso de la Vega</li> <li>· “Two Portraits” by Rembrandt van Rijn</li> <li>· “The Parable of the Greedy Sons”, A Tale from Persian</li> <li>· “A Man Who Couldn’t See and A Man Who Couldn’t Walk”, A Tale of the Hopi</li> </ul>
	6.RL.2	6.W.7	6.SL.1	6.L.2	
	6.RL.3	6.W.4	6.SL.2	6.L.3	
	6.RL.6	6.W.5	6.SL.3	6.L.4	
	6.RL.10	6.W.6	6.SL.4	6.L.6	
6.W.1		6.SL.5			

EXPRESSIONS 6 <sup>th</sup> Grade				
MONTH	TOUCHSTONES: Unit Three			
NOVEMBER	COMMON CORE LITERACY STANDARDS			SELECTION
	6.RL.1		6.W.10	<ul style="list-style-type: none"> <li>· “An Unlucky Man?”, A tale from Nigeria</li> <li>· “Life and Death”, A Tale of the Blackfeet</li> <li>· “The Symposium”, by Plato</li> <li>· “Truth and Falsehood”, A Tale from the Middle East</li> </ul>
	6.RL.2		6.SL.1	
	6.RL.3		6.SL.3	
	6.RL.5		6.SL.4	
	6.RL.10		6.SL.6	
	6.W.1		6.L.1	
	6.W.3		6.L.2	
	6.W.4		6.L.3	
	6.W.5		6.L.4	
6.W.8		6.L.5		
6.W.9		6.L.6		

EXPRESSIONS 6 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Four				
DECEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	6.RL.1	6.RIT.2	6.W.4	6.SL.6	<ul style="list-style-type: none"> <li>· “A Speech to the National American Woman Suffrage Association”, by Elizabeth Cady Stanton</li> <li>· “The Tower of Babel”, The Bible</li> <li>· “Maxims”, by Francois La Rochefoucauld</li> </ul>
	6.RL.2	6.RIT.3	6.W.5	6.L.1	
	6.RL.3	6.RIT.5	6.W.7	6.L.2	
	6.RL.5	6.RIT.7	6.W.9	6.L.3	
	6.RL.7	6.RIT.8	6.W.10	6.L.4	
	6.RL.9	6.RIT.10	6.SL.1	6.L.5	
	6.RL.10	6.W.1	6.SL.3	6.L.6	
	6.RIT.1	6.W.2	6.SL.4		



EXPRESSIONS 6 <sup>th</sup> Grade						
MONTH	TOUCHSTONES: Unit Five					
JANUARY	COMMON CORE LITERACY STANDARDS				SELECTION	
	6.RL.1	6.RIT.2	6.W.2	6.SL.3	<ul style="list-style-type: none"> <li>• “The Knight’s Tale”, by Geoffrey Chaucer</li> <li>• “The Republic”, by Plato</li> <li>• “The Life of Lycurgus”, by Plutarch</li> </ul>	
	6.RL.2	6.RIT.3	6.W.4	6.L.1		
	6.RL.3	6.RIT.4	6.W.5	6.L.2		
	6.RL.4	6.RIT.8	6.W.7	6.L.3		
	6.RL.6	6.RIT.10	6.W.8	6.L.4		
	6.RL.10	6.W.1	6.W.10	6.L.6		
	6.RIT.1		6.SL.1			

EXPRESSIONS 6 <sup>th</sup> Grade						
MONTH	TOUCHSTONES: Unit Six					
FEBRUAR	COMMON CORE LITERACY STANDARDS				SELECTION	
	6.RL.1	6.RIT.2	6.W.2	6.SL.3	<ul style="list-style-type: none"> <li>· “Mont Sainte-Victoire and Letters”, by Paul Czanne</li> <li>· A Case Study in Medical Ethics</li> <li>· “Frankenstein”, by Mary Shelley</li> </ul>	
	6.RL.2	6.RIT.4	6.W.4	6.L.1		
	6.RL.4	6.RIT.5	6.W.5	6.L.2		
	6.RL.6	6.RIT.8	6.W.7	6.L.3		
	6.RL.7	6.RIT.10	6.W.8	6.L.4		
	6.RL.10	6.W.1	6.W.10	6.L.6		
	6.RIT.1		6.SL.1			

EXPRESSIONS 6 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Seven				
MARCH	COMMON CORE LITERACY STANDARDS				SELECTION
	6.RL.1	6.W.3	6.W.8	6.L.1	· “Narrative of the Life of Frederick Douglass”, by Frederick Douglass
	6.RL.4	6.W.4	6.W.10	6.L.2	
	6.RL.5	6.W.5	6.SL.1	6.L.3	· “The History of the Peloponnesian Wars”, by Thucydides
	6.RL.10	6.W.6	6.SL.3	6.L.4	
	6.W.1	6.W.7	6.SL.4	6.L.6	
	6.W.2		6.SL.5		

EXPRESSIONS 6 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Eight				
APRIL	COMMON CORE LITERACY STANDARDS				SELECTION
	6.RL.1		6.SL.1		· “Buddy”, by Langston Hughes
	6.RL.2		6.SL.2		
	6.RL.4		6.SL.3		
	6.RL.9		6.SL.4		
	6.RL.10		6.L.1		· “The Souls of Black Folk”, by W.E.B. DuBois
	6.W.1		6.L.2		
	6.W.3		6.L.3		
	6.W.4		6.L.4		
	6.W.5		6.L.5		
	6.W.6		6.L.6		
	6.W.10				

EXPRESSIONS 6 <sup>th</sup> Grade			
MONTH	TOUCHSTONES: Unit Nine		
MAY - JUNE	COMMON CORE LITERACY STANDARDS		SELECTION
	6.RL.1	6.SL.1	<ul style="list-style-type: none"> <li>• “The Theaetetus”, by Plato</li> <li>• “A Lesson for Kings”, A Tale from India</li> <li>• “The Ethics”, by Aristotle</li> </ul>
	6.RL.2	6.SL.2	
	6.RL.4	6.SL.3	
	6.RL.9	6.SL.4	
	6.RL.10	6.L.1	
	6.W.1	6.L.2	
	6.W.3	6.L.3	
	6.W.4	6.L.4	
	6.W.5	6.L.5	
6.W.6	6.L.6		
6.W.10			

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit One				
SEPTEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RL.1	7.RL.10	7.W.10	7.L.1	<ul style="list-style-type: none"> <li>· The Orientation Class</li> <li>· “The Odyssey”, by Homer</li> <li>· “On a Certain Blindness in Human Beings”, by William James</li> <li>· “Why There Are Children”, A Tale from Africa (Madagascar)</li> </ul>
	7.RL.2	7.W.1	7.SL.1	7.L.2	
	7.RL.3	7.W.2	7.SL.3	7.L.3	
	7.RL.4	7.W.3	7.SL.4	7.L.4	
	7.RL.7	7.W.7	7.SL.5	7.L.6	
	7.RL.9				

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Two				
OCTOBER	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RL.1	7.RIT.6	7.W.5	7.SL.4	<ul style="list-style-type: none"> <li>· “Pensees”, by Blaise Pascal</li> <li>· “Stride Toward Freedom”, by Martin Luther King, Jr</li> <li>· “On War”, by Cari von Clausewitz</li> </ul>
	7.RL.2	7.RIT.7	7.W.7	7.SL.5	
	7.RL.4	7.RIT.8	7.W.8	7.L.1	
	7.RL.10	7.RIT.10	7.W.9	7.L.2	
	7.RIT.1	7.W.1	7.W.10	7.L.3	
	7.RIT.2	7.W.2	7.SL.1	7.L.4	
	7.RIT.3	7.W.4	7.SL.2	7.L.5	
	7.RIT.4		7.SL.3		

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Three				
NOVEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RL.1	7.RIT.5	7.W.5	7.SL.4	<ul style="list-style-type: none"> <li>· “On Persuasion”, The Book of Han Tei Tzu</li> <li>· “Can Lying Be Justified?”, A Case Study in Medical Ethics</li> <li>· “Boy Viewing Mount Fuji”, by Katsushika Hokusai</li> </ul>
	7.RL.2	7.RIT.6	7.W.6	7.L.1	
	7.RL.4	7.RIT.8	7.W.7	7.L.2	
	7.RL.10	7.RIT.9	7.W.10	7.L.3	
	7.RIT.1	7.RIT.10	7.SL.1	7.L.4	
	7.RIT.2	7.W.1	7.SL.2	7.L.5	
	7.RIT.3	7.W.3	7.SL.3		
	7.RIT.4	7.W.4			

TOUCHSTONES: Unit Four					
MONTH	TOUCHSTONES: Unit Four				
DECEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RL.1	7.RL.9	7.W.10	7.L.2	<ul style="list-style-type: none"> <li>· “The Lives of Greeks and Romans”, by Plutarch</li> <li>· “Society in America”, by Harriet Martineau</li> <li>· “Fire and Ice”, by Robert Frost</li> <li>· “The Confessions”, by Saint Augustine</li> </ul>
	7.RL.2	7.RL.10	7.SL.1	7.L.3	
	7.RL.4	7.W.2	7.SL.2	7.L.4	
	7.RL.5	7.W.3	7.SL.6	7.L.5	
	7.RL.6	7.W.4	7.L.1	7.L.6	

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Five				
JANUARY	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RIT.1	7.RIT.9	7.W.9	7.SL.5	· "On National Education", by Mary Wollstonecraft
	7.RIT.2	7.RIT.10	7.W.10	7.L.1	· "The Autobiography", by Charles Darwin
	7.RIT.3	7.W.1	7.SL.1	7.L.2	· "On Nature", by Lucretius
	7.RIT.4	7.W.2	7.SL.2	7.L.3	· "Gorgias", by Plato
	7.RIT.5	7.W.4	7.SL.3	7.L.4	
	7.RIT.8	7.W.6	7.SL.4	7.L.6	

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Six				
FEBRUAR	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RIT.1	7.RIT.9	7.W.10	7.L.1	· "Letter to Her Mother", by Amandine Dupin (George Sand)
	7.RIT.2	7.RIT.10	7.SL.1	7.L.2	· "The Autobiography of Malcolm X", by Malcolm X
	7.RIT.3	7.W.1	7.SL.2	7.L.3	· "Discourse on Method", by Rene Descartes
	7.RIT.4	7.W.3	7.SL.3	7.L.4	· "On Arguments" by Chuang Tzu
	7.RIT.5	7.W.4	7.SL.4	7.L.6	
	7.RIT.8	7.W.9	7.SL.6		

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Seven				
MARCH	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RIT.1	7.RIT.9	7.W.7	7.L.2	<ul style="list-style-type: none"> <li>· “Sloth”, by Pieter Bruegel, the Elder</li> <li>· “On Laziness”, by Michel de Montaigne</li> <li>· “The Way of Righteousness”, The Sayings of Buddha</li> </ul>
	7.RIT.2	7.RIT.10	7.W.10	7.L.3	
	7.RIT.3	7.W.1	7.SL.1	7.L.4	
	7.RIT.4	7.W.4	7.SL.2	7.L.6	
	7.RIT.8	7.W.5	7.L.1		

MONTH	TOUCHSTONES Unit Eight				
APRIL	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RL.1	7.RIT.4	7.W.4	7.L.1	<ul style="list-style-type: none"> <li>· Selected Articles from the U.S. and U.S.S.R Constitutions</li> <li>· “The Groom’s Crimes”, A Tale from China</li> <li>· “The Stonecutter”, A Tale from Japan</li> </ul>
	7.RL.2	7.RIT.5	7.W.7	7.L.2	
	7.RL.3	7.RIT.9	7.W.10	7.L.3	
	7.RL.4	7.RIT.10	7.SL.1	7.L.4	
	7.RL.10	7.W.1	7.SL.2	7.L.5	
	7.RIT.1	7.W.3	7.SL.3	7.L.6	
	7.RIT.2		7.SL.4		

EXPRESSIONS 7 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Nine				
MAY - JUNE	COMMON CORE LITERACY STANDARDS				SELECTION
	7.RL.1	7.RIT.2	7.W.7	7.L.1	<ul style="list-style-type: none"> <li>· “The Pillow Book”, by Set Shonagon</li> <li>· “The Most Frugal Man in the World”, A Tale from China</li> <li>· “A Philosophical Essay on Probabilities”, by Pierre Simon, marquis de Laplace</li> </ul>
	7.RL.2	7.RIT.4	7.W.10	7.L.2	
	7.RL.3	7.W.1	7.SL.1	7.L.3	
	7.RL.4	7.W.3	7.SL.2	7.L.4	
	7.RL.9	7.W.4	7.SL.3	7.L.5	
	7.RL.10	7.W.5	7.SL.4	7.L.6	
	7.RIT.1				



EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit One				
SEPTEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RL.1	8.RIT.2	8.W.2	8.SL.3	<ul style="list-style-type: none"> <li>· The Orientation Class</li> <li>· “The Republic”, by Plato</li> <li>· “Of Anger”, by Francis Bacon</li> <li>· “On Human Cures for Sadness”, by Saint Thomas Aquinas</li> </ul>
	8.RL.2	8.RIT.3	8.W.4	8.SL.4	
	8.RL.3	8.RIT.4	8.W.5	8.L.1	
	8.RL.4	8.RIT.5	8.W.7	8.L.2	
	8.RL.9	8.RIT.8	8.W.8	8.L.3	
	8.RL.10	8.RIT.10	8.W.10	8.L.4	
	8.RIT.1	8.W.1	8.SL.1	8.L.6	

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Two				
OCTOBER	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RL.1	8.RIT.2	8.W.2	8.SL.3	<ul style="list-style-type: none"> <li>· “God, Death, and the Hungry Peasant”, A Tale from Mexico</li> <li>· “Two Different Kinds of Minds”, by Blaise Pascal</li> <li>· “The Histories”, by Herodotus</li> </ul>
	8.RL.2	8.RIT.3	8.W.4	8.SL.4	
	8.RL.3	8.RIT.4	8.W.5	8.L.1	
	8.RL.4	8.RIT.5	8.W.7	8.L.2	
	8.RL.9	8.RIT.8	8.W.8	8.L.3	
	8.RL.10	8.RIT.10	8.W.10	8.L.4	
	8.RIT.1	8.W.1	8.SL.1	8.L.6	

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Three				
NOVEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.10	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “A Mathematician’s Defense”, by Godfrey Harold Hardy</li> <li>· “Democracy in America, Equality and Liberty”, by Alexis de Tocqueville</li> <li>· “The Consolation of Philosophy”, by Boethius</li> </ul>
	8.RIT.2	8.W.1	8.W.8	8.L.2	
	8.RIT.3	8.W.2	8.W.10	8.L.3	
	8.RIT.4	8.W.4	8.SL.1	8.L.4	
	8.RIT.5	8.W.5	8.SL.3	8.L.6	
	8.RIT.8		8.SL.4		

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Four				
DECEMBER	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.9	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “The Declaration of Independence”, Opening Paragraphs</li> <li>· “On Public Education”, by Thomas Jefferson</li> <li>· “On Moral Education”, by Horace Mann</li> <li>· “Character”, by Voltaire</li> </ul>
	8.RIT.2	8.RIT.10	8.W.8	8.L.2	
	8.RIT.3	8.W.1	8.W.10	8.L.3	
	8.RIT.4	8.W.2	8.SL.1	8.L.4	
	8.RIT.5	8.W.4	8.SL.3	8.L.6	
	8.RIT.8	8.W.5	8.SL.4		

EXPRESSIONS 8 <sup>th</sup> GRADE					
MONTH	TOUCHSTONES: Unit Five				
JANUARY	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.9	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “Continuity and Irrational Numbers”, by Richard Dedikind</li> <li>· “The Notebooks”, of Leonardo da Vinci</li> <li>· “Article One of the Amendments to the Constitution of the United States of America”</li> <li>· “On Religion and the State”</li> </ul>
	8.RIT.2	8.RIT.10	8.W.8	8.L.2	
	8.RIT.3	8.W.1	8.W.10	8.L.3	
	8.RIT.4	8.W.2	8.SL.1	8.L.4	
	8.RIT.5	8.W.4	8.SL.3	8.L.6	
	8.RIT.8	8.W.5	8.SL.4		

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Six				
FEBRUARY	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.9	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “Federalist Paper No. 10”, by James Madison</li> <li>· “Federalist Paper No. 2”, by John Jay</li> <li>· “Democracy in America, Why Americans Are So Restless”, by Alexis de Tocqueville</li> </ul>
	8.RIT.2	8.RIT.10	8.W.8	8.L.2	
	8.RIT.3	8.W.1	8.W.10	8.L.3	
	8.RIT.4	8.W.2	8.SL.1	8.L.4	
	8.RIT.5	8.W.4	8.SL.3	8.L.6	
	8.RIT.8	8.W.5	8.SL.4		

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Seven				
MARCH	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.9	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “The Meno”, by Plato</li> <li>· “Prisoners Listening to Music”, by Kathe Kollwitz</li> <li>· “To Emancipate the Mind”, by Abraham Lincoln</li> </ul>
	8.RIT.2	8.RIT.10	8.W.8	8.L.2	
	8.RIT.3	8.W.1	8.W.10	8.L.3	
	8.RIT.4	8.W.2	8.SL.1	8.L.4	
	8.RIT.5	8.W.4	8.SL.3	8.L.6	
	8.RIT.8	8.W.5	8.SL.4		

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Eight				
APRIL	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.9	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “Bonifacius – Essays to Do Good”, by Cotton Mather</li> <li>· “Emile or On Education”, by Jean Jacques Rousseau</li> <li>· “Open Letter to His Former Master”, by Frederick Douglass</li> </ul>
	8.RIT.2	8.RIT.10	8.W.8	8.L.2	
	8.RIT.3	8.W.1	8.W.10	8.L.3	
	8.RIT.4	8.W.2	8.SL.1	8.L.4	
	8.RIT.5	8.W.4	8.SL.3	8.L.6	
	8.RIT.8	8.W.5	8.SL.4		

EXPRESSIONS 8 <sup>th</sup> Grade					
MONTH	TOUCHSTONES: Unit Nine				
MAY - JUNE	COMMON CORE LITERACY STANDARDS				SELECTION
	8.RIT.1	8.RIT.9	8.W.7	8.L.1	<ul style="list-style-type: none"> <li>· “The Life of Alcibiades”, by Plutarch</li> <li>· “Woman Holding a Balance”, by Johannes Vermeer</li> <li>· “We Cannot Live for Ourselves Alone”, by Vernon E. Jordan Jr.</li> </ul>
	8.RIT.2	8.RIT.10	8.W.8	8.L.2	
	8.RIT.3	8.W.1	8.W.10	8.L.3	
	8.RIT.4	8.W.2	8.SL.1	8.L.4	
	8.RIT.5	8.W.4	8.SL.3	8.L.6	
	8.RIT.8	8.W.5	8.SL.4		

## Necessities

*“The greatest gift you can give another is the purity of your attention.”*

*– Richard Moss*

The Necessities Course is a school-wide designated instruction system that specializes on the learning skills that every student must have in order to succeed. This direct instruction is tiered to address the spectrum of abilities within a school environment while maintaining dignity in addressing each need. Response to Intervention (RTI), in combination with the LIGHT model, will be used to prevent and intervene as academic and behavioral needs of individual students or collective entities are expressed and addressed.

The premise of the Necessities course is to shed LIGHT on the development of a child so that the academic, social, and physical needs of an individual are addressed at the foundational level. By addressing the gaps in a child’s development through various stages: teachers, parents, and community leaders can work together to secure the interventions needed to neutralize limiting factors. As a result, an increase in the activation of latent potentialities within each child will essentially bring about and provide the health and well-being needed for the child’s best and brightest future.

LIGHT is an acronym for character attributes: L-loving kindness, I-industriousness G-generosity, H- honesty, T- temperance which, when learned and practiced, cultivate within each child harmonizing qualities that really brighten not only the child but also the environment in which they live. A child of LIGHT knows how to regulate emotions and thoughts and, in turn, chooses in each situation wise decisions that foster growth. It is understood then that if a child is not adding LIGHT to a situation, it is because he/she does not know better. This identification of what has to be learned guides the direct instruction needed for the individualization of an education.

As the virtues of LIGHT are developed, the character of a child is strengthened. A child of good character, combined with intelligence, and a spirit for service has a developed heart, mind and good citizenship. Teaching to the LIGHT aids in the ability for a child to recognize who they are and how they function and practice the actions needed to ultimately solve the problems inherent in a complex world.

Each day for 30 minutes a day, students will be organized into Target time teams and direct instruction or behavioral interventions will administered in the areas that that hinder growth or the ability to ‘shine’ in a specific area. Various data will be collected including but not limited to observation of LIGHT behaviors during instruction, probes in reading or writing, 4sight or other benchmark collection, anecdotal records of teacher and/or AORIC assessments. It is believed that with the right support, scientifically researched interventions,

and data used to assess student needs, LIGHT can be transferred, but more importantly inspired, within those giving the services and those receiving it. It is what makes us all brighter.

### **Tier 1**

1. All student statistics will evaluate according to universal screening data such as guided reading levels, fluency probes, and math benchmarks. Behavioral statistics will be gathered and assessed using anecdotal records, individualized education plans and the LIGHT matrix.
2. The administrators and teachers will meet to evaluate the data and determine the need of each student. The students will then be group so that only one skill or intervention is targeted at in a direct instruction. 30 minutes every day will be used to serve and address the student needs as determined by the data.
3. If the behavior or need is greater than this time can address, outside behavior providers will be arranged for consultation and training in this area. Teachers, parents, and students will be supported for a set period of time with an intervention and further data will be collected according to this need.
4. Tier 2 intervention(s) will be administered if a learning or behavioral need is not addressed in the first three steps (Tier 1).

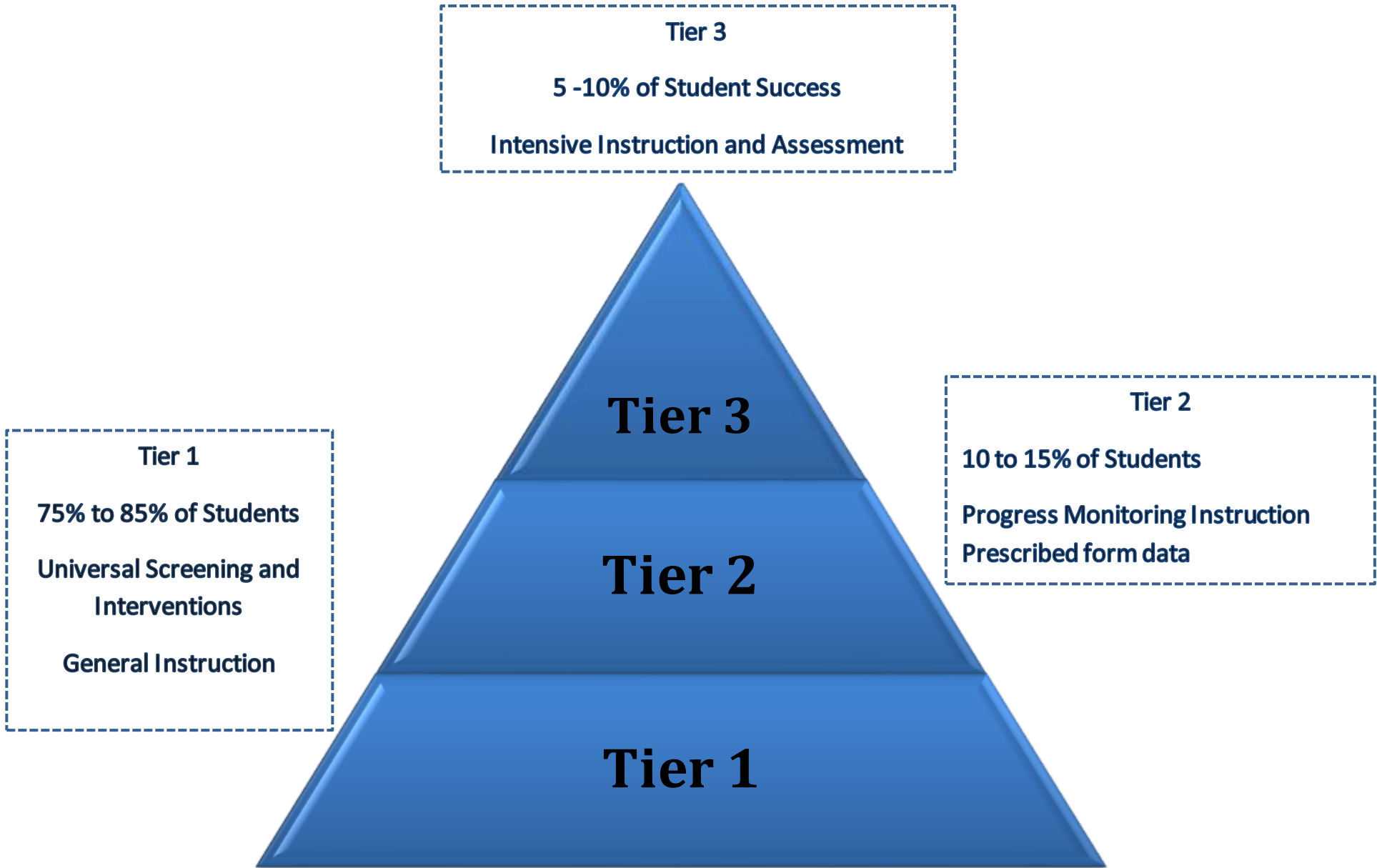
## **Tier 2**

5. A meeting consisting of the reading specialist, special education teacher, principal, guidance counselor, classroom teacher, and parent will occur to discuss the student's response to the interventions provided. A follow up plan will be determined at this time.

## **Tier 3**

6. **More intensive intervention** and **frequent progress monitoring** that students with extreme reading or behavioral difficulties receive after not making adequate progress in Tiers 1 and 2





Student Interpersonal Skills Standards for Necessities and Energetics Courses			
Grade	Content	Standard	Skill
<b>Kindergarten</b>	Self-awareness and self-management	16.K.A 16.1.K.B 16.1.K.C 16.1.K.D	<ul style="list-style-type: none"> <li>· Distinguish between emotions and identify socially accepted ways to express them.</li> <li>· Recognize that everyone has personal traits which guide behavior and choices.</li> <li>· Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</li> </ul>
	Establishing and Maintaining Relationships	16.2.K.A 16.2.K.B 16.2.K.C 16.2.K.D 16.2.K.E	<ul style="list-style-type: none"> <li>· Establish goals independently and recognize their influence on choices.</li> <li>· Interact with peers and adults in a socially acceptable manner.</li> <li>· Identify similarities and differences between self and others.</li> <li>· Engage in reciprocal communication with adults and peers.</li> </ul>
	Decision Making and Responsible Behavior	16.3.K.A 16.3.K.B 16.3.K.C	<ul style="list-style-type: none"> <li>· Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.</li> <li>· Ask for and accept offers of help when needed or appropriate.</li> <li>· Interpret the consequences of choices.</li> <li>· Recognize there are socially acceptable ways to behave in different places.</li> <li>· Actively engage in assisting others when appropriate.</li> </ul>

Student Interpersonal Skills Standards for Necessities and Energetics Courses			
Grades	Content	Standards	Skills
1 2 3 4 5	Self-awareness and self-management	16.1.5.A 16.1.5.B 16.1.5C 16.1.5.D	<ul style="list-style-type: none"> <li>· Examine the impact of emotions and responses on view of self and interactions with others.</li> <li>· Understand the impact of personal traits on relationships and school achievement.</li> <li>· Identify adverse situations which all people encounter and healthy ways to address.</li> <li>· Describe the effect of goal setting on self and others.</li> <li>· Establish relationships that are positive and supportive of others.</li> <li>· Recognize and tolerate the uniqueness of all people in all situations.</li> <li>· Explain the impact of communication on interactions with others.</li> <li>· Identify and apply appropriate ways to resolve conflict.</li> <li>· Determine who, when, where, or how to seek help for solving problems.</li> <li>· Recognize that there are consequences for every decision, which are the responsibility of the decision maker.</li> <li>· Demonstrate knowledge of how social norms affect decision-making and behavior.</li> <li>· Actively engage in creating an environment that encourages healthy relationships.</li> </ul>
	Establishing and Maintaining Relationships	16.2.5.A 16.2.5.B 16.2.5.C 16.2.5.D1 6.2.5.E  16.3.8.A 16.3.8.B 16.3.8.C	

Student Interpersonal Skills Standards for Necessities and Energetics Courses			
Grades	Content	Standards	Skills
6 7 8	Self-awareness and self-management	16.1.8 16.1.8.B 16.1.8.C 16.1.8.D	<ul style="list-style-type: none"> <li>Assess factors that influence emotional self-management and impact relationships at home, school, and community.</li> <li>Analyze impact of a variety of personal traits on relationships and achievement throughout life.</li> <li>Analyze adverse situations and identify appropriate protective factors and coping skills.</li> </ul>
	Establishing and Maintaining Relationships	16.2.8.A 16.2.8.B 16.2.8.C 16.2.8.D1 6.2.8.E	<ul style="list-style-type: none"> <li>Apply goal setting into academic decisions.</li> <li>Analyze internal and external factors that influence relationships.</li> <li>Explain individual, social and cultural differences which increase vulnerability to bullying and abuse and strategies for prevention.</li> <li>Analyze factors that impact communication.</li> </ul>
	Decision Making and Responsible	16.3.8.A 16.3.8.B 16.3.8.C	<ul style="list-style-type: none"> <li>Analyze various types of conflict and determine appropriate resolutions.</li> <li>Evaluate problems or situations to determine when and what additional support is needed.</li> <li>Examine the impact of decisions on personal safety, relationships, and group interactions.</li> <li>Examine how social norms and expectations of authority influence personal decisions and actions.</li> <li>Actively engage in healthy relationships and positive responsibility when observing negative behavior.</li> </ul>

	<b>LIGHT Model</b>	<b>Behavior Indicators</b>				
	<b>Virtue</b>	<b>Evident</b>	<b>Emerging</b>		<b>Guided</b>	<b>Dormant</b>
<b>L</b>	<b>Loving-Kindness</b>	Patient, gentle, compassionate behaviors toward people and items in an environment	Appreciative Grateful Relaxed	Confident Trusting Kind	Indifference Anxious Resistance Stressed Fearful	Physical verbal or emotional harm to self or others.
<b>I</b>	<b>Industriousness</b>	Diligence Focus Completion of tasks Organization of belongings Advanced Participation in course (s) work.	Makes every effort to complete assigned tasks. Maintains organization for extended period of time. Works to develop physically, heart, thinking and service. Maintains constant purpose and effort	Delays or ignores assignments. Entertains distractions. Inattentive to instruction or direction. Avoids work, participation, or direction.	Does not engage or participate in learning, skill development & opportunities for advancement of growth.	
<b>G</b>	<b>Generosity</b>	Share talents. Participates in service learning initiatives. Contributes to the systems of safety and intellectual development. Shares and practices physical, emotional and mental giving.	Expresses gratitude and appreciation in various environments. Courteous and mannerly in behavior	Often unprepared for school or lesson. Takes time from teacher or peers due to behaviors or missed work.	Takes belongings of others. Copies, cheats on tests or assignments. Expresses disregard or disrespect for systems, peers or adults. Exhibits behavior that takes teaching or learning time from others.	
<b>H</b>	<b>Honesty</b>	Sees self and others accurately Sets good example. Tells the truth in 95% of situations and demonstrates accountability when opportunity is missed.	Evaluates self accurately and makes intentions to improve experiences. Apologizes for mistakes and forgives others for theirs. Developing higher level of honesty each time.	Chooses behaviors that cause difficulty with little or inconsistent awareness and accountability.	Often expresses blame or judgment. Does not take responsibility for academics or behaviors. Expresses partial truths or complete lies	
<b>T</b>	<b>Temperance</b>	Balanced physical, heart, thinking and leadership qualities. Moderation in academic and social and service responsibilities. Uses time and resources in a way that allows for further development in elements.	Balances schedule, studies, social and family time and other responsibilities with 85% success. Uses time and resources wisely and becoming aware of unproductive times.	Attempts to complete assignments and work with others to learn management strategies.	Often late or missing assignments, appointments or the ability to develop new skills or partake in opportunities due to procrastination or disorder.	

## **A.O.R.I.C**

### **Helping Students Shine Their LIGHT Tracker's Copy (2 Teachers) Teacher Observation**

#### **A-Action                    2 minutes**

What action is stopping the students from succeeding? At what degree is this action occurring? How does this action stop the student from succeeding?

#### **O-Observations            5 minutes**

When does this action occur? Who or what is the student around when this action is triggered? Is there a pattern in the timing i.e. after lunch in afternoon after specials? What thoughts systems or beliefs shape this action? What information is gained through conversation that creates awareness for students thought system?

#### **R- Redirection and Resources            5 minutes**

What systems can help redirect student to respond rather than react to external triggers? What redirection needs to occur to make student aware of space between stimulus and response? What role will adults, peers or systems in classroom play to help increase awareness? What tool will externalize this awareness? What does a student have to do to develop to this awareness? i.e. agenda, contract.

#### **I-Initiatives                    3 minutes**

What initiatives will be used to create a clear balance and pathway between rewards and punishments? How will this effort help the student move to the new action?

#### **C- Collaboration            5 minutes**

When is the next meeting to assess the student's success or setback? Who has to be notified of these efforts? Who is doing this? By when will this be done? Who will track this student to support this plan of action?

## A.O.R.I.C

Helping Students shine their LIGHT  
Talker's Copy

### A-Action 2 minutes

What are three guesses for you being here? If your \_\_\_\_\_ guess is the right answer what about this is a reason for concern?

### O-Observations 5 minutes

In looking at the following documents what do you see: What do your teachers see? What would your parents see?

\_\_\_\_\_ Work Samples \_\_\_\_\_ Standardized Tests Scores \_\_\_\_\_  
Consideration Account \_\_\_\_\_ Discipline Forms  
\_\_\_\_\_ Intervention Sheet \_\_\_\_\_ Learning Profile \_\_\_\_\_ Other

### R- Reflection and Redirection 5 minutes

When does this action occur? Who are you around when this action is triggered? What do you wish your day would look and feel like?  
What are the opposites for your areas of struggles? What is the next step for your strengths?

### I-Initiatives 3 minutes

What would motivate you to take steps toward a new behavior?

What effort could you make this week to take steps toward a new behavior?

Improved Grade

Peer Observation

Credits

Increase in Privileges

Positive Phone

Calls Home

Caught You Being

Good Announcement

Counseling

Student of the Month Nominee

### C- Collaboration 5 minutes

When is the next meeting to assess the student's success or setback? Who has to be notified of these efforts? Who is doing this? By when will this be done? Who will track this student to support this plan of a

**A.O.R.I.C**  
**Helping Students Shine Their LIGHT**  
**Transformer's Copy**

**A-Action**                      **2 minutes**

What action is stopping the students from succeeding? At what degree is this action occurring? How does this action stop the student from succeeding?

**O-Observations**                      **5 minutes**

When does this action occur? Who or what is the student around when this action is triggered? Is there a pattern in the timing i.e. after lunch in afternoon after specials? What thoughts systems or beliefs shape this action? What information is gained through conversation that creates awareness for students thought system?

**R- Redirection and Resources**                      **5 minutes**

What systems can help redirect student to respond rather than react to external triggers? What redirection needs to occur to make student aware of space between stimulus and response? What role will each teacher play to help increase awareness? What tool will externalize this awareness? What does a student have to do to develop to this awareness? i.e. agenda, contract

**I-Initiatives**                      **3 minutes**

What initiatives will be used to create a clear balance and pathway between rewards and punishments? How will this effort help the student move to the new action?

**C- Collaboration**                      **5 minutes**

When is the next meeting to assess the student's success or setback? Who has to be notified of these efforts? Who is doing this? By when will this be done? Who will track this student to support this plan of action?



## Academic Focus Areas for Necessities

### Phonological Awareness

Alliteration  
Onset and Rime  
Phoneme Blending  
Phoneme Isolating  
Phoneme Manipulating  
Phoneme Matching  
Phoneme Segmenting  
Rhyme  
Sentence Segmentation  
Syllables

### Phonics

Letter Recognition  
Letter-Sound Correspondence  
Onset and Rime  
Encoding and Decoding  
High Frequency  
Variant Correspondences  
Syllable Patterns  
Morpheme Structures

### Fluency

Letter Recognition  
Letter-Sound Correspondence  
High Frequency Words  
Oral Reading  
Word Parts  
Word  
Phrases  
Chunked Text  
Connected Text

### Vocabulary

Word Knowledge  
Morphemic Elements  
Word Meaning  
Word Analysis  
Words in Context

### Comprehension

Sentence Meaning

#### Inferring:

Main Idea and supporting Details  
Drawing Conclusions/Making Generalizations  
Identify the author's intended purpose of text cite examples of text that support the author's intended purpose  
Compare and Contrast  
Text Structure:  
    Problem Solution  
    Sequential  
    Compare & Contrast  
    Cause and Effect  
    Question/Answer  
    Cause & Effect  
    Fact & Opinion

#### Literary Elements (within and between texts)

Character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within  
Theme

#### Evaluating

Author Craft  
Literary Elements

#### Visualizing

#### Summarizing

#### Synthesizing (Extension Activities)



## **Energetics Instruction**

The balanced development of a child is built within, and upon, the physical, heart, thinking, and spirit capacities of each person. As these attributes are defined, they form the foundation, or elements, that eventually take shape and serve as the structure of each faculty. The more defined these elements become, the more a person can express the highest qualities latent in each area.

An education addressing these elements provides the proper energy needed to properly develop the physical, heart, and creative talents within each person and a within a group. To teach a child is to use instruction to stimulate and activate these elements in a safe and efficient manner. Research now validates the need for a child to connect the brain and body through movement in order to process and acquire new learning. Stagnant systems of feeding information without providing the consumers the knowledge they need to digest it, is an area that needs to be addressed in modern day school settings. Energetics Instruction is that exploration into the advancement of learning through the continuous practice of balancing the physical, heart, thinking and spirit capacities in cooperation with the assimilation of information.

Three countries near the top of the rankings of Mathematics and Sciences scores (Japan, Hungary, and Netherlands) all have intensive music and art training built into their elementary curriculums. Keeping this in mind, Energetics Instruction will be the conscious planning guide used when immersing the content with dance, physical activity, sports, music and art. Aligned with the Pennsylvania Standards, this course will cover the majority of the standards throughout each cycle with direct instruction lesson noted in the Energetics Instruction scope and sequence.

## Energetics Instruction

Daily Warm Up		Exercise SBY Affirmation (Morning Pledge)	Exercise SBY Affirmation (Morning Pledge)	Exercise SBY Affirmation (Morning Pledge)	Exercise SBY Affirmation (Morning Pledge)	Exercise SBY Affirmation I am Love (Morning Pledge)
Daily Practice	ELEMENT	Monday Breath	Tuesday Awareness	Wednesday Stillness	Thursday Relaxation	Friday Reflection
Anytime between 9:00 am to 10:00 am	PHYSICAL 	Tune into 2 minute breathing session	The rise and fall of breath	Move-Move then Freeze! Be Still.	End of the day relaxation practice such as Dr. Stephen Lott's	Weekly intake review Food and Exercise Homework Journal Check 1 substitution to try. Taste test a new menu idea.
Anytime between 10:00 to 11:00	Heart 	Breath in peace, happiness, love, confidence etc. breath out ...opposite	Be aware of the heart.	Say a positive word such as peace-be aware of the heart. Say peace again and be still. Be aware after 30 seconds have student plant the feet to the ground, the head to the sky and continue	<u>Forgiveness Technique</u> One thing wrong, watch it, make it right, let it go. Visualize a balloon, place it inside and let go. This can be modeled by the teacher when she sees a student struggling with a choice.	My top 3 moments of the week, share on in circle

<p>Anytime between 12:00 to 1:00</p>	<p>Thinking <i>e</i></p>	<p>Ask content question. Model breathing as you think through it.</p>	<p><u>See Your Thoughts</u> Watch the movie in your mind. What's the picture? Stop and Think</p>	<p>Before we begin this focus your eyes on this...allow the information to settle...now begin</p>	<p>DO something opposite, have students raise the other hand. Wiggle their nose when saying yes</p>	<p><u>A New Way to Do</u> Look at a situation in the class that occurred during the week. Review what happened, erase and put in its place a new way to do.. Teacher directed</p>
<p>Anytime Between 1:00 to 2:00</p>	<p>Creative <i>e</i></p>	<p>Belly Laugh</p>	<p><u>The Observer</u> Watch yourself as creating, writing, working etc. Note the body position. Younger students: teacher has empty frame and says what she sees through the frame. "I see Jimmy smiling as he works, I see Jenny," choose 3-5 examples</p>	<p><u>Mind the Gap</u> Look between 2 spaces for one moment (sound, image, word) and be aware of the space in the gap.</p>	<p>Time one minute and track the thoughts in the head. Watch as watching a TV –turn the channel, refocus on topic.</p>	<p><u>The Big Eraser</u> When a word, or "mistake", is made teacher uses the big eraser to model how we make mistake, erase and let go.</p>

<p>Anytime between 2:00 to 3:00</p>	<p>Spirit <i>e</i></p>	<p><u>The Centering Breath</u></p>	<p><u>A Moment in the Sun</u> Students imagine a star or sun over their head and take 1 minute to bask in the sun. Ending with a detail about the sun that they noticed in the moment.</p>	<p><u>Moment of Silence</u></p>	<p><u>Stretching Exercises</u> (yoga style)</p>	<p>This week end of the day school reflection/ erase, rewrite activity.</p>
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## ENERGETICS Kindergarten through 3<sup>rd</sup> Grade

Cycle	Content	Standards	Skills
1	<p><b>Concepts of Health</b></p> <p><b>Concepts, Principles and Strategies of Work</b></p>	10.1.3.B 10.5.3.A 10.5.3.B 10.5.3.C 10.5.3.D 10.1.3.C 10.5.3.E 10.5.3.F	<ul style="list-style-type: none"> <li>· Identify and know the location and function of the major body organs and systems: <b>circulatory, respiratory muscular, skeletal and digestive</b></li> <li>· Explain the role of the food guide pyramid in helping people eat a healthy diet: <b>food groups, number of servings, variety of food</b></li> <li>· Recognize and use basic movement skills and concepts: <b>loco-motor movements</b> (e.g., run, leap, hop), <b>non-loco-motor movements</b> (e.g., bend, stretch, twist), <b>manipulative movements</b> (e.g., throw, catch, kick), <b>relationships</b> (e.g., over, under, beside), <b>combination movements</b> (e.g., loco-motor, non-loco-motor, manipulative), <b>space awareness</b> (e.g., self-space, levels, pathways, directions), <b>effort</b> (e.g., speed, force)</li> <li>· Recognize and describe the concepts of motor skill development, using appropriate vocabulary: <b>form, developmental differences, critical elements, feedback</b></li> <li>· Know the function of practice:</li> <li>· Identify and use principles of exercise to improve movement and fitness activities: <b>frequency/how often to exercise, intensity/how hard to exercise, time/how long to exercise, type/what kind of exercise</b></li> <li>· Know and describe scientific principles that affect movement and skills using appropriate vocabulary: <b>gravity, force production/absorption, balance, rotation</b></li> <li>· Recognize and describe game strategies using appropriate vocabulary: <b>faking/dodging, passing/receiving, moving to be open, defending space, following rules of play</b></li> </ul>
2	<p><b>Healthful Living</b></p> <p><b>Physical Activity</b></p>	10.2.3.A 10.2.3.D 10.4.3.A 10.4.3.B 10.4.3.C 10.4.3.D 10.4.3.E 10.4.3.F	<ul style="list-style-type: none"> <li>· Identify media sources that influence health and safety.</li> <li>· Identify the steps in a decision-making process.</li> <li>· Identify and engage in physical activities that promote physical fitness and health.</li> <li>· Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</li> <li>· Know and recognize changes in body responses during moderate to vigorous physical activity: <b>heart rate, breathing rate</b></li> <li>· Identify likes and dislikes related to participation in physical activities</li> <li>· Identify reasons why regular participation in physical activities improves motor skills.</li> <li>· Recognize positive and negative interactions of small group activities: <b>roles (e.g., leader, follower), cooperation/sharing, on task participation</b></li> </ul>
3	<p><b>Safety and Injury Prevention</b></p>	10.3.3.B 10.3.3.C 10.3.3.D	<ul style="list-style-type: none"> <li>· Recognize emergency situations and explain appropriate responses: <b>importance of remaining calm, how to call for help, simple assistance procedures, how to protect self</b></li> <li>· Recognize conflict situations and identify strategies to avoid or resolve: <b>walk away, I-statements, refusal skills, adult intervention</b></li> <li>· Identify and use safe practices in physical activity settings</li> </ul>
4	<p><b>Physical Activity</b></p>	10.4.6.A 10.4.6.B	<ul style="list-style-type: none"> <li>· Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</li> <li>· Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</li> </ul>

## ENERGETICS 4<sup>th</sup> through 5<sup>th</sup> Grade

Cycle	Content	Standard		Skills
<b>1</b>	Concepts of Health Concepts, Principles and Strategies of Work	10.1.6.A 10.1.6.C 10.1.6.D 10.1.6.B		<ul style="list-style-type: none"> <li>· Analyze nutritional concepts that impact health:</li> <li>· <b>Caloric content of foods, relationship of food intake and physical activity, nutrient requirements, label reading, healthful food selection</b></li> </ul>
<b>2</b>	Healthful Living Physical Activity	10.1.6.E		<ul style="list-style-type: none"> <li>· Identify health problems that can occur throughout life and describe ways to prevent them: <b>diseases</b> (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease), <b>preventions</b> (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)</li> </ul>
<b>3</b>	Safety and Injury Prevention	10.3.9.A 10.3.9.B 10.3.9.C 10.3.9.D		<ul style="list-style-type: none"> <li>· Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community: <b>modes of transportation</b> (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle), <b>violence prevention in school, self-protection in the home, self-protection in public places</b></li> <li>· Describe and apply strategies for emergency and long-term management of injuries: <b>rescue breathing, water rescue, self-care, sport injuries</b></li> <li>· Analyze and apply strategies to avoid or manage conflict and violence during adolescence: <b>effective negotiation, assertive behavior</b></li> <li>· Analyze the role of individual responsibility for safety during organized group activities.</li> </ul>
<b>4</b>	Physical Activity	10.4.6.A 10.4.6.B 10.4.6.C 10.4.6.D 10.4.6.E 10.4.6.F 10.1.3.B 10.1.3.C 10.2.9.A 10.2.9.B	10.2.9.B 10.2.9.C 10.2.9.D 10.5.9.A 10.5.9.B 10.5.9.C 10.5.9.D 10.5.9.F 10.5.9.E	<ul style="list-style-type: none"> <li>· Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</li> <li>· Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</li> <li>· Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity: <b>heart rate monitoring, checking blood pressure, fitness assessment.</b></li> <li>· Describe factors that affect childhood physical activity preferences: <b>enjoyment, personal interest, social experience, opportunities to learn new activities, parental preference, environment</b></li> <li>· Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: <b>success-oriented activities, school-community resources, variety of activities, time on task</b></li> <li>· Identify and describe positive and negative interactions of group members in physical activities: <b>leading, following, teamwork, etiquette, adherence to rules</b></li> </ul>

## ENERGETICS 6<sup>th</sup> through 8<sup>th</sup> Grade

Cycle	Content	Standard	Skills
1	<p>Concepts of Health</p> <p>Concepts, Principles and Strategies of Work</p>		<p>Identify and know the location and function of the major body organs and systems: <b>circulatory, respiratory, muscular, skeletal, digestive</b></p> <p>Explain the role of the food guide pyramid in helping people eat a healthy diet: <b>food groups, number of servings, variety of food</b></p> <p>Identify and describe health care products and services that impact adolescent health practices</p> <p>Analyze the relationship between health-related information and adolescent consumer choices: <b>tobacco products, weight control products</b></p> <p>Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>Analyze and apply a decision-making process to adolescent health and safety issues.</p> <p>Describe and apply the components of skill-related fitness to movement performance:</p> <p><b>Agility, balance, coordination, power, reaction time, speed</b></p> <p>Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: <b>response selection, stages of learning a motor skill</b> (i.e. verbal cognitive, motor, automatic), <b>types of skill</b> (i.e. discrete, serial, continuous)</p> <p>Identify and apply practice strategies for skill improvement.</p> <p>Identify and describe the principles of training using appropriate vocabulary: <b>specificity, overload, progression, aerobic/anaerobic, circuit/interval, repetition/set</b></p> <p>Analyze and apply scientific and biomechanical principles to complex movements: <b>centripetal/centrifugal force, linear motion, rotary motion, friction/resistance, equilibrium, number of moving segments</b></p> <p>Describe and apply game strategies to complex games and physical activities:</p> <p><b>offensive strategies, defensive strategies, time management</b></p>
2	<p>Healthful Living</p> <p>Physical Activity</p>	<p>10.2.6.A</p> <p>10.2.6.B</p> <p>10.2.6.C</p> <p>10.2.6.D</p>	<p>Explain the relationship between personal health practices and individual well-being: <b>immunizations, health examinations</b></p> <p>Explain the relationship between health-related information and consumer choices: <b>dietary guidelines/food selection, sun exposure guidelines/sunscreen selection.</b></p> <p>Explain the media's effect on health and safety issues.</p> <p>Describe and apply the steps of a decision-making process to health and safety issues.</p>
3	<p>Safety and Injury Prevention</p>	<p>10.3.6.A</p> <p>10.3.6.B</p> <p>10.3.6.C</p> <p>10.3.6.D</p>	<p>Explain and apply safe practices in the home, school and community: <b>emergencies, personal safety, communication, violence prevention</b></p> <p>Know and apply appropriate emergency responses: <b>basic first aid, Heimlich maneuver, universal precautions</b></p> <p>Describe strategies to avoid or manage conflict and violence: <b>anger management, peer mediation, reflective listening, negotiation</b></p> <p>Analyze the role of individual responsibility for safety during physical activity.</p>
4	<p>Physical Activity</p>	<p>10.4.9.A</p> <p>10.4.9.B</p> <p>10.4.9.C</p> <p>10.4.9.E</p> <p>10.4.9.F</p>	<p>Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement: <b>stress management, disease prevention, weight management</b></p> <p>Analyze factors that affect the responses of body systems during moderate to vigorous physical activities: <b>exercise</b> (e.g., climate, altitude, location, temperature), <b>healthy fitness zone, individual fitness status</b> (e.g., cardio respiratory fitness, muscular endurance, muscular strength, flexibility), <b>drug/substance use/abuse</b></p> <p>Analyze factors that affect physical activity preferences of adolescents: <b>skill competence, social benefits, previous experience, activity confidence</b></p> <p>Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: <b>personal choice, developmental differences, amount of physical activity, authentic practice</b></p> <p>Analyze the effects of positive and negative interactions of adolescent group members in physical activities: <b>group dynamics, social pressure</b></p>



## **Creations**

“I never perfected an invention that I did not think about in terms of the service it might give others... I find out what the world needs, then I proceed to invent” – Thomas Edison

People acquire robust, lasting knowledge if they undertake the mental work of breaking down and analyzing the components of a problem at hand. Great advancements have been made when given the time and opportunity to know, remember, practice and master a given topic or idea. Information, which is so readily available in this day and age, requires high level thinkers that can use the available resources to create products and solutions that will advance our nation. This course develops the capability of the heart and mind to makes sense of the world and then enhance it.

# The Design Process

The design process is what puts Design Thinking into action. It's a structured approach to generating and evolving ideas. Its five phases help navigate the development from identifying a design challenge to finding and building a solution.

It's a deeply human approach that relies on your ability to be intuitive, to interpret what you observe and to develop ideas that are emotionally meaningful to those you are designing for—all skills you are well versed in as an educator.

## PHASES



### DISCOVERY



**I have a challenge.  
How do I approach it?**

Discovery builds a solid foundation for your ideas. Creating meaningful solutions for students, parents, teachers, colleagues and administrators begins with a deep understanding for their needs. Discovery means opening up to new opportunities, and getting inspired to create new ideas. With the right preparation, this can be eye-opening and will give you a good understanding of your design challenge.



### INTERPRETATION



**I learned something.  
How do I interpret it?**

Interpretation transforms your stories into meaningful insights. Observations, field visits, or just a simple conversation can be great inspiration—but finding meaning in that and turning it into actionable opportunities for design is not an easy task. It involves storytelling, as well as sorting and condensing thoughts until you've found a compelling point of view and clear direction for ideation.



### IDEATION



**I see an opportunity.  
What do I create?**

Ideation means generating lots of ideas. Brainstorming encourages you to think expansively and without constraints. It's often the wildest ideas that spark visionary thoughts. With careful preparation and a clear set of rules, a brainstorm session can yield hundreds of fresh ideas.



### EXPERIMENTATION



**I have an idea.  
How do I build it?**

Experimentation brings your ideas to life. Building prototypes means making ideas tangible, learning while building them, and sharing them with other people. Even with early and rough prototypes, you can receive a direct response and learn how to further improve and refine an idea.








### EVOLUTION



**I tried something new.  
How do I evolve it?**

Evolution is the development of your concept over time. It involves planning next steps, communicating the idea to people who can help you realize it, and documenting the process. Change often happens over time, and reminders of even subtle signs of progress are important.

PHASES				
 DISCOVERY	 INTERPRETATION	 IDEATION	 EXPERIMENTATION	 EVOLUTION
METHODS				
<b>1. Define the Challenge</b> 1.1 Understand the challenge 1.2 Define your audience 1.3 Build a team 1.4 Share what you know  <b>2. Prepare Research</b> 2.1 Make a plan 2.2 Identify sources of inspiration 2.3 Invite research participants 2.4 Build a question guide 2.5 Prepare for fieldwork 2.6 Practice research techniques  <b>3. Gather Inspiration</b> 3.1 Immerse yourself in context 3.2 Learn from individuals 3.3 Learn from groups 3.4 Learn from experts 3.5 Learn from peers observing peers 3.6 Learn from peoples' self-documentation 3.7 Seek inspiration in new places	<b>4. Tell Stories</b> 4.1 Capture your learnings 4.2 Share inspiring stories  <b>5. Search for Meaning</b> 5.1 Find themes 5.2 Make sense of findings 5.3 Define insights  <b>6. Frame Opportunities</b> 6.1 Create a visual reminder 6.2 Make insights actionable	<b>7. Generate Ideas</b> 7.1 Prepare for brainstorming 7.2 Facilitate brainstorming 7.3 Select promising ideas 7.4 Build to think  <b>8. Refine Ideas</b> 8.1 Do a reality check 8.2 Describe your idea	<b>9. Make Prototypes</b> 9.1 Create a prototype  <b>10. Get Feedback</b> 10.1 Make a test plan 10.2 Identify sources for feedback 10.3 Invite feedback participants 10.4 Build a question guide 10.5 Facilitate feedback conversations 10.6 Capture feedback learnings	<b>11. Evaluate Learnings</b> 11.1 Integrate feedback 11.2 Define success  <b>12. Build the Experience</b> 12.1 Identify what's needed 12.2 Pitch your concept 12.3 Build partnerships 12.4 Plan next steps 12.5 Document progress 12.6 Share your story

Spanish

MONTH	CALICO	KEY SPANISH IDEAS
CHAPTER 1 & CHAPTER 2	<u>Topic 1</u> Introduction to Spanish	<ul style="list-style-type: none"> <li>• Introduce common greetings and farewells</li> <li>• Introduce the Spanish alphabet song</li> <li>• Introduce simple action verbs</li> <li>• Identify the current day and month on the calendar</li> <li>• Identify the days of the week on the calendar</li> <li>• Be able to answer “¿Dónde está...?”, “¿Qué es esta?”, and “¿Cómo estás?” questions</li> <li>• Master the “a”, “n”, “b” and “ñ” sounds</li> <li>• Count 1 - 10</li> <li>• Effectively use the colors “azul” (blue) and “amarillo” (yellow) in language</li> <li>• Introduce the concept of number-noun agreement</li> <li>• Introduce the concept of subject-verb agreement</li> <li>• Master use of “sí”, “no” and “feliz” (happy), “triste” (sad)</li> <li>• Effective use of greetings and commands</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.B 12.3.1.B	

MONTH	Calico	KEY SPANISH IDEAS
CHAPTER 3 & CHAPTER 4	<u>Chapters 3 and 4</u>	<ul style="list-style-type: none"> <li>• Make connections between some simple words that are similar in English and Spanish</li> <li>• Identify parts of the body</li> <li>• Identify which day it will be in “X” days</li> <li>• Answer questions about how they are doing, as well as others</li> <li>• Master the “c”, “o”, “ch” and “p” sounds</li> <li>• Count 1-10, forwards and backwards, as well as recite telephone numbers</li> <li>• Apply color and number words to “I Spy” game</li> <li>• Effectively use the colors “verde” (green) and “café” (brown) in language</li> <li>• Differentiate between hard and soft “c” sounds</li> <li>• Introduce the “-ito” suffix (diminutive)</li> <li>• Effective use of the verbs “necesitar”, “abrir”, “lavar” and “decir”</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.B 12.3.D 12.3.1.B	

MONTH	CALICO	KEY SPANISH IDEAS
CHAPTER 5 & CHAPTER 6	<u>Chapters 5 and 6</u>	<ul style="list-style-type: none"> <li>• Mixing numbers, action verbs and the future tense into common sentences and phrases</li> <li>• Identify “mañana” (tomorrow) and “x dias pasados” (X days ago)</li> <li>• Answer questions about name and identifying objects</li> <li>• Master the “d”, “q”, “e” and “r” sounds</li> <li>• Count from 1 to 20, and use ordinal numbers</li> <li>• Follow physical directions and identify classroom objects through playing a game</li> <li>• Effectively use the colors “rojo” (red) and “gris” (gray) in language</li> <li>• Effective use of the verb “necesitar” (to need), to describe what others need, as well as in conjunction with action verbs</li> <li>• Learn the difference between “derecha” (right) and “izquierda” (left)</li> <li>• Introduce reflexive verbs and the future tense</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.B 12.3.1.B	

MONTH	CALICO	KEY SPANISH IDEAS
<p style="text-align: center; font-size: 2em; font-weight: bold;">CHAPTER 7 &amp; CHAPTER 8</p>	<u>Chapters 7 and 8</u>	<ul style="list-style-type: none"> <li>• Numbers of days in weeks and months</li> <li>• Answer questions about age and where an object is</li> <li>• Masters “f”, “s”, “g” and “t” sounds</li> <li>• Count from 1 to 20</li> <li>• Identify classroom objects and animal descriptions through playing a game</li> <li>• Effectively use the colors “<i>blanco</i>” (white) and “<i>morado</i>” (purple) in language</li> <li>• Identify what somebody wants</li> <li>• Introduce indirect object pronouns</li> <li>• Master use of “<i>yo quiero</i>” (I want) and “<i>tú quieres</i>” (you want)</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.F 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.B 12.3.1.B 12.3.1.D	



	CALICO	KEY SPANISH IDEAS
CHAPTER 9 & CHAPTER 10	<u>Chapters 9 and 10</u>	<ul style="list-style-type: none"> <li>• Identify simple opposites in colors and verbs</li> <li>• Answer questions about preferred activities and what somebody wants</li> <li>• Use of diminutives in language (<i>-ito, -ita</i>, etc)</li> <li>• Master the “h”, “u” “l”, and “v” sounds</li> <li>• Use traditional forms of saying goodbye to somebody</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A	
	12.1.B	
	12.1.C	
	12.1.D	
	12.1.1.A	
	12.1.1.B	
	12.1.1.C	
	12.1.1.D	
12.3.B		
12.3.1.B		
12.3.1.C		
12.3.1.D		

	CALICO	KEY SPANISH IDEAS
CHAPTER 11 & CHAPTER 12	<u>Chapters 11 and 12</u>	<ul style="list-style-type: none"> <li>• Identify animals and associated sounds</li> <li>• Be able to write out the full dates for yesterday and tomorrow, and effectively use the months of the year</li> <li>• Answer “¿Dónde está...?” (Where is...?) and “¿Cuántos?” (how many?) questions</li> <li>• Master the “j”, “w”, “k” and “x” sounds</li> <li>• Count by 10s to 50, introduce values of coins</li> <li>• Use sentence frames to write coherent sentences</li> <li>• Recognize difference between “arriba” (up) and “abajo” (down)</li> <li>• Present tense of irregular verb “querer”</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A	
	12.1.B	
12.1.C	12.1.D	
12.1.1.A	12.1.1.B	
12.1.1.C	12.1.1.D	
12.3.1.B	12.3.1.C	

<b>CHAPTER 13, CHAPTER 14 &amp; CHAPTER 15</b>	CALICO	KEY SPANISH IDEAS
	<u>Chapters 13, 14 and 15</u>	<ul style="list-style-type: none"> <li>• Use the math in conjunction with a calendar to figure out the correct dates of events.</li> <li>• Identify patterns of up to three colors.</li> <li>• Answer questions about cost of items.</li> <li>• Master the “l”, “y”, “ll”, “z” and “m” sounds.</li> <li>• Be able to count backwards from 20 to 0 and from 0 to 100 by 10s.</li> <li>• Review animals and parts of body through active games.</li> <li>• Effectively use the verbs “mostrar” (the show/demonstrate), “poder” (to be able to) and “comprar” (to buy).</li> <li>• Read and create basic math sentences in Spanish</li> <li>• Follow oral and written directions to draw shapes and figures</li> <li>• Use adjectives and action verbs to describe a situation</li> <li>• Introduce food and shopping vocabulary</li> </ul>
	WORLD LANGUAGE STANDARDS	
12.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.F 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.F 12.3.A 12.3.1.A 12.3.1.B 12.3.1.C		

UNIT	CALICO	KEY SPANISH IDEAS
UNIT 1: "My Routine"	<u>Lessons 1 - 6</u>	<ul style="list-style-type: none"> <li>• Use reflexive verbs effectively in the present progressive tense in order to describe their daily routine.</li> <li>• Be able to tell time, and create a daily scheduling using illustrations and time.</li> <li>• Use adjectives to describe themselves and the activities in which they are involved.</li> <li>• Describe an illness or injury by identifying the affected body parts, and describe traditional ways of soothing an injured child (Illness and Remedies vocabulary).</li> </ul> <p>Embedded Literature: "Olivia" by Ian Falconer, "Mi rutina diaria" by Carolina Marcial Dorado, "Caperucita Roja" by Hills and Cano, "!Corre, Nocolas, corre!" by Giles Tibo, "Sana, sana", "El burrito enfermo" and "Veloz como el grillo" by Audry Wood</p>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.F 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.A 12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C 12.5.B 12.5.C	

UNIT	CALICO	KEY SPANISH IDEAS
UNIT 2: "My Family"	<u>Lessons 7 - 14</u>	<ul style="list-style-type: none"> <li>• Proper identification of family members using appropriate vocabulary.</li> <li>• Describe the relationships between themselves, their close family and extended family members.</li> </ul>
	WORLD LANGUAGE STANDARDS	<ul style="list-style-type: none"> <li>• Proper identification of parts of home, using appropriate vocabulary.</li> </ul>
	12.1.A	<ul style="list-style-type: none"> <li>• Use present progressive verb tense to describe activities.</li> </ul>
	12.1.B	<ul style="list-style-type: none"> <li>• Use prepositions of location to describe location of items.</li> </ul>
	12.1.C	<ul style="list-style-type: none"> <li>• Write a short narrative, and orally describe, pastimes they enjoy with their friends and family.</li> </ul>
	12.1.D	
	12.1.E	<ul style="list-style-type: none"> <li>• Use knowledge of clothing, accessories and adjectives to give clear and accurate descriptions of classmates.</li> </ul>
	12.1.F	<ul style="list-style-type: none"> <li>• Proper use of transition words.</li> </ul>
	12.1.1.A	<p>Embedded Literature: "Olivia" by Ian Falconer, "!Corre, Nicolas, corre!" by Giles Tibo, "La llave de Roma", "La Isla" by Arthur Dorros, "Veloz como el grillo" by Audrey Wood, "Family, Familia" by Diane Gonzalez Bertrand, "First Thousand Words in Spanish" by Heather Amery</p>
	12.1.1.B	
12.1.1.C		
12.1.1.D		
12.3.A		
12.3.B		
12.3.C		
12.3.1.A		
12.3.1.B		
12.3.1.C		
12.5.B		
12.5.C		

MONTH	CALICO	KEY SPANISH IDEAS
UNIT 3: “La Comida”	<u>Chapters 15 - 20</u>	<ul style="list-style-type: none"> <li>Use food vocabulary to learn how to make “<i>empanadas</i>.”</li> <li>Properly use “<i>gustar</i>” to describe personal likes and dislikes of food to other students.</li> </ul>
	WORLD LANGUAGE STANDARDS	<ul style="list-style-type: none"> <li>Collaborate to create a class book of likes and dislikes.</li> <li>Use context cues and/or inferences to determine the meaning of unknown words.</li> </ul>
	12.1.A 12.3.A 12.1.B 12.3.B 12.1.C 12.3.C 12.1.D 12.3.1.A 12.1.E 12.3.1.B 12.1.F 12.3.1.C 12.1.1.A 12.5.A 12.1.1.B 12.5.B 12.1.1.C 12.5.C 12.1.1.D 12.1.1.E 12.1.1.F	<ul style="list-style-type: none"> <li>Make comparisons between themselves and characters in a story.</li> <li>Role play, using appropriate vocabulary terms, to order food, create menus and identify place settings at a table.</li> </ul> <p>Embedded Literature: “La empanadas que hacía la abuela” by Diane Gonzales Bertrand, “Huevos verdes con jamón” by Dr. Seuss, “Martín Pescador”, “La fiesta de las tortillas” by Jorge Argueta, and online restaurant menus</p>

UNIT	CALICO	KEY SPANISH IDEAS
UNIT 5: “Celebraciones y Tradiciones”	<u>Chapters 29 - 35</u>	<ul style="list-style-type: none"> <li>· Discuss the importance in Hispanic cultures of the following activities: working together, making <i>tamales</i> during Christmas, using piñatas, the Peruvian sun festival, <i>Día del Niño</i>, <i>Día de los Reyes Magos</i>.</li> </ul>
	WORLD LANGUAGE STANDARDS	<ul style="list-style-type: none"> <li>· Compare various Hispanic traditions to those of the culture students are familiar with.</li> </ul>
	12.1.A 12.3.A 12.1.B 12.3.B 12.1.C 12.3.C 12.1.D 12.3.D 12.1.1.A 12.3.1.A 12.1.1.B 12.3.1.B 12.1.1.C 12.3.1.C 12.1.1.D 12.3.1.D 12.1.1.E 12.5.B 12.1.1.F 12.5.C 12.5.D	<ul style="list-style-type: none"> <li>· Share knowledge of Hispanic traditions with others by performing a <i>parranda</i>.</li> <li>· Describe the significance of soccer in the Hispanic community</li> </ul> <p>Embedded Literature: “Los tamales de Ana” by Gwendolyn Zepeda, “Cuadros de familia” by Carmen Lomas Garza, “Barrio” by George Ancona, “Mi pequeña enciclopedia: El fútbol” by Larousse, “Sube y baja por los Andes” by Krebs and Fronty, “¿Qué es el Día del Niño?” by Abel Cruz, “La Noche de Reyes”, and “Navidad española”</p>

UNIT	CALICO	KEY SPANISH IDEAS
UNIT 6: “Estaciones y el clima”	<u>Chapters 36 - 45</u>	<ul style="list-style-type: none"> <li>· Describe each season, and what makes each one special</li> <li>· Contrast Fahrenheit and Celsius temperature scales</li> <li>· Read weather maps and discuss information about weather in various locations</li> <li>· Describe weather in different parts of the world, as well as what types of clothing should be worn there</li> <li>· Identify the theme in a story told in Spanish</li> <li>· Find clues to describe the setting of a story</li> <li>· Create a new version of a story, using a different setting</li> <li>· Compare the activities done and clothing currently worn in one time zone with those done in another</li> <li>· Identify geographical features of Spain and Latin America</li> <li>· Describe various aspects of Costa Rican life, and compare it to their life</li> <li>· Present various aspects of a Spanish-speaking country</li> </ul> <p>Embedded Literature: Weather maps, “Olivia” by Ian Falconer, “Mi primer atlas del mundo” by Larousse, “El picnic De Tio Chente” by Diane Gonzales Bertrand, “La Isla” by Arthur Dorros</p>
	WORLD LANGUAGE STANDARDS	
	12.1.A      12.3.1.A	
	12.1.B      12.3.1.B	
	12.1.C      12.3.1.C	
	12.1.D      12.5.A	
	12.1.E      12.5.B	
	12.1.F      12.5.C	
	12.1.1.A    12.5.D	
	12.1.1.B	
12.1.1.C		
12.1.1.D		
12.1.1.F		
12.3.A		
12.3.B		
12.3.C		
12.3.D		



MONTH	REALIDADES	KEY SPANISH IDEAS
PRELIM-UNIT 1	<u>Preliminary/Unit 1</u> En la Clase de Español (In Spanish Class)/Hola Nuevos Amigos (Hello New Friends)	<ul style="list-style-type: none"> <li>• Understanding when teacher asks others what they like and don't like (with yes/no responses)</li> <li>• Identify cognates</li> <li>• Be able to read in Spanish</li> <li>• Understanding personal descriptions by listening to someone describe themselves or another person</li> <li>• Understanding, and responding to, simple questions about themselves and things they like, using speech and the written word</li> <li>• Asking simple questions to find out about others' likes and personalities</li> <li>• Being able to describe themselves, friends and family, through speech and the written word</li> <li>• Ask, and answer, where they are from, as well as where others are from, using speech and the written word</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.1.B 12.3.1.C 12.5.1.A 12.5.1.D	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 2	<u>Unit 2</u> Mi Vida en la Escuela (My Life at School)	<ul style="list-style-type: none"> <li>• Recognize and identify common classroom objects</li> <li>• Understanding, and responding to, simple questions about theirs', and other's, favorite school subjects and class schedules</li> <li>• Being able to describe their own schedule and classroom materials, both through speech and the written language</li> <li>• Question others about their teachers, classes and materials</li> <li>• Use subject pronouns</li> <li>• Proper use of the present tense of <i>-ar</i> verbs</li> <li>• Using the plural forms of nouns and articles</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E 12.3.1.B 12.3.1.C	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 3	<u>Unit 3</u> Para Mantener la Salud (Being Healthy)	<ul style="list-style-type: none"> <li>· Identify common body parts, both orally and through the written word</li> <li>· Express, both orally and through the written word, which body part hurts</li> <li>· Read, and understand, basic food descriptions</li> <li>· Make connections, both orally and through the written word, between consumed foods and personal health</li> <li>· Apply the healthy food knowledge to a real-life setting (cafeteria)</li> <li>· Properly use various forms of the present tense <i>-er</i> and <i>-ir</i> verbs</li> <li>· Properly use the singular or plural forms of <i>me gusta</i> and <i>me encanta</i></li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A      12.3.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.F	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 4	<u>Unit 4</u> En el Tiempo Libre: ¿Quieres ir Conmigo? (In My Free Time: Do You Want to Go With Me?)	<ul style="list-style-type: none"> <li>· Recognize expressions about activities, as it pertains to likes and dislikes, preferences, invitations and simple descriptions, both orally and through the written word</li> <li>· Demonstrate understanding of pastimes from written communications, such as e-mails, personal profiles and biographies</li> <li>· Answer questions about personal preferences for activities, hobbies and plans, both orally and through the written word</li> <li>· Ask and answer questions about sports and games that they do, or do not, play (using the conjugations of the verb <i>jugar</i>)</li> <li>· Proper use of the verb <i>ir</i></li> <li>· Proper use of interrogative words</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.B 12.1.B    12.3.D 12.1.C    12.3.1.B 12.1.D    12.3.1.C 12.1.F    12.5.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E 12.1.1.F	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 5	<u>Unit 5</u> ¡Vamos a la Fiesta! (Let's Go to the Celebration!)	<ul style="list-style-type: none"> <li>• Identify pictures of people and animals based on oral descriptions</li> <li>• Understand descriptions of a family, and the people of that family, from a written description</li> <li>• Describe their own family, both orally and through the written word</li> <li>• Orally describe the activities at a special family celebration</li> <li>• Order food in a restaurant</li> <li>• Proper usage of the verbs <i>tener, venire, estar</i> and <i>ser</i></li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E 12.3.A 12.3.1.B 12.3.1.C	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 1	<u>Unit 1</u> ?Quien Soy Yo? (Who Am I?)	<ul style="list-style-type: none"> <li>• Following verbal directions in the classroom</li> <li>• Getting to know another student, and tell them about themselves, both verbally and through the written word</li> <li>• Proper usage of adjectives to describe people</li> <li>• Review classroom terminology</li> <li>• Review the verb <i>ser</i></li> <li>• Review present tense of regular <i>-ar</i>, <i>-er</i>, and <i>-ir</i> verbs</li> <li>• Review stem-changing verbs</li> <li>• Proper use of verbs <i>saber</i> and <i>conocer</i></li> <li>• Cultural study: Spain</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A      12.3.1.A 12.1.B      12.3.1.B 12.1.C      12.3.1.C 12.1.D      12.5.C 12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.3.A 12.3.B	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 2	<u>Unit 2</u> Un Evento Especial (Getting Ready for a Special Event)	<ul style="list-style-type: none"> <li>• Communicating the events of a shopping trip with friends</li> <li>• Talk with friends about how to prepare for a special event or celebration</li> <li>• Discuss, and write about, daily routines (such as getting ready for school, bed, etc)</li> <li>• Proper usage of reflexive verbs</li> <li>• Review the verbs <i>ser</i> and <i>estar</i></li> <li>• Proper usage of possessive and demonstrative adjectives</li> <li>• Cultural Study: Ecuador</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A      12.3.C 12.1.B      12.3.1.A 12.1.C      12.3.1.B 12.1.D      12.5.A 12.1.1.A    12.5.C 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E 12.3.A 12.3.B	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 3	<u>Unit 3</u> Recuerdos del Pasado: Cuando Éramos Niños (Memories of the Past: When We Were Children)	<ul style="list-style-type: none"> <li>• Speak, and write about, what things were like when they were younger and what they used to do</li> <li>• Compare and contrast their present life to their past life</li> <li>• Speak, and write about, a family celebration or holiday</li> <li>• Proper usage of the imperfect tense, with both regular and irregular verbs</li> <li>• Proper usage of indirect object pronouns</li> <li>• Cultural Study: prominent holidays in Hispanic culture</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.A 12.1.B    12.3.C 12.1.C    12.3.1.A 12.1.D    12.3.1.C 12.1.1.A    12.5.D 12.1.1.B 12.1.1.C 12.1.1.D	



UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 4	<u>Unit 4</u> En el Tiempo Libre: ¿Quieres ir Conmigo? (In My Free Time: Do You Want to Go With Me?)	<ul style="list-style-type: none"> <li>• Recognize expressions about activities, as it pertains to likes and dislikes, preferences, invitations and simple descriptions, both orally and through the written word</li> <li>• Demonstrate understanding of pastimes from written communications, such as e-mails, personal profiles and biographies</li> <li>• Answer questions about personal preferences for activities, hobbies and plans, both orally and through the written word</li> <li>• Ask and answer questions about sports and games that they do, or do not, play (using the conjugations of the verb <i>jugar</i>)</li> <li>• Proper use of the verb <i>ir</i></li> <li>• Proper use of interrogative words</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.B 12.1.B    12.3.D 12.1.C    12.3.1.B 12.1.D    12.3.1.C 12.1.F    12.5.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E 12.1.1.F	

# UNIT 5

UNIT	REALIDADES	KEY SPANISH IDEAS
	<u>Unit 5</u> En Las Noticias (In the News)/La Television y El Cine (Television and the Movies)	<ul style="list-style-type: none"> <li>· Describe, orally and through writing, a personal event or special memory from the past</li> <li>· Make connections between recent events and their lives</li> <li>· Describe what they have seen on television or the movies</li> <li>· Highlight prominent English words that have Spanish origins</li> <li>· Differences between the imperfect and preterite tenses of regular verbs</li> <li>· Proper usage of preterite tense for the irregular verbs: <i>venire, poner, decir, traer, oir, leer, creer</i> and <i>destruir</i></li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A 12.1.B 12.1.C 12.1.D 12.1.E 12.1.1.B 12.1.1.C 12.1.1.D 12.3.D 12.3.1.B 12.3.1.C	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 1	<u>Unit 1</u> Un Dia Tipico (A Typical Day)	<ul style="list-style-type: none"> <li>• Exchange information about personality characteristics, daily routines and interests and preferences, both orally and through the written word.</li> <li>• Read, interpret and present information about daily routines and interests and preferences.</li> <li>• Investigate and explain routines and understand the lives of Spanish-speaking young people across the world.</li> <li>• Compare the use of <i>gustar</i> and similar verbs to that of their English counterparts.</li> <li>• Compare the activities of Spanish-speaking young people to those of the U.S.</li> <li>• Proper usage of possessive pronouns</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A      12.3.1.A 12.1.B      12.3.1.B 12.1.C      12.3.1.C 12.1.D      12.5.B 12.1.1.A    12.5.C 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E 12.3.A 12.3.C	

UNIT	REALIDADES	KEY SPANISH IDEAS																		
UNIT 2	<u>Unit 2</u> Mi Tiempo Libre (My Free Time)	<ul style="list-style-type: none"> <li>• Exchange information about current and past recreational activities and sports, both orally and through the written language.</li> <li>• Read and interpret information describing recreational activities and sports in the Spanish language.</li> <li>• Present information about current and past recreational activities and sports, both orally and through the written language.</li> <li>• Express opinions about a recreational activity or sport.</li> <li>• Identify and describe current sporting events in the Spanish-speaking world.</li> <li>• Examine sporting websites from the Spanish-speaking world.</li> <li>• Compare sporting and recreational activities from the United States to those of the Spanish-speaking world</li> <li>• Proper usage of preterite and imperfect tenses of verbs</li> </ul>																		
	WORLD LANGUAGE STANDARDS																			
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">12.1.A</td> <td style="width: 50%;">12.3.C</td> </tr> <tr> <td>12.1.B</td> <td>12.3.1.A</td> </tr> <tr> <td>12.1.C</td> <td>12.3.1.C</td> </tr> <tr> <td>12.1.D</td> <td>12.5.A</td> </tr> <tr> <td>12.1.E</td> <td>12.5.B</td> </tr> <tr> <td>12.1.1.A</td> <td>12.5.C</td> </tr> <tr> <td>12.1.1.C</td> <td></td> </tr> <tr> <td>12.1.1.D</td> <td></td> </tr> <tr> <td>12.1.1.E</td> <td></td> </tr> <tr> <td>12.3.A</td> <td></td> </tr> </table>		12.1.A	12.3.C	12.1.B	12.3.1.A	12.1.C	12.3.1.C	12.1.D	12.5.A	12.1.E	12.5.B	12.1.1.A	12.5.C	12.1.1.C		12.1.1.D		12.1.1.E	
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12.1.1.C																				
12.1.1.D																				
12.1.1.E																				
12.3.A																				

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 3	<u>Unit 3</u> Mis Intereses (My Interests)	<ul style="list-style-type: none"> <li>· Describe and exchange current and past information about the visual and performing arts.</li> <li>· Interpret information about the visual and performing arts from various sources.</li> <li>· Write and orally present information about a visual or performing art.</li> <li>· Research, then present, information about a notable person in the visual or performing arts in the Spanish-speaking world.</li> <li>· Describe a notable television program or movie from the Spanish-speaking world, comparing it to a television program or movie from the U.S.</li> <li>· Proper usage of <i>estar</i> with a past participle as an adjective.</li> <li>· Review the preterite and imperfect verb tenses</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.A 12.1.B    12.3.C 12.1.C    12.3.1.A 12.1.D    12.5.C 12.1.1.A    12.5.D 12.1.1.B    12.5.1.B 12.1.1.C 12.1.1.D 12.1.1.e	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 4	<u>Unit 4</u> El Bienestar (Wellness)	<ul style="list-style-type: none"> <li>· Exchange information on healthy eating habits by using menus, and describing the preparation and quality of foods.</li> <li>· Using speech and the written word, exchange information on physical and mental health, the importance of exercise, descriptions of illnesses and possible remedies.</li> <li>· Describe various natural remedies that are used in Latin America.</li> <li>· Describe a food item from a Spanish-speaking culture and explain its nutritional value.</li> <li>· Proper usage of informal and formal commands.</li> <li>· Proper usage of subjunctive and indicative tenses.</li> <li>· Compare the health-related practices of Spanish-speaking countries to that of the United States.</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.A 12.1.B    12.3.C 12.1.C    12.3.1.A 12.1.D    12.3.1.C 12.1.F    12.5.A 12.1.1.B    12.5.B 12.1.1.C    12.5.C 12.1.1.D    12.5.1.A 12.1.1.E 12.1.1.F	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 5	<u>Unit 5</u> La Amistad (Friendship)	<ul style="list-style-type: none"> <li>· Describe, orally and through writing, friendship, personality traits, emotions, interpersonal relations and conflict.</li> <li>· Describe relationships between friends and family in Spanish-speaking cultures.</li> <li>· Research a traditional celebration in a Spanish-speaking culture and present its importance orally or through the written word.</li> <li>· Compare and contrast traditional relationships in Spanish-speaking cultures to those in the United States</li> <li>· Compare the proper usages of <i>por</i> and <i>para</i>.</li> <li>· Proper usage of the impersonal <i>se</i></li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.1.A 12.1.B    12.3.1.B 12.1.C    12.5.1.C 12.1.D 12.1.1.B 12.1.1.C 12.1.1.D 12.3.A 12.3.C	

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 6	<u>Unit 6</u> El Trabajo y el Voluntariado (Working and Volunteering)	<ul style="list-style-type: none"> <li>· Investigate and exchange information about potential jobs and careers, both for pay and completed as a volunteer.</li> <li>· Investigate and exchange information about what is needed for someone to pursue a specific career.</li> </ul>
	WORLD LANGUAGE STANDARDS	<ul style="list-style-type: none"> <li>· Investigate and present information describing volunteerism, teenage employment and career choices in Spanish-speaking countries.</li> </ul>
	12.1.A    12.3.1.C 12.1.B    12.3.1.B 12.1.C    12.5.1.A 12.1.D    12.5.1.B 12.1.1.B 12.1.1.C 12.1.1.D 12.3.C 12.3.1.A	<ul style="list-style-type: none"> <li>· Proper usage of the present perfect tense.</li> <li>· Introduce the future tense in regular verbs.</li> <li>· Proper usage of <i>saber</i> versus <i>conocer</i></li> </ul>



UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 7	<u>Unit 7</u> Nuestro Planeta (Our Planet)	<ul style="list-style-type: none"> <li>· Investigate and present environmental issues and methods of protecting the environment, through speech and the written word.</li> <li>· Connect the Spanish language to scientific terminology as it relates to environmental issues.</li> </ul>
	WORLD LANGUAGE STANDARDS	<ul style="list-style-type: none"> <li>· Interpret magazine and newspaper articles, video clips, etc., based on updated scientific research.</li> </ul>
	12.1.A    12.3.1.C 12.1.B    12.3.1.B 12.1.C    12.5.1.A 12.1.D    12.5.1.B 12.1.1.B 12.1.1.C 12.1.1.D 12.3.C 12.3.1.A	<ul style="list-style-type: none"> <li>· Investigate and describe environmental practices in Spanish-speaking countries.</li> <li>· Compare environmental practices in Spanish-speaking countries to those in the United States.</li> <li>· Proper usage of relative pronouns.</li> <li>· Proper usage of <i>Si</i> clauses, in present-future and imperfect-conditional tenses.</li> <li>· Review <i>gustar</i> verbs.</li> <li>· Review the use of the subjunctive tense.</li> </ul>

UNIT	REALIDADES	KEY SPANISH IDEAS
UNIT 8	<u>Unit 8</u> Derechos y Responsabilidades (Rights and Responsibilities)	<ul style="list-style-type: none"> <li>· Investigate and present facts and opinions on the rights and responsibilities of students in school and the community, in Spanish-speaking countries.</li> <li>· Compare students' rights and responsibilities in the U.S. to those in the Spanish-speaking countries.</li> <li>· Review the preterite and imperfect tenses of regular and irregular verbs.</li> <li>· Proper usage of the subjunctive tense.</li> </ul>
	WORLD LANGUAGE STANDARDS	
	12.1.A    12.3.1.C 12.1.B    12.3.1.B 12.1.C    12.5.1.A 12.1.D    12.5.1.B 12.1.1.B 12.1.1.C 12.1.1.D 12.3.C 12.3.1.A	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
REVIEW & CHAPTER 1	<u>Topic 1</u> Summer Review/En avión	<ul style="list-style-type: none"> <li>· Review expressions of greeting and good-bye</li> <li>· Express politeness when speaking to others</li> <li>· Count from 0 – 100 accurately</li> <li>· Identify days of week, months of year</li> </ul>
	WORLD LANGUAGE STANDARDS (Stage 2)	<ul style="list-style-type: none"> <li>· Find and describe the date and time</li> <li>· Discuss the seasons of the year, and associated weather</li> <li>· Describe, both orally and through the written word, what students did over the summer</li> </ul>
	12.1.A      12.3.A 12.1.B      12.3.B 12.1.C      12.3.C 12.1.D 12.3.1.A 12.1.1.A 12.3.1.B 12.1.1.B 12.3.1.C 12.1.1.C 12.1.1.D	<ul style="list-style-type: none"> <li>· Review the “r” sound</li> <li>· Proper use of the preterite tense</li> <li>· Discuss air travel, using correct vocabulary</li> <li>· Proper use of present progressive tense to discuss travel (focus on “<i>hacer</i>”, “<i>poner</i>”, “<i>traer</i>” and “<i>salir</i>”)</li> <li>· Examine and discuss air travel throughout South America</li> </ul>

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 2 & CHAPTER 3	Chapters 3 and 4 “!Una rutina diferente!” and “En tren”	<ul style="list-style-type: none"> <li>· Identify and describe parts of the body</li> <li>· Use appropriate time and day vocabulary, as well as correct verbs, to discuss and write about daily routines</li> <li>· Discuss and describe camping and backpacking trips</li> <li>· Proper use of reflexive verbs</li> <li>· Proper use of command statements, using “<i>favor de</i>”</li> <li>· Review the correct “h”, “y” and “ll” sounds</li> <li>· Use vocabulary associated with train travel to discuss potentially interesting train trips in Spain, Peru and Mexico</li> <li>· Proper use of the preterite tense of irregular verbs</li> <li>· Proper use of the verb “<i>decir</i>”</li> <li>· Proper use of prepositional ponouns</li> </ul> <p>Literature Study: “El Quijote”, Miguel de Cervantes Saavedra</p>
	WORLD LANGUAGE STANDARDS (Stage 2) 12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.C 12.1.D    12.3.1.A 12.1.1.A    12.3.1.B 12.1.1.B    12.3.1.C 12.1.1.C    12.5.A 12.1.1.D    12.5.C	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 4 & CHAPTER 5	<u>Chapters 4 and 5</u> “En el restaurante” and “¿Qué se celebra?”	<ul style="list-style-type: none"> <li>• Identify and describe foods, eating utensils and dishes</li> <li>• Discuss restaurants in Spain and Latin America, and compare them to American restaurants</li> <li>• Compare a menu from a restaurant in a Spanish-speaking country to that of an American restaurant</li> <li>• Order and pay for a meal at a restaurant</li> <li>• Proper use of stem-changing verbs in present and preterite forms</li> <li>• Proper use of adjectives of nationality</li> <li>• Proper use of the passive voice with “se”</li> <li>• Identify and describe several Hispanic holidays</li> <li>• Compare traditional Hispanic holidays to familiar holidays</li> <li>• Proper use of regular and irregular verbs in the imperfect form</li> </ul>
	WORLD LANGUAGE STANDARDS (Stage 2) 12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.C 12.1.D    12.3.1.A 12.1.E    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.5.A 12.1.1.C    12.5.C 12.1.1.D    12.3.D 12.5.1.A	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 6 & CHAPTER 7	<u>Chapters 6 and 7</u> “Tecnomundo” and “En el hotel”	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to discuss, and write about, computers, the internet, e-mail, digital cameras and MP3 players</li> <li>• Be able to make and receive a phone call, using proper greetings</li> <li>• Discuss technology in Hispanic countries</li> <li>• Compare and contrast a website from a Spanish-speaking country to that of one from the U.S.</li> <li>• Be able to check into a hotel or hostel</li> <li>• Proper use of vocabulary to ask for necessities at a hotel or hostel</li> <li>• Compare and contrast hotels in Spanish-speaking countries to those in the U.S.</li> <li>• Proper use of the preterite, imperfect and present perfect forms of verbs</li> <li>• Proper use of double object pronouns</li> </ul> <p>Literature Study: “Versos Sencillos” by José Martí</p>
	WORLD LANGUAGE STANDARDS (Stage 2) 12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.C 12.1.D    12.3.1.A 12.1.E    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.5.A 12.1.1.C    12.5.C 12.1.1.D    12.5.D 12.5.1.A    12.5.1.C	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
<p>CHAPTER 8 &amp; CHAPTER 9</p>	<p><u>Chapters 8 and 9</u> "Ciudad y campo" and "?Vas en carro?"</p>	<ul style="list-style-type: none"> <li>• Be able to describe life in both the city and country</li> <li>• Discuss differences between city and country life</li> <li>• Compare life in the city/country in a Latin American country to life in a city/country in America</li> <li>• Discuss cars and the act of driving using appropriate vocabulary</li> <li>• Provide directions in written and verbal forms</li> <li>• Discuss the Pan American Highway</li> <li>• Proper use of the future and conditional tenses</li> <li>• Proper use of object pronouns with infinitives and gerunds</li> <li>• Proper use of "tú" affirmative commands</li> </ul> <p>Literature Study: "Marianela" by Benito Perez Galdos</p>
	<p>WORLD LANGUAGE STANDARDS (Stage 2)</p>	
	<p>12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.C 12.1.D    12.3.1.A 12.1.E    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.1.1.C 12.1.1.D    12.3.D</p>	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 10 & CHAPTER 11	Chapters <u>10 and 11</u> "Cocina Hispana" and "!Cuidate Bien!"	<ul style="list-style-type: none"> <li>· Discuss foods and how food is properly prepared, using correct vocabulary</li> <li>· Discuss a Spanish recipe</li> <li>· Identify more parts of the body</li> <li>· Discuss exercise and physical fitness</li> <li>· Discuss, and write about, having an accident and making a trip to an emergency room</li> <li>· Proper use of the subjunctive form of regular and stem-changing verbs</li> <li>· Proper use of formal and negative informal commands</li> <li>· Proper use of the subjunctive form of verbs, using impersonal expressions</li> </ul>
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.D 12.1.D    12.3.1.A 12.1.E    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.3.1.D 12.1.1.C 12.1.1.D	



CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS	
CHAPTER 1 & CHAPTER 2	<u>Chapters 10 and 11</u> “Cocina Hispana” and “!Cuidate Bien!”	<ul style="list-style-type: none"> <li>· Discuss foods and how food is properly prepared, using correct vocabulary</li> <li>· Discuss a Spanish recipe</li> <li>· Identify more parts of the body</li> <li>· Discuss exercise and physical fitness</li> </ul>	
	WORLD LANGUAGE STANDARDS (Stage 2)		<ul style="list-style-type: none"> <li>· Discuss, and write about, having an accident and making a trip to an emergency room</li> <li>· Proper use of the subjunctive form of regular and stem-changing verbs</li> <li>· Proper use of formal and negative informal commands</li> </ul>
	12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.D 12.1.D    12.3.1.A 12.1.E    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.3.1.D 12.1.1.C 12.1.1.D		<ul style="list-style-type: none"> <li>· Proper use of the subjunctive form of verbs, using impersonal expressions</li> </ul>

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 3 & CHAPTER 4	Chapters 3 and 4 “Pasajes de la vida” and “Quehaceres”	<ul style="list-style-type: none"> <li>• Discuss and write about weddings, baptisms, birthdays and funerals, using appropriate and relevant vocabulary</li> <li>• Analyze a Peruvian poem and Argentinean short story</li> <li>• Discuss and describe errands</li> <li>• Discuss and write about how to prepare for a trip through Andalusia, using appropriate and relevant vocabulary</li> <li>• Proper use of subjunctive form to express wishes, emotions and doubt</li> <li>• Proper use of the subjunctive with adverbial clauses</li> <li>• Proper use of possessive pronouns</li> <li>• Proper use of the pluperfect, conditional and future perfect tenses</li> </ul> <p>Literature Study: “El hermano ausente en la cena de Pascua” by Abraham Valdelomar and “El mensajero de San Martin”</p>
	WORLD LANGUAGE STANDARDS (Stage 2) 12.1.A 12.3.A 12.1.B 12.3.B 12.1.C 12.3.C 12.1.D 12.3.1.A 12.1.1.A 12.3.1.B 12.1.1.B 12.3.1.C 12.1.1.C 12.5.A 12.1.1.D 12.5.C 12.3.1.D 12.3.D	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 5 & CHAPTER 6	<u>Chapters 5 and 6</u> “?Buenos o malos modales?” and “Viajes”	<ul style="list-style-type: none"> <li>• Identify, discuss and model appropriate manners</li> <li>• Compare manners in Spanish-speaking countries to manners in the U.S.</li> <li>• Discuss several modes of travel, using appropriate and relevant vocabulary</li> <li>• Discuss and write about a trip to Bolivia</li> <li>• Read and analyze an episode from <i>El conde Lucanor</i> and a short story</li> <li>• Proper use of the imperfect subjunctive form, the subjunctive form with conjunctions of time, and the subjunctive form to express suggestions and advise</li> <li>• Differentiate between when to use the subjunctive form, as opposed to the infinitive form</li> <li>• Proper use of suffixes</li> <li>• Identify irregular nouns</li> </ul> <p>Literature Study: “El conde Lucanor” by Don Juan Manuel and “Temprano y con sol” by Emelia Pardo Bazan</p>
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.C 12.1.D    12.3.1.A 12.1.F    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.5.A 12.1.1.C    12.5.B 12.1.1.D    12.5.C 12.1.1.F 12.5.1.A	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 7 & CHAPTER 8	<u>Chapters 6 and 7</u> “Arte y literatura” and “Latinos en Estados Unidos”	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to discuss, and write about, fine arts and literature in Hispanic culture (including poetry and examples of art)</li> <li>• Discuss, and write about, the history of Spanish speakers in the United States</li> <li>• Proper use of the present perfect and pluperfect subjunctive forms</li> <li>• Proper use of the subjunctive form with “<i>aunque</i>” and “<i>-quiera</i>”</li> <li>• Proper use of “<i>si</i>” clauses</li> <li>• Proper use of adverbs which end in “-mente”</li> <li>• Proper use of definite and indefinite articles</li> <li>• Proper use of apocopate adjectives</li> </ul> Literature and Art Study: “No sé por qué piensas tú” by Nicolas Guillen, mural by Diego Rivera, “A Julia de Burgos” by Julia de Burgos
	WORLD LANGUAGE STANDARDS (Stage 2) 12.1.A 12.3.A 12.1.B 12.3.B 12.1.C 12.3.C 12.1.D 12.3.1.A 12.1.F 12.3.1.B 12.1.1.A 12.3.1.C 12.1.1.B 12.5.A 12.1.1.C 12.5.B 12.1.1.D 12.5.C 12.1.1.F 12.5.D 12.5.1.A 12.3.D 12.3.1.D	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 9 & CHAPTER 10	<u>Chapters 9 and 10</u> “Historia de la comida Latina” and “Carreras”	<ul style="list-style-type: none"> <li>· Identify and describe food and food preparation, both orally and through the written word</li> <li>· Discuss, and write about, the history of foods from Europe and Latin America</li> <li>· Discuss, and write about, professions and occupations</li> <li>· Hold a job fair, with interviews conducted in Spanish</li> <li>· Discuss why learning a second language is important</li> <li>· Proper use of the passive voice and relative pronouns</li> <li>· Proper use of expressions of time using “<i>hacer</i>”</li> <li>· Differentiate when to use “<i>por</i>” or “<i>para</i>”</li> <li>· Proper use of subjunctive form in relative clauses</li> </ul> <p>Literature Study: “Oda a la alcachofa” by Pablo Neruda and “Un dia de estos” by Gabriel Garcia Marquez</p>
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A    12.3.A 12.1.B    12.3.B 12.1.C    12.3.C 12.1.D    12.3.1.A 12.1.F    12.3.1.B 12.1.1.A    12.3.1.C 12.1.1.B    12.5.A 12.1.1.C    12.5.B 12.1.1.D    12.5.C 12.1.1.F    12.5.D 12.5.1.A    12.3.D 12.3.1.D    12.5.1.B 12.5.1.C    12.5.1.D	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 1	Chapter 1 España	<ul style="list-style-type: none"> <li>· Learn about the geography, history and culture of Spain</li> <li>· Discuss, plan and write about making a trip to Spain</li> <li>· Read and discuss reactions to newspaper articles about the bombing of Guernica and immigrants arriving in Spain</li> <li>· Read and analyze an assortment of literature</li> <li>· Properly use the preterite form of regular, irregular and stem-changing verbs</li> <li>· Properly use nouns and articles as they relate to the Spanish culture</li> </ul> <p style="margin-left: 40px;">Literature Study: “Sobreviviente recuerda bombardeo a Guernica” “Mueren cinco inmigrantes” (newspaper articles)  “Cancion del pirata” by Jose de Espronceda, “La primavera besaba” by Antonio Machado, “El niño al que se le Murió el amigo” by Ana Maria Matute.</p>
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A      12.3.A	
	12.1.B      12.3.B	
	12.1.C      12.3.C	
	12.1.D      12.3.D	
	12.1.F      12.3.1.A	
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	
	12.1.1.C    12.5.A	
12.1.1.D    12.5.B		
12.1.1.F    12.5.C		

CHAPTERS	ACI SE DICE	Key Spanish Ideas
CHAPTER 2	Chapter 2 Países Andinos	<ul style="list-style-type: none"> <li>· Learn about and discuss the geography, history and culture of the Andean region of South America (Ecuador, Peru, and Bolivia)</li> <li>· Read, discuss and write, about newspaper articles on the Tungurahua volcano, and about mentors and mentoring</li> <li>· Read and analyze several pieces of literature</li> <li>· Proper use of the imperfect form of regular and irregular verbs to describe the past and indicate past actions</li> <li>· Proper use of the progressive tenses</li> <li>· Proper use of comparative and superlative adjectives</li> </ul> Literature Study: “Nuevas explosiones en volcan Tungurahua” and “Mentores y mentados” (newspaper articles) “!Quien Sabe!” by Jose Santos Chocano, “Los comentarios reales” by Inca Garcilaso de la Vega
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A      12.3.A	
	12.1.B      12.3.B	
	12.1.C      12.3.C	
	12.1.D      12.3.D	
	12.1.F      12.3.1.A	
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	
	12.1.1.C    12.5.A	
12.1.1.D    12.5.B		
12.1.1.F    12.5.C		

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 3	<u>Chapter 3</u> El Cono Sur	<ul style="list-style-type: none"> <li>· Learn about and discuss the geography, history and culture of Chile, Argentina, Paraguay and Uruguay</li> <li>· Read, discuss and write, about newspaper articles about university life and weather forecasts</li> </ul>
	WORLD LANGUAGE STANDARDS (Stage 2)	<ul style="list-style-type: none"> <li>· Talk about self: likes/dislikes, interests, etc</li> </ul>
	12.1.A      12.3.A	· Read and analyze several pieces of literature
	12.1.B      12.3.B	· Proper use of the present form of regular and irregular verbs
	12.1.C      12.3.C	· Proper use of “ <i>ser</i> ”, “ <i>estar</i> ” and “ <i>gustar</i> ”
	12.1.D      12.3.D	· Proper use of affirmative and negative words
	12.1.F      12.3.1.A	
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	Literature Study: “El pronostico meteorologico” and “Cuando hay que dejar el hogar” (newspaper articles)
	12.1.1.C    12.5.A	“Martin Fierro” by Jose Hernandez, “Los Ninos Lloraban” by Pablo Neruda, “Historie de dos cachorros de coati y dos cachorros de hombre” by Horacio Quiroga and “Continuidad de los parques” by Julio Cortazar
12.1.1.D    12.5.B		
12.1.1.F    12.5.C		



CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 4	<u>Chapters 4</u> "La América Central"	<ul style="list-style-type: none"> <li>Learn about and discuss the geography, history and culture of Central American countries</li> </ul>
	WORLD LANGUAGE STANDARDS (Stage 2)	<ul style="list-style-type: none"> <li>Read, discuss and write, about newspaper articles about exercise and identification chips for pets</li> </ul>
	12.1.A      12.3.A	<ul style="list-style-type: none"> <li>Learn, talk and write, about the Mayan civilization</li> </ul>
	12.1.B      12.3.B	<ul style="list-style-type: none"> <li>Read and analyze several pieces of literature</li> </ul>
	12.1.C      12.3.C	<ul style="list-style-type: none"> <li>Proper use of the present subjunctive form</li> </ul>
	12.1.D      12.3.D	<ul style="list-style-type: none"> <li>Proper use of direct and indirect commands</li> </ul>
	12.1.F      12.3.1.A	Literature and Art Study: "Entrenamiento: Los beneficios y el por qué perseverar" and "Amigos con cédula" (news-paper articles), "Lo fatal" by Rubén Darío, "Canción de otoño en primavera" by Rubén Darío, "me llamo Rigoberta Menchú y así me nació la conciencia" by Elizabeth Burgos
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	
	12.1.1.C    12.5.A	
12.1.1.D    12.5.B		
12.1.1.F    12.5.C		

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 5	Chapter 5 "México"	<ul style="list-style-type: none"> <li>· Learn about and discuss the geography, history and culture of Mexico</li> <li>· Read, discuss and write, about a concert, as well as several film reviews</li> <li>· Learn, talk and write, about the Mayan civilization</li> <li>· Read and analyze several pieces of literature</li> <li>· Proper use of the present perfect, pluperfect and present perfect subjunctive forms</li> <li>· Proper use of reflexive verbs, object pronouns and reflexive verbs</li> </ul> Literature Study: "Cantarán en San Ildefonso Bon Jovi y Fito Páez" and "Películas que se estrenan esta semana" (newspaper articles), "En paz" by Amado Nervo, "Aqui" by Octavio Paz and "Malinche" by Laura Esquivel
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A      12.3.A	
	12.1.B      12.3.B	
	12.1.C      12.3.C	
	12.1.D      12.3.D	
	12.1.F      12.3.1.A	
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	
	12.1.1.C    12.5.A	
12.1.1.D    12.5.B		
12.1.1.F    12.5.C		

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 6	Chapter 6 "El Caribe"	<ul style="list-style-type: none"> <li>Learn about and discuss the geography, history and culture of Cuba, Puerto Rico and the Dominican Republic</li> </ul>
	WORLD LANGUAGE STANDARDS (Stage 2)	<ul style="list-style-type: none"> <li>Read, discuss and write, a comparison between the current political situations in Cuba, Puerto Rico and the Dominican Republic</li> </ul>
	12.1.A      12.3.A	<ul style="list-style-type: none"> <li>Read and discuss newspaper articles about the fight to preserve the colonial wall in San Juan and a vacation in Punta cana</li> </ul>
	12.1.B      12.3.B	<ul style="list-style-type: none"> <li>Read and analyze several pieces of literature</li> </ul>
	12.1.C      12.3.C	<ul style="list-style-type: none"> <li>Proper use of the future, conditional, future perfect and conditional perfect forms of verbs</li> </ul>
	12.1.D      12.3.D	<ul style="list-style-type: none"> <li>Proper use of demonstrative and possessive pronouns</li> </ul>
	12.1.F      12.3.1.A	
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	
	12.1.1.C    12.5.A	Literature Study: "Lucha por preservar muralla de San Juan" and "Cuando calienta el sol aquí en la playa" (news-
12.1.1.D    12.5.B	paper articles), "Búcate plata" by Nicolas Guillen, "Sesemayá" by Nicolas Guillen, "El ave y el nido" by "Salomé	
12.1.1.F    12.5.C	Ureña and "Mi Padre" by Manuel del Toro	

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 7	Chapter 7 "Venezuela y Colombia"	· Learn about and discuss the geography, history and culture of Venezuela and Colombia
	WORLD LANGUAGE STANDARDS (Stage 2)	· Read, discuss and write, about Simón Bolívar
	12.1.A 12.3.A	· Read and discuss newspaper articles about Gabriel García Márquez, and the restoration of the railway between Santa Marta and Aracataca
	12.1.B 12.3.B	· Read and analyze several pieces of literature
	12.1.C 12.3.C	· Proper use of the imperfect subjunctive
	12.1.D 12.3.D	· Proper use of the subjunctive with adverbial clauses, " <i>aunque</i> ", " <i>quizas</i> " and " <i>tal vez</i> "
	12.1.F 12.3.1.A	· Proper use of " <i>por</i> " and " <i>para</i> "
	12.1.1.A 12.3.1.C	Literature Study: "Un tren en honor de Macondo" and "Una multitud celebró el regreso de Gabo a Aracataca"
	12.1.1.B 12.3.1.D	(newspaper articles), "Los maderos de San Juan" by Jose Asuncion Silva, "Vivir para contarla" by Gabriel Garcia Marquez
	12.1.1.C 12.5.A	
12.1.1.D 12.5.B		
12.1.1.F 12.5.C		

CHAPTERS	ACI SE DICE	KEY SPANISH IDEAS
CHAPTER 8	<u>Chapter 8</u> “Estados Unidos”	<ul style="list-style-type: none"> <li>· Learn about and discuss Latinos/Hispanics in the United States</li> <li>· Discuss and write about one’s ethnicity</li> <li>· Read and discuss newspaper articles about mariachis in the U.S.</li> <li>· Read and analyze several pieces of literature</li> <li>· Proper use of the pluperfect subjunctive</li> <li>· Proper use of clauses with “<i>si</i>”</li> <li>· Proper use of the subjunctive in adverbial clauses</li> <li>· Proper use of definite and indefinite articles</li> </ul> Literature Study: “Mariachis de alma y corazón” and “Charros de corazón” (newspaper articles), “Desde la nieve” by Eugenio Florit, “El caballo mago” by Sabine Ulibarrí
	WORLD LANGUAGE STANDARDS (Stage 2)	
	12.1.A      12.3.A	
	12.1.B      12.3.B	
	12.1.C      12.3.C	
	12.1.D      12.3.D	
	12.1.F      12.3.1.A	
	12.1.1.A    12.3.1.C	
	12.1.1.B    12.3.1.D	
	12.1.1.C    12.5.A	
12.1.1.D    12.5.B		
12.1.1.F    12.5.C		

## ENGLISH AS A SECOND LANGUAGE PROGRAM



The eNG day is structured to meet the diverse needs of all students, including the English Language Learner, whose learning is nurtured through a series of highly researched, evidence-based strategies integrated within the eNG system. The eNG framework is designed to facilitate meeting a student’s every need, as represented by the eNG elements: physical, heart, thinking, creative, and spirit, allowing teachers to seamlessly individualize instruction for every child. To that end, ELL students at eNG receive a personalized curriculum developed by a team including the ESL teacher, counselors, core teacher, reading specialist, student and parents. The curriculum aligns to WIDA language standards and is designed to raise student achievement above and beyond expectations set forth by the common core content area standards.



**HEALTH & NUTRITION**  
 Nutrition lessons provided in context of ethnic foods

Frequent inclusion of native games and activities



**SERVICE**  
 Community service geared toward supporting local ethnic communities.

Awareness practices designed to build tolerance and celebrate diversity



**ESL CORE**  
 Student ELP determines program needs. Resources include Reach for grades K-5 and Inside for grades 6-8.

**NECESSITIES**  
 Response to Instruction and Intervention

**SHELTERED CONTENT**  
 Accommodations for ELP levels in Content Area Courses



**CREATIVE PROJECTS**  
 Students engage in projects of their choosing that help them identify their role as immigrants in the United States



**COMMUNITY PARTNERS**  
 Ethnic dance, music, & art provided by Milestones in Music and other community partners

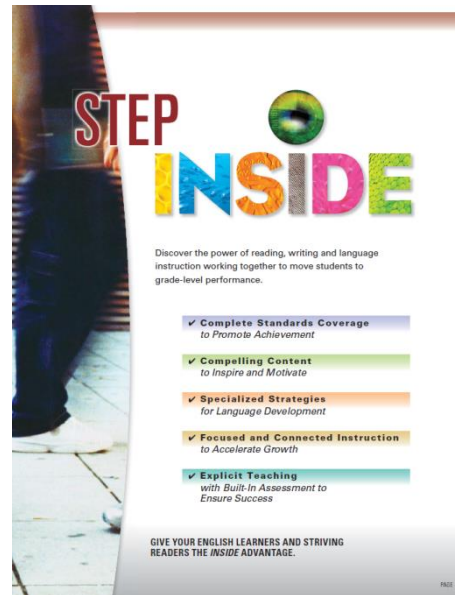
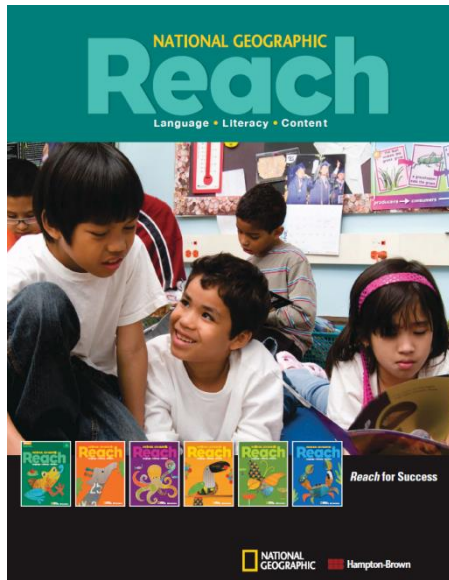
**DIVERSITY CALENDAR**  
 eNG celebrates diversity on a regular basis by holding events to honor important days in the culture of all eNG students during Energetics

P H T C S  
*Thinking*





# ESL CORE Programs & Strategies



TOTAL PHYSICAL RESPONSE PROTOCOL



INSTRUCTIONAL CONVERSATIONS



LITERATURE LOGS



GUIDED COMPREHENSION FOR ENGLISH LEARNERS



DIFFERENTIATION & SCAFFOLDING



# ESL CORE

## Progress Monitoring Tools

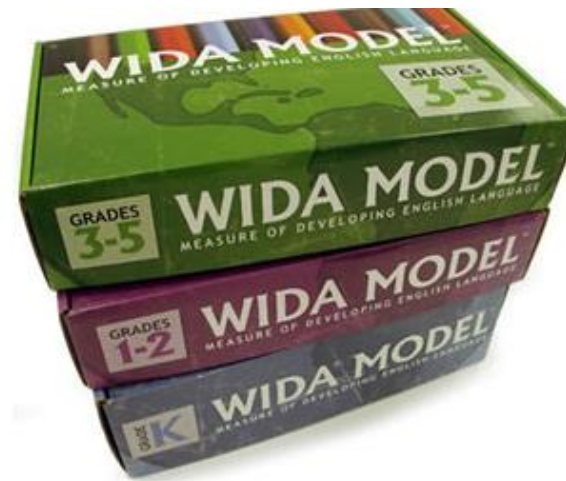
### WIDA MODEL Features

MODEL test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade level clusters:

- Kindergarten
- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12



Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing.

MODEL is an adaptive test allowing flexible placement within sections of the test based on student performance.



# ESL CORE

## Formative Assessment Sample

### ESL TIER A Quarterly Check-In

Kindergarten Level 1 Emerging

Student Name:

Date:

ID:

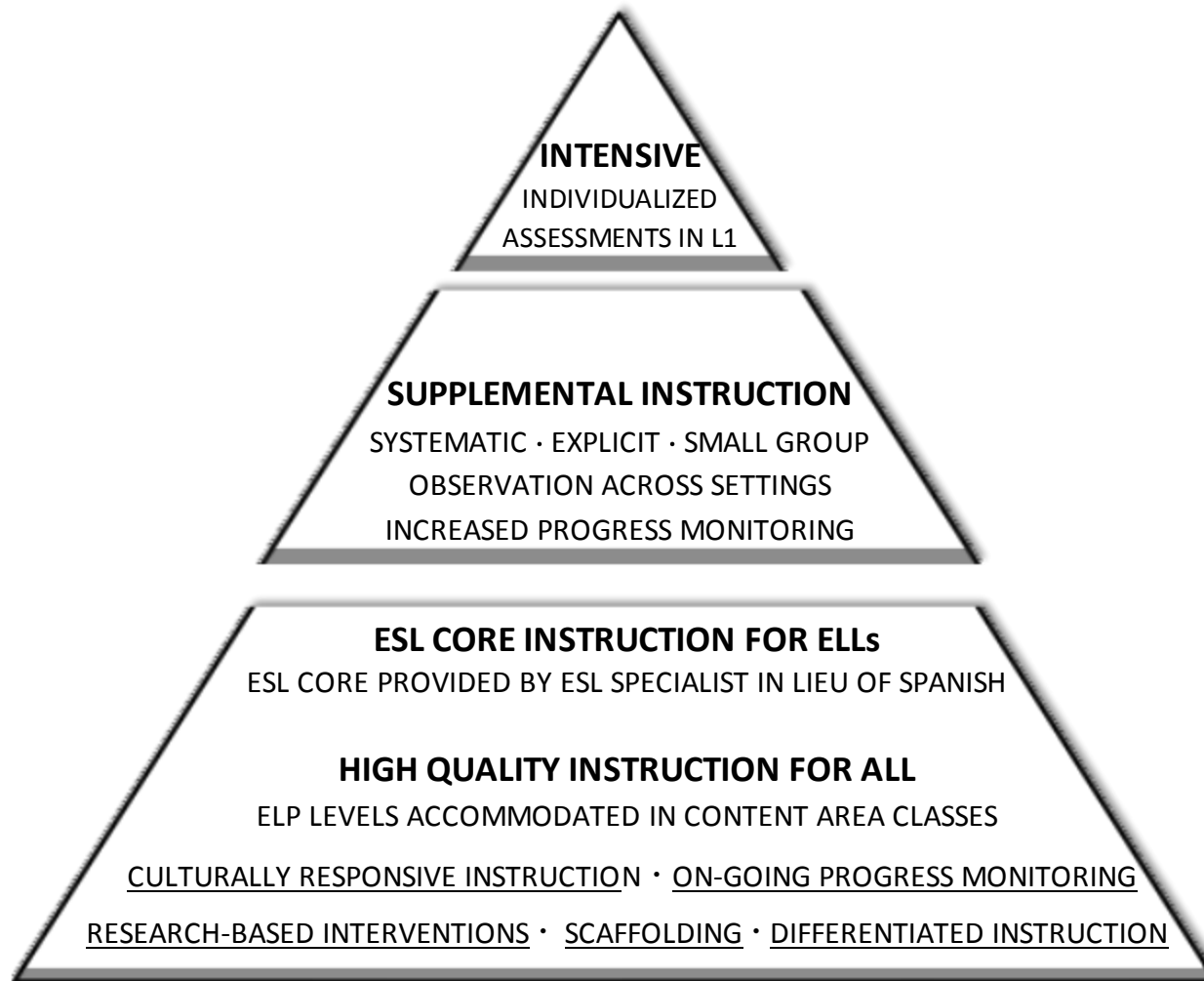
Grade:

Domain	CAN DO Descriptor	PROFICIENCY			
Listening	Match icons and symbols to corresponding pictures	1	2	3	4
	Identify name in print	1	2	3	4
	Find matching words or pictures	1	2	3	4
	Find labeled real-life classroom objects	1	2	3	4
Speaking	Identify people or objects in illustrated short stories	1	2	3	4
	Repeat words, simple phrases	1	2	3	4
	Answer yes/no questions about personal info	1	2	3	4
	Name classroom and everyday objects	1	2	3	4
Reading	Match icons and symbols to corresponding pictures	1	2	3	4
	Identify name in print	1	2	3	4
	Find matching words or pictures	1	2	3	4
	Find labeled real-life classroom objects	1	2	3	4
Writing	Draw pictures and scribble	1	2	3	4
	Circle or underline pictures, symbols, and numbers	1	2	3	4
	Trace figures and letters	1	2	3	4
	Make symbols, figures or letters from models and realia	1	2	3	4



# NECESSITIES

## RESPONSE TO INSTRUCTION & INTERVENTION





## NECESSITIES

### HIGH QUALITY INSTRUCTION FOR ALL

1. Content Areas Include
  - a. Culturally Responsive Instruction
    - i.
  - b. Research-Based Interventions
    - i. Teachers trained in strategies recommended by the Institute for Education Services
  - c. Scaffolding
    - i. Understanding by Design Unit plans and Lesson planning provides scaffolding prompts for teachers
  - d. Differentiated Instruction
    - i. Teachers trained in formative assessment, flexibility, and adapting lessons to meet student needs.
2. Progress Monitoring Assessments
  - a. Universal
    - i. PSSA
    - ii. PASA
    - iii. Fountas & Pinnell
    - iv. 4-Sight
    - v. Core Content Curriculum Assessments
  - b. ESL Specific
    - i. Access
    - ii. W-Apt
    - iii. WIDA System
    - iv. ESL Core Curriculum Assessments
    - v. Can Do Progress Monitoring
3. ESL Core Instruction Programs
  - a. Reach & Inside



# NECESSITIES

## Implementation Process

### 1. Analyze Data

- a. Assessments Utilized
  - i. Home Survey
  - ii. Access & W-APT
  - iii. Program Assessments
  - iv. Previous PSSA and PASA Scores
  - v. Observation
  - vi. Student Artifacts/Performance
- b. Frequency
  - i. Weekly, Monthly, and Quarterly, Annually
- c. Individuals Involved
  - i. Dean of Students or Academics
  - ii. Core Teachers
  - iii. ESL Teacher
  - iv. Counselor
  - v. Reading Specialist
  - vi. Student
  - vii. Parents

### 2. Identify Areas of Need

- a. Language Needs
  - i. Develop language based goals for the school year based on data and WIDA standards.
- b. Content Area Needs
  - i. Determine academic vocabulary goals.
  - ii. Determine goal for level of oral discourse and comprehension in content areas.

### 3. Determine Best Strategies

- a. Scaffolding Necessary
- b. Differentiation Recommendations for Materials and Instruction
- c. Identify opportunities for frontloading information
- d. Identify appropriate assessment strategies.
- e. Identify amount of time needed for pull-out and push-in instruction.



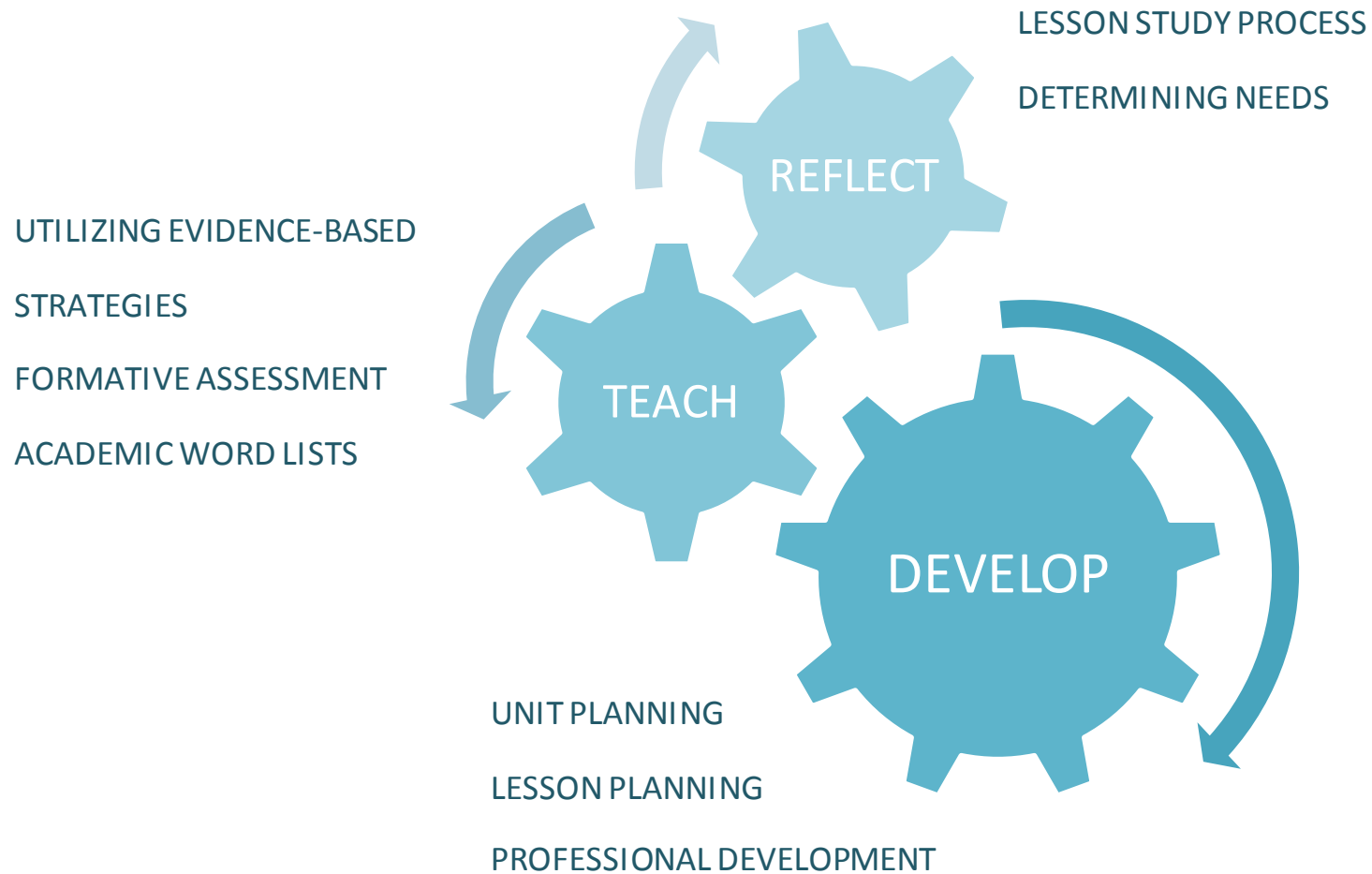


- f. Identify any services or specific accommodations need to be taken into consideration as result of an IEP or 504 plan, such as speech or occupational therapy.
- 4. Create Individualized “Curriculum” to be integrated and in addition to core content areas.
  - a. Leveled Readers
  - b. Supplemental Programs
  - c. Specific strategies that are particularly beneficial for given student in content area classroom.
  - d. Ensure opportunities for making cultural connections and social integration.
  - e. Determine if any social situations are home life situations are areas of concern and determine appropriate interventions.
  - f. Identify opportunities for sheltered content and content-based instruction.
    - i. This may depend on the level of need.
      - 1. Tier 1 students may benefit from additional push-in, small group, pair, or individual time in addition to the RTI time provided daily in the Necessities course. These supports may be provided during content area instruction or in lieu of the daily Spanish course.
      - 2. Teir 2 or 3 students may only need some of these time allocations in addition to their RTI time in the Necessities course.
- 5. Frequent Assessment and Progress Monitoring
  - a. Multiple forms of data are used for assessment.
  - b. ESL teacher keeps track of student acquisition of skills listed in WIDA’s CAN DO descriptors using the CAN DO Check In progress monitoring report.
  - c. Weekly team meetings used to review quiz, test, benchmark, and artifact data to determine student progress.
- 6. **Revise and Adapt with Growth** – regular review ensures that students receive a dynamic source of interventions and support to meet their changing needs.



# SHELTERED CONTENT INSTRUCTION

## Overview







# SHELTERED CONTENT INSTRUCTION

## Unit Planning for the English Language Learner

As stated in the initial application, teachers will be using the Understanding by Design model for planning instruction. Teachers with ELL students in their class will be required to show how they differentiate for the specific needs of that student.

Stage 1 –Desired Results		
<p>Established Goals</p> <p>What content standards and program- or mission-related goal(s) will this unit address?</p> <p>What habits of mind and cross-disciplinary goal(s)-for example, 21<sup>st</sup> century skills, core competencies- will this unit address?</p> <p><b><u>ELL Specific</u></b></p> <p><b>Include both Language Based Goals and Content Based Goals</b></p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <p><b><u>ELL Specific</u></b></p> <p><b>Include both Language Based Goals and Content Based Goals</b></p>	
	Meaning	
	<p>Understandings</p> <p>Students will understand that ...</p> <p><b><u>ELL Specific</u></b></p> <p><b>Include instruction on cultural and or everyday phrases needed to understand the content.</b></p> <p><b>Ensure that material and activities are designed appropriately for ELL understanding.</b></p>	<p>Essential Questions</p> <p>Students will keep considering...</p> <p><b><u>ELL Specific</u></b></p> <p><b>Establish the relationship between content based goals and language goals.</b></p>
	Acquisition	
	<p>Students will know...</p> <p><b><u>ELL Specific</u></b></p> <p><b>Include Building Academic Vocabulary Strategies</b></p>	<p>Students will be skilled at...</p> <p><b><u>ELL Specific</u></b></p> <p><b>Include application of language based objectives.</b></p>



## SHELTERED CONTENT INSTRUCTION

### Stage 2 – Evidence

Code	Evaluative Criteria	
<p>Are all desired results being appropriately assessed?</p> <p><b><u>ELL Specific</u></b>  <b>Ensure the ELL students have the ability to show what they know give their level of language.</b></p>	<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> <p><b><u>ELL Specific</u></b>            Ensure that format of the assessment and criteria used are appropriate for the level of English Language Proficiency.</p> <p>Regardless of the format of the assessment, what qualities are most important?</p>	<p><b>PERFORMANCE TASK (S):</b>            Students will show that they really understand by evidence of...</p> <p>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p> <p><b><u>ELL Specific</u></b>  <b>Include the use of appropriate academic vocabulary here.</b>  <b>Performance task should assess both content based and language based goal.</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>OTHER EVIDENCE:</b>            Students will show they have achieved Stage 1 goals by...</p> <p>What other evidence will you collect to determine whether Stage 1 goals were achieved?</p> <p><b><u>ELL Specific</u></b>  <b>Include opportunities for ELL students to demonstrate knowledge in multiple ways such as using pictures, models, or graphic organizers.</b></p>



## SHELTERED CONTENT INSTRUCTION

Stage 3- Learning Plan		
Code	Pre-assessment of driving knowledge, skill, understandings, and attitudes using surveys and Simulators <b>ELL Specific-Include pre-assessment for language objectives.</b>	Pre-Assessment
T  M  A	<div style="text-align: center;">Learning Events</div> Student success at transfer, meaning, and acquisition depends upon...  <b>ELL Specific</b> <b>Use evidence-based strategies including but not limited to:</b> <b>Building Academic Vocabulary</b> <b>Instructional Conversations</b> <b>Literature Logs</b> <b>Partnering and Reciprocal Teaching</b> <b>Total Physical Response Protocol</b> <b>Guided Comprehension Strategies</b> <b>Hands-On Activities</b> <b>Visual Aids</b> <b>Graphic Organizers</b> <b>Activities that engage provide the opportunity for ESL students to utilize their oral language skills such as Think-Pair Share and other engagement strategies.</b>	<div style="text-align: center;">Progress Monitoring</div> <b>ELL Specific</b> <b>In addition to data from tests provided to all students such as the PSSA and 4-sight, include data from W-APT, benchmark exams from supplemental programs (provided by ESL teacher), and CAN DO Check In progress monitoring based on WIDA standards.</b>



# SHELTERED CONTENT INSTRUCTION

## Lesson Planning Template

<b>Title:</b>			
Content Objectives	Language Objectives	Key Academic Vocabulary	Assessment Tools
Lesson Sequence		Scaffolding/Differentiation/Accommodations	



# SHELTERED CONTENT INSTRUCTION

## Lesson Planning Template Instructional Differentiation for ESL

COGNITIVE FUNCTION:

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
DOMAIN: _____						Level 6 - Reaching

TOPIC-RELATED LANGUAGE:



# SHELTERED CONTENT INSTRUCTION

## SCHOOL WIDE ACADEMIC WORDLIST

The Academic Word List (AWL) was developed by Averil Coxhead of Victoria University of Wellington, in New Zealand. The list is divided into 10 sublists of word families and contains 570 words selected because they appear with great frequency in a broad range of academic texts.

### **LIST-1**

sector available financial process individual specific principle estimate variables method data research contract environment export source assessment policy identified create derived factors procedure definition assume theory benefit evidence established authority major issues labour occur economic involved percent interpretation consistent income structure legal concept formula section required constitutional analysis distribution function area approach role legislation indicate response period context significant similar

### **LIST-2**

community resident range construction strategies elements previous conclusion security aspects acquisition features text commission regulations computer items consumer achieve final positive evaluation assistance normal relevant distinction region traditional impact consequences chapter equation appropriate resources participation survey potential cultural transfer select credit affect categories perceived sought focus purchase injury site journal primary complex institute investment administration maintenance design obtained restricted conduct

### **LIST-3**

comments convention published framework implies negative dominant illustrated outcomes constant shift deduction ensure specified justification funds reliance physical partnership location link coordinational alternative initial validity task techniques excluded consent proportion demonstrate reaction criteria minorities technology philosophy removed sex compensation sequence corresponding maximum circumstances instance considerable sufficient corporate interaction contribution immigration component constraints technical emphasis scheme layer volume document registered core

### **LIST-4**

overall emerged regime implementation project hence occupational internal goals retained sum integration mechanism parallel imposed despite job parameters approximate label concentration principal series predicted summary attitudes undertaken cycle communication ethnic hypothesis professional status conference attributed annual obvious error implications apparent commitment subsequent debated dimensions promote statistics option domestic output access code investigation phase prior granted stress civil contrast resolution adequate

### **LIST-5**

alter stability energy aware licence enforcement draft styles precise medical pursue symbolic marginal capacity generation exposure decline academic modified external psychology fundamental adjustment ratio whereas enable version perspective contact network facilitate welfare transitional amendment logic rejected expansion clause prime target objective sustainable equivalent liberal notions substitution generated trend revenue compounds evolution conflict image discretion entities orientation consultation mental monitoring challenge



### **LIST-6**

intelligence transformation presumption acknowledged utility furthermore accurate diversity attached recovery assigned tapes motivation bond edition nevertheless transport cited fees scope enhanced incorporated instructions subsidiary input abstract ministry capable expert preceding display incentive inhibition trace ignored incidence estate cooperative revealed index lecture discrimination overseas explicit aggregate gender underlying brief domain rational minimum interval neutral migration flexibility federal author initiatives allocation exceed

### **LIST-7**

intervention confirmed definite classical chemical voluntary release visible finite publication channel file thesis equipment disposal solely deny identical submitted grade phenomenon paradigm ultimately extract survive converted transmission global inferred guarantee advocate dynamic simulation topic insert reverse decades comprise hierarchical unique comprehensive couple mode differentiation eliminate priority empirical ideology somewhat aid foundation adults adaptation quotation contrary media successive innovation prohibited isolated

### **LIST-8**

highlighted eventually inspection termination displacement arbitrary reinforced denote offset exploitation detected abandon random revision virtually uniform predominantly thereby implicit tension ambiguous vehicle clarity conformity contemporary automatically accumulation appendix widespread infrastructure deviation fluctuations restore guidelines commodity minimises practitioners radical plus visual chart appreciation prospect dramatic contradiction currency inevitably complement accompany paragraph induced schedule intensity crucial via exhibit bias manipulation theme nuclear

### **LIST-9**

bulk behalf unified commenced erosion anticipated minimal ceases vision mutual norms intermediate manual supplementary incompatible concurrent ethical preliminary integral conversely relaxed confined accommodation temporary distorted passive subordinate analogous military scenario revolution diminished coherence suspended mature assurance rigid controversy sphere mediation format trigger qualitative portion medium coincide violation device insights refine devoted team overlap attained restraints inherent route protocol founded duration

### **LIST-10**

whereby inclination encountered convinced assembly albeit enormous reluctant posed persistent undergone notwithstanding straightforward panel odd intrinsic compiled adjacent integrity forthcoming conceived ongoing so-called likewise nonetheless levy invoked colleagues depression collapse



# SHELTERED CONTENT INSTRUCTION

## Supporting Practices

Utilization of evidence-based support is crucial for the success of the English Language Learner. Research findings from the National Literacy Panel on Language-Minority Children and Youth show that effective instruction for the English Language Learner must include:

1. Instruction is the key components of reading: phonics, phonemic awareness, fluency, vocabulary, and text comprehension.
2. Oral Language proficiency will facilitate English literacy.
3. Individual student characteristics play a significant role in English literacy development.

As indicated in the Education for New Generations Charter School application, the Fountas and Pinnel and Wilson Reading Systems will be utilized to teach, assess, and monitor reading progress. These systems are specifically designed to teach phonics, phonemic awareness, fluency, vocabulary and text comprehension. As an additional resource, students receiving ESL services will have access, depending on their grade level, to the supplemental programs Reach and Inside published by Cengage Learning, a subsidiary of National Geographic. These programs are specifically geared toward building academic vocabulary and comprehension for English Language Learners. The Lucy Calkins Units of Study for Writing utilized in the Expressions course also provides opportunities for oral expression during partnering and class discussion throughout its program. As mentioned in the public hearing of eNG, every ESL student is different. The individual's specific characteristics impact the course of study that will help them make the greatest gains in English proficiency. For this reason it is understood in the ESL community and academia that there is no one size fits all prescribed ESL curriculum. Instead there are many evidence-based supplemental programs, interventions, and strategies that can be employed during content based instruction, sheltered instruction, and throughout the ESL student's day. The choice of which strategies will be used with each student depends on the individual student's needs.

The Institute of Education Sciences operates the What Works Clearinghouse, a research group devoted to evaluating research in education and determining the efficacy of programs, curricula, and interventions. They periodically release a list of the research that has shown evidence of helping students make gains in specific areas. The most recent of these, which was released in 2007, recommends five strategies (U.S. Department of Education, 2007) which have been proven highly effective by research meeting strict scientific standards. These include:

1. Screen for reading problems and monitor progress
2. Provide extensive and varied small group reading interventions
3. Provide extensive and varied vocabulary instruction
4. Develop Academic English
5. Schedule regular peer-assisted learning opportunities





This data forms the foundation upon which the eNG program is differentiated to facilitate the progress of English Language Learners in meeting both content goals, language goals, as well as social and emotional goals. eNG has uses a steady stream of varied assessments to determine the needs of all students. Universal assessments include 4-Sight, Fountas & Pinnell Reading, and curriculum assessments. ESL specific assessments include the W-APT for determining placement of new students, the WIDA model assessments for tracking progress throughout the year, the ACCESS annual English language proficiency assessment, as well as classroom formative assessments including the CAN DO quarterly check-in. The hour-long class schedule provides time for small group work within the content area classroom, while the Necessities and ESL Core classes provide another daily opportunity for small group reading interventions to take place. eNG has adopted the Academic Word List published by Averil Coxhead of Victoria University and will be continuously updating this list annually. Additionally, teachers will be trained in proven strategies for facilitating instruction in academic English and opportunities for peer-assisted learning opportunities across the content areas.

ESL Related Professional Development

Strategy	Description	Professional Development Provider
Building Academic Vocabulary	Research-based strategies for building academic vocabulary.	National Geographic Learning
Formative Assessment	Formative Assessment Strategies for guiding instruction.	Children’s Literacy Initiative
Sheltered Instruction	Research –based strategies designed to shelter instruction across the curriculum for ELLS at all proficiency levels	National Geographic Learning
Accommodating the Needs of Diverse Learners	Supporting teachers in planning and implementation of lessons for students with diverse needs.	International Institute of Behavior Development
Guided Comprehension	Strategies for facilitating guided comprehension practices.	In-house professional development
Instructional Conversations and Literature Logs	Strategies for facilitating learning through discussion and writing.	In-house professional development
Integrating Birth Language and Culture	Teachers will learn important cultural intricacies enabling them to provide a culturally responsive environment.	In-house professional development offered by community members

P H T C S  
*Physical*



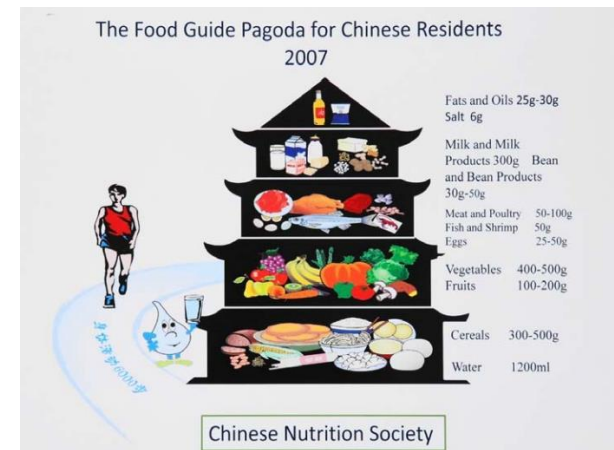
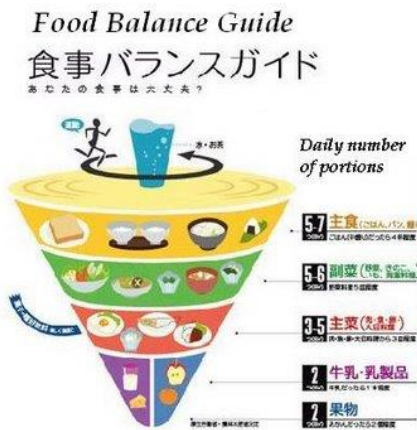
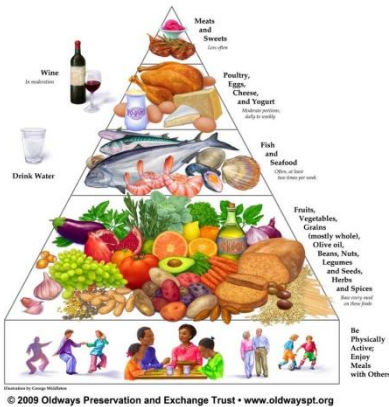
# ENERGETICS

## Health Instruction & Nutrition Counseling

Instruction is differentiated to meet the needs of students from around the world and address nutrition as it applies to what is cooked in their homes. The relationship between international food guide pyramids and the culture and available food from each country will be addressed. Students will have the opportunity to evaluate the foods they eat at home and at school according to the American food guide pyramid and the food guide pyramid of their birth country.



**Mediterranean Diet Pyramid**  
*A contemporary approach to delicious, healthy eating*



**Malaysian Food Pyramid**





# ENERGETICS

## Health Instruction & Nutrition Counseling

Physical activities include games from around the world. Students from other countries familiar with these games can play a starring role in showing their peers how to play, having an opportunity to experience leadership and collaboration without being impeded by language.

### Examples of International Games

Gilli Danda

Cricket

Field Hockey

Soccer

Korfball

Bamboo Pole Jumping

Shuttlecock





*Heart*



## SERVICE

English as a Second Language students will have opportunities to serve their communities and birth countries, developing a deeper understanding of their culture, their identity, while nurturing compassion, empathy, and tolerance. There are many options for such activities and student will be able to come up with their own ideas. Some examples of such activities include:

1. Tier B & C students can engage in teaching new immigrants the English language with the support of their ESL teacher, thereby strengthening their own language skills.
2. Help translate for non-English speakers at supermarkets during a planned field trip or when needing other services.
3. Cook ethnic foods for immigrants who have health or financial difficulties.
4. Fundraise to support causes in their birth country.
5. Guide parents during Open House events.
6. Help plan and prepare Open House events designed to incorporate the traditions of minority communities.



## *Creative*

The beauty of the “Creations” course offered by the Education for New Generations Charter School is its ability to assimilate the diverse needs of students into comprehensive learning experiences. In this course, every student across the spectrum of cultures, race, and learning abilities can develop their understanding of different concepts within the context of their own interests and experience. Since this course utilizes the Design Thinking philosophy, students engage in developing empathy, the ability to understand the needs and problems of the target, be it a group of people, animals, or the environment. This plays nicely into allowing students who have immigrated to the United States learn more about where they have come from or their current home community, helping them develop their identity and understand their role as first generation Americans. Projects in this course can range from developing solutions to the problem of homelessness in America to designing new instruments for playing a specific type of ethnic music.







## Community Partnerships

Fusing eNG with North Penn's Diverse Community

### **Milestones in Music**

Incorporates ethnic music and traditions in music instruction

### **Friends of Bangla**

Provides Indian Dance, Bengalese Language, and Indian Music Instruction

### **Zion Presbyterian Church**

Provides Korean Language, Music, & Dance Instruction

# Diversity Calendar

2013-2014

The following dates are proposed additions to the standard school calendar. They include national holidays from countries around the world to be learned about or celebrated during the school year. This list will be updated with changes in the student population.

## September 2013

- 9 Ganesh Chaturthi, India
- 18 Mid-Autumn Festival Starts, Asia
- 18 Hoi An Full Moon Festival
- 20 Mid-Autumn Festival Ends, Asia
- 24 Heritage Day, South Africa

## October 2013

- 1 Armed Forces Day, South Korea
- 2 Mahatma Gandhi Birthday, India
- 3 National Foundation Day, S. Korea
- 9 Hanguel Proclamation Day, S. Korea
- 14 Dussehra, India
- 15 Idul Juha, India
- 18 Hoi An Full Moon Festival, Vietnam
- 22 Abu Simbal Sun Festival

## November 2013

- 4 Islamic New Year, Egypt
- 16 Hoi An Full Moon Festival

## December 2013

- 14 Hoi An Full Moon Festival
- 16 Day of Reconciliation, South Africa

## January 2014

- 13 Id-eL Moulud, Nigeria
- 14 Hoi An Full Moon Festival, Vietnam
- 30 Seollal Holiday Begins, South Korea

- 31 Tet Festival, Vietnam

## February 2014

- 1 Seollal Holiday Ends
- 12 Lim Festival, Vietnam
- 13 Hoi An Full Moon Festival, Vietnam
- 14 Lantern Festival, China
- 14 Perfume Pagoda Festival
- 22 Abu Simbal Sun Festival, Egypt

## March 2014

- 8 Women's Day, China
- 10 Chu Dong Tu Festival Begins
- 12 Chu Dong Tu Festival Ends
- 14 Hoi An Full Moon Festival, Vietnam
- 21 Human Rights Day, South Africa
- 31 Phu Giay Festival Begins

## April 2014

- 4 Thay Pagoda Festival Begins, Vietnam
- 5 Arbor Day, South Korea
- 6 Thay Pagoda Festival Ends, Vietnam
- 9 Hung Festival
- 9 Phu Giay Festival Ends
- 12 Hue Festival Begins, Vietnam
- 13 Hoi An Full Moon Festival
- 20 Hue Festival Ends, Vietnam
- 25 Sinai Liberation Day, Egypt

- 27 Freedom Day, S. Africa

## May 2014

- 1 Labor Day, China & S. Korea
- 2 Workers Day, S. Africa
- 4 Youth Day, China
- 5 Children's Day, S. Korea
- 6 Buddha's Birthday, Asia
- 12 Hoi An Full Moon Festival
- 13 Wesak, Asia

## June 2014

- 1 Children's Day, China
- 6 Memorial Day, South Korea
- 11 Hoi An Full Moon Festival, Vietnam
- 16 Youth Day, S. Africa

## July 2014

- 10 Hoi An Full Moon Festival
- 17 Constitution Day, S. Korea

## August 2014

- 2 Qixi Festival, China
- 9 Hoi An Full Moon Festival, Vietnam
- 9 Women's Day, S. Korea
- 10 QingMing Festival, China
- 15 Liberation Day, S. Korea

## ENGLISH LANGUAGE PROFICIENCY STANDARDS ALIGNMENT

## INVESTIGATIONS

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
1	<p><u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.</p> <p><u>CC.2.1.K.A.2</u> Apply one-to-one correspondence to count the number of objects.</p> <p><u>CC.2.1.K.A.3</u> Apply the concept of magnitude to compare numbers and quantities.</p>	<p><u>3.1.K.A3</u> Observe, compare, and describe stages of life cycles for plants and/or animals.</p> <p><u>3.1.K.C2</u> Describe changes animals and plants undergo throughout the seasons.</p> <p><u>3.3.K.A5</u> Record daily weather conditions using simple charts and graphs. Identify seasonal changes in the environment. Distinguish between types of precipitation.</p> <p><u>3.3.K.A7</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p>	Level 1 Entering	Identify icons or pictures of real-life objects with a single attribute as modeled	Indicate change in self through gestures or environment from pictures, according to oral commands.
			Level 2 Beginning	Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled	Match pictures or photographs of offspring with adults following oral models.
			Level 3 Developing	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled	Identify stages of development in pictures or self or organisms in the environment following oral models as examples of change.
			Level 4 Expanding	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change.
			Level 5 Bridging	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled.	Sequence illustrated activities that denote change in self or environment.
			Level - Reaching		

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Reading
2	<p><u>CC.2.3.K.A.1</u> Identify and describe two- and three dimensional shapes.</p> <p><u>CC.2.1.K.B.1</u> Use place value to compose and decompose numbers within 19.</p>	<p><u>3.1.K.A1</u> Identify the similarities and differences of living and nonliving things.</p> <p><u>3.1.K.A3</u> Observe, compare, and describe stages of life cycles for plants and/or animals.</p> <p><u>3.1.K.A5</u> Observe and describe structures and behaviors of a variety of common animals.</p> <p><u>3.1.K.A9</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p>	Level 1 Entering	Participate in and supply quantity words in songs and chants in a whole group.	Match outlines of animals to pictures or objects.
			Level 2 Beginning	Complete phrases in songs and chants involving quantity in a whole group.	Match pictures of animals with labels to animal icons with a partner
			Level 3 Developing	Repeat verses and chants involving quantity in a whole group.	Sort pictures of animals with labels by first letter.
			Level 4 Expanding	Provide sentences or lines from songs and chants involving quantity in a whole group.	Find animal words in picture books and classrooms
			Level 5 Bridging	Initiate and lead songs and chants involving quantity in a whole group.	Classify pictures of animals with labels according to picture books.
			Level - Reaching		

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
3	<u>CC.2.2.K.A.1</u> Extend the concepts of putting together and taking apart to add and subtract within 10. <u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects. <u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.	<u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.	Level 1 Entering	Associate size of real-life objects with non-standard measurement tools with a partner as modeled orally.	Match outlines of animals to pictures or objects.
			Level 2 Beginning	Sort real-life objects by size using non-standard measurement tools with a partner as modeled orally.	Match pictures of animals with labels to animal icons with a partner
			Level 3 Developing	Determine size of real-life objects using non-standard measurement tools with a partner as modeled orally.	Sort pictures of animals with labels by first letter.
			Level 4 Expanding	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally.	Find animal words in picture books and classrooms
			Level 5 Bridging	Rank size of objects according to non-standard measurement tools a partner as directed orally.	Classify pictures of animals with labels according to picture books.
			Level - Reaching		

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
4	<u>CC.2.3.K.A.2</u> Analyze, compare, create, and compose two- and three dimensional shapes. <u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.	<u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.	Level 1 Entering	Draw or trace matched pairs of real-life objects as modeled and directed orally.	Create “messages” in L1 or L2 by experimenting with or mixing colors
			Level 2 Beginning	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally.	Practice making letters or scribble writing from models in l1 or l2 using a variety of colors and media
			Level 3 Developing	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally.	Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors
			Level 4 Expanding	Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled.	Reproduce words or phrases with invented spellings in l1 or l2 found in picture books or experiments about colors
			Level 5 Bridging	Supply numerals and number words that correspond to matched sets of pictures from word walks or word banks	Compose “stories” about colors using drawings and words, phrases or short sentences with invented spellings in L1 or L2
			Level - Reaching		



Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
5	<p><u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.</p> <p><u>CC.2.1.K.A.3</u> Apply the concept of magnitude to compare numbers and quantities.</p> <p><u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.</p>	<p><u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.</p> <p><u>3.2.K.A3</u> Describe the way matter can change.</p> <p><u>3.3.K.A1</u> Distinguish between three types of earth materials – rock, soil, and sand.</p> <p><u>3.3.K.A4</u> Identify sources of water for human consumption and use.</p>	Level 1 Entering	Identify icons or pictures of real-life objects with a single attribute as modeled	Indicate change in self through gestures or environment from pictures, according to oral commands
			Level 2 Beginning	Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled	Match pictures or photographs of offspring with adults following oral models as examples of change
			Level 3 Developing	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change
			Level 4 Expanding	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change
			Level 5 Bridging	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled.	Sequence illustrated activities that denote change in self or environment
			Level - Reaching		

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Listening
6	<p><u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p><u>CC.2.4.K.A.4</u> Classify objects and count the number of objects in each category.</p> <p><u>CC.2.2.K.A.1</u> Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p><u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.</p>	<p><u>3.1.K.B1</u> Observe and describe how young animals resemble their parents and other animals of the same kind.</p> <p><u>3.1.K.B6</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p> <p><u>3.2.K.B3</u> Describe how temperature can affect the body.</p>	Level 1 Entering	Participate in and supply quantity words in songs and chants in a whole group.	Indicate change in self through gestures or environment from pictures, according to oral commands
			Level 2 Beginning	Complete phrases in songs and chants involving quantity in a whole group.	Match pictures or photographs of offspring with adults following oral models as examples of change
			Level 3 Developing	Repeat verses and chants involving quantity in a whole group.	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change
			Level 4 Expanding	Provide sentences or lines from songs and chants involving quantity in a whole group.	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change
			Level 5 Bridging	Initiate and lead songs and chants involving quantity in a whole group.	Sequence illustrated activities that denote change in self or environment
			Level - Reaching		

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Speaking
7	<u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects. <u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence.	<u>3.2.K.B6</u> ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow. <u>3.2.K.B7</u> See <i>Science as Inquiry</i> in the Introduction for grade level indicators. (As indicated on page 8)	Level 1 Entering	Draw or trace matched pairs of real-life objects as modeled and directed orally.	Associate senses with physical actions with a partner in L1 or L2
			Level 2 Beginning	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally.	Give examples of uses of senses with a partner in L1 or L2
			Level 3 Developing	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally.	Describe everyday activities that involve senses with a partner in L1 or L2
			Level 4 Expanding	Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled.	Explain why senses are useful or important to a partner in L1 or L2
			Level 5 Bridging	Supply numerals and number words that correspond to matched sets of pictures from word walks or word banks	Predict how senses are affected by change
Level - Reaching					

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
8	<u>CC.2.1.K.A.1</u> Know number names and write and recite the count sequence. <u>CC.2.2.K.A.1</u> Extend the concepts of putting together and taking apart to add and subtract within 10. <u>CC.2.3.K.A.2</u> Analyze, compare, create, and compose two- and three dimensional shapes.	<u>3.2.K.A1</u> Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.	Level 1 Entering	Participate in and supply quantity words in songs and chants in a whole group.	Associate senses with physical actions with a partner in L1 or L2
			Level 2 Beginning	Complete phrases in songs and chants involving quantity in a whole group.	Give examples of uses of senses with a partner in L1 or L2
			Level 3 Developing	Repeat verses and chants involving quantity in a whole group.	Describe everyday activities that involve senses with a partner in L1 or L2
			Level 4 Expanding	Provide sentences or lines from songs and chants involving quantity in a whole group.	Explain why senses are useful or important to a partner in L1 or L2
			Level 5 Bridging	Initiate and lead songs and chants involving quantity in a whole group.	Predict how senses are affected by change
			Level - Reaching		

Investigations Kindergarten ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Listening
9	<p><u>CC.2.3.K.A.2</u> Analyze, compare, create, and compose two- and three dimensional shapes.</p> <p><u>CC.2.1.K.B.1</u> Use place value to compose and decompose numbers within 19.</p> <p><u>CC.2.4.K.A.1</u> Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p><u>3.1.K.C3.</u> CONSTANCY AND CHANGE Describe changes that occur as a result of climate.</p> <p><u>3.1.K.C4.</u> See Science as Inquiry in the Introduction for grade level indicators. (As indicated on page 8)</p>	Level 1 Entering	Associate size of real-life objects with non-standard measurement tools with a partner as modeled orally.	Indicate change in self through gestures or environment from pictures, according to oral commands
			Level 2 Beginning	Sort real-life objects by size using non-standard measurement tools with a partner as modeled orally.	Match pictures or photographs of offspring with adults following oral models as examples of change
			Level 3 Developing	Determine size of real-life objects using non-standard measurement tools with a partner as modeled orally.	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change
			Level 4 Expanding	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally.	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change
			Level 5 Bridging	Rank size of objects according to non-standard measurement tools a partner as directed orally.	Sequence illustrated activities that denote change in self or environment
			Level - Reaching		

Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Reading
1	<p><u>CC.2.1.1.B.1</u> Extend the counting sequence to read and write numerals to represent objects.</p> <p><u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p><u>CC.2.1.1.B.3</u> Use place value concepts and properties of operations to add and subtract within 100.</p> <p><u>C.C.2.4.1.A.4</u> Represent and interpret data using tables/charts.</p>	<p><u>3.1.3.A3</u> Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.</p> <p><u>3.1.3.B1</u> Understand that plants and animals closely resemble their parents.</p>	Level 1 Entering	Produce pictures with numerals or reproduce words associated with quantities from models.	Select labeled natural resources to make posters from magazine pictures with a partner
			Level 2 Beginning	Take dictation or make notes of examples of phrases associated with quantities in everyday situations.	Search for words and pictures in big books or illustrated trade books associated with natural resources
			Level 3 Developing	Provide examples of quantities in context using phrases or short sentences.	Identify illustrated phrases associated with the use of natural resources in activities
			Level 4 Expanding	Describe uses of quantities in everyday math with illustrated examples using sentences.	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner.
			Level 5 Bridging	Explain importance of everyday math using quantities in real-life situations using a series of related sentences.	Sequence sentences to show the use of natural resources in activities.
			Level - Reaching		

Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Reading
2	<ul style="list-style-type: none"> <li>· <u>CC.2.1.1.B.2</u></li> <li>· Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.</li> <li>· <u>CC.2.4.1.A.2</u></li> <li>· Tell and write time to the nearest half hour using both analog and digital clocks.</li> <li>· <u>CC.2.2.1.A.2</u></li> <li>· Understand and apply properties of operations and the relationship between addition and subtraction.</li> </ul>	<p><u>3.1.3.A1</u> Describe characteristics of living things that help to identify and classify them.</p> <p><u>3.1.3.A2</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.</p>	Level 1 Entering	Provide identifying information that involves real-world numbers to a partner.	Select labeled natural resources to make posters from magazine pictures with a partner
			Level 2 Beginning	Give examples of things with real-world numbers to a partner.	Search for words and pictures in big books or illustrated trade books associated with natural resources
			Level 3 Developing	Exchange examples of how or when to use numbers outside of school with a partner	Identify illustrated phrases associated with the use of natural resources in activities
			Level 4 Expanding	Explain how to play games or activities that involve numbers to a partner.	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner.
			Level 5 Bridging	Tell or make up stories or events that involve numbers.	Sequence sentences to show the use of natural resources in activities.
			Level - Reaching		

Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Listening
3	<p><u>CC.2.2.1.A.1</u> Represent and solve problems involving addition and subtraction within 20.</p> <p><u>CC.2.2.A.2</u> Understand and apply properties of operations and relationship between addition and subtraction.</p> <p><u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p><u>CC.3.4.1.A.4</u> Represent and interpret data using tables/charts.</p>	<p><u>3.1.3.A1</u> Describe characteristics of living things that help to identify and classify them.</p> <p><u>3.1.3.A2</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.</p> <p><u>3.3.3.A4</u> Connect the various forms of precipitation to the weather in a particular place and time.</p> <p><u>3.3.3.A5</u> Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.</p>	Level 1 Entering	Shade or color graphs according to oral commands modeled by a teacher.	Explore movement of real-life objects by following oral commands and modeling
			Level 2 Beginning	Identify data in graphs from oral commands or questions modeled by a teacher.	Move real-life objects by following multi-step oral directions.
			Level 3 Developing	Locate information on graphs based on oral statements or questions.	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects.
			Level 4 Expanding	Display comparative data on graphs according to oral commands and check with a partner.	Predict movement of objects by pointing to pictures or demonstrating based on oral statements
			Level 5 Bridging	Interpret data on a graph from oral descriptions.	Role play effects of force on motion through gestures or demonstration based on oral scenarios
			Level - Reaching		



Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Speaking
4	<u>CC.2.4.1.A.1</u> Order lengths and measure them both indirectly and by repeating length units.  <u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks.	<u>3.1.1.A9</u> Science as Inquiry	Level 1 Entering	Use diagrams to guide use of standard or metric measurement tools with a partner	Name body parts of animals from observation, photographs or models
			Level 2 Beginning	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Describe body parts of animals from observation, photographs or models
			Level 3 Developing	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	State relationships between parts of animals and their functions from diagrams, photographs, or models.
			Level 4 Expanding	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Discuss and show changes in animals using diagrams, photographs or models.
			Level 5 Bridging	Describe uses of quantities in everyday math with illustrated examples using sentences.	Report, with details, on topics about animals, their body parts and needs.
			Level - Reaching		

Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Listening
5	<u>CC.2.1.1.B.1</u> Extend the counting sequence to read and write numerals to represent objects <u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. <u>CC.2.1.1.B.3</u> Use place value concepts and properties of operations to add and subtract within 100.	<u>3.2.1.B1</u> Demonstrate various types of motion. Observe and describe how pushes and pulls change the motion of objects.	Level 1 Entering	Produce pictures with numerals or reproduce words associated with quantities from models.	Explore movement of real-life objects by following oral commands and modeling
			Level 2 Beginning	Take dictation or make notes of examples of phrases associated with quantities in everyday situations.	Move real-life objects by following multi-step oral directions.
			Level 3 Developing	Provide examples of quantities in context using phrases or short sentences.	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects.
			Level 4 Expanding	Describe uses of quantities in everyday math with illustrated examples using sentences.	Predict movement of objects by pointing to pictures or demonstrating based on oral statements
			Level 5 Bridging	Explain importance of everyday math using quantities in real-life situations using a series of related sentences.	Role play effects of force on motion through gestures or demonstration based on oral scenarios
			Level - Reaching		

Investigations 1 <sup>st</sup> Grade ESL Alignment					
UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Reading
6	<u>CC.2.4.1.A.1</u> Order lengths and measure them both indirectly and by repeating length units. <u>CC.2.4.1.A.2</u> Tell and write time to the nearest half hour using both analog and digital clocks. <u>CC.3.4.1.A.4</u> Represent and interpret data using tables/charts. <u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.	<u>3.2.1.A1</u> Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water. <u>3.2.1.A6</u> Science as Inquiry	Level 1 Entering	Use diagrams to guide use of standard or metric measurement tools with a partner	Select labeled natural resources to make posters from magazine pictures with a partner
			Level 2 Beginning	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources
			Level 3 Developing	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Identify illustrated phrases associated with the use of natural resources in activities with a partner
			Level 4 Expanding	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner.
			Level 5 Bridging	Describe uses of quantities in everyday math with illustrated examples using sentences.	Sequence sentences to show the use of natural resources in activities

Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Writing
7	<u>CC.2.3.1.A.1</u> Compose and distinguish between two- and three-dimensional shapes based on their attributes.	<u>3.2.1.A1</u> Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water. <u>3.2.1.A6</u> Science as Inquiry	Level 1 Entering	Shade or color graphs according to oral commands modeled by a teacher.	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples in L1 or L2
			Level 2 Beginning	Identify data in graphs from oral commands or questions modeled by a teacher.	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers in L1 or L2
			Level 3 Developing	Locate information on graphs based on oral statements or questions.	Distinguish between renewable and non-renewable resources from pictures or real-life materials.
			Level 4 Expanding	Display comparative data on graphs according to oral commands and check with a partner.	Describe goods made from renewable or non-renewable resources from pictures or real life materials using sentences
			Level 5 Bridging	Interpret data on a graph from oral descriptions.	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences.
			Level - Reaching		

Investigations 1<sup>st</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
8	<p><u>CC.2.3.1.A.2</u> Use the understanding of fractions to partition shapes into halves and quarters.</p> <p><u>CC.2.1.1.B.2</u> Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p><u>CC.2.2.1.A.1</u> Represent and solve problems involving addition and subtraction within 20.</p>	<p><u>3.1.1.A5</u> Identify and describe plant parts and their function.</p> <p><u>3.1.1.A9</u> Science as Inquiry</p> <p><u>3.1.1.B1</u> Grow plants from seed and describe how they grow and change.</p> <p>Compare to adult plants.</p> <p><u>3.1.1.B6</u> Science as Inquiry</p>	Level 1 Entering	Provide identifying information that involves real-world numbers to a partner.	Name body parts of plants from observation, photographs or models
			Level 2 Beginning	Give examples of things with real-world numbers to a partner.	Describe body parts of plants from observation, photographs or models
			Level 3 Developing	Exchange examples of how or when to use numbers outside of school with a partner	State relationships between parts of plants and their functions from diagrams, photographs, or models.
			Level 4 Expanding	Explain how to play games or activities that involve numbers to a partner.	Discuss and show changes in plants using diagrams, photographs or models.
			Level 5 Bridging	Tell or make up stories or events that involve numbers.	Report, with details, on topics about plants, their parts, functions, and needs.
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Reading
1	<p><u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100.</p> <p><u>CC.2.2.2.A.2</u> Use mental strategies to add and subtract within 20.</p> <p><u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.</p> <p><u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols.</p> <p><u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.</p>	<p><u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.</p> <p><u>3.2.2.B6</u> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow</p> <p><u>3.2.2.B7</u> Science as Inquiry</p>	Level 1 Entering	Produce pictures with numerals or reproduce words associated with quantities from models.	Select labeled natural resources to make posters from magazine pictures with a partner
			Level 2 Beginning	Take dictation or make notes of examples of phrases associated with quantities in everyday situations.	Search for words and pictures in big books or illustrated trade books associated with natural resources
			Level 3 Developing	Provide examples of quantities in context using phrases or short sentences.	Identify illustrated phrases associated with the use of natural resources in activities with a partner
			Level 4 Expanding	Describe uses of quantities in everyday math with illustrated examples using sentences.	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner.
			Level 5 Bridging	Explain importance of everyday math using quantities in real-life situations using a series of related sentences.	Sequence sentences to show the use of natural resources in activities

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
2	<p><u>CC.2.4.2.A.2</u> Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p><u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols.</p> <p><u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs.</p>	<p><u>3.3.2.B1</u> Observe and record Location of the Sun and the Moon in the sky over a day. Changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset.</p> <p><u>3.3.2.B3</u> Science as Inquiry</p>	Level 1 Entering	Shade or color graphs according to oral commands modeled by a teacher.	Name objects of the earth or sky from observation, photographs or models
			Level 2 Beginning	Identify data in graphs from oral commands or questions modeled by a teacher.	Describe objects of the earth or sky from observation, photographs or models
			Level 3 Developing	Locate information on graphs based on oral statements or questions.	State relationships between objects of earth or sky using diagrams, photographs or models
			Level 4 Expanding	Display comparative data on graphs according to oral commands and check with a partner.	Discuss and show changes in the earth and sky using diagrams, photographs or models
			Level 5 Bridging	Interpret data on a graph from oral descriptions.	Report, with details, on topics about the earth and sky using diagrams, photographs or models
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
3	<u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs. <u>CC.2.4.2.A.1</u> Measure and estimate lengths in standard units using appropriate tools. <u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100. <u>CC.2.2.2.A.2</u> Use mental strategies to add and subtract within 20.	<u>3.3.2.B1</u> Observe and record Location of the Sun and the Moon in the sky over a day. Changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset. <u>3.3.2.B3</u> Science as Inquiry	Level 1 Entering	Shade or color graphs according to oral commands modeled by a teacher.	Name objects of the earth or sky from observation, photographs or models
			Level 2 Beginning	Identify data in graphs from oral commands or questions modeled by a teacher.	Describe objects of the earth or sky from observation, photographs or models
			Level 3 Developing	Locate information on graphs based on oral statements or questions.	State relationships between objects of earth or sky using diagrams, photographs or models
			Level 4 Expanding	Display comparative data on graphs according to oral commands and check with a partner.	Discuss and show changes in the earth and sky using diagrams, photographs or models
			Level 5 Bridging	Interpret data on a graph from oral descriptions.	Report, with details, on topics about the earth and sky using diagrams, photographs or models
			Level - Reaching		



Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
4	<u>CC.2.3.2.A.1</u> Analyze and draw two-and three-dimensional shapes having specified attributes.	<u>3.2.2.A3</u> Demonstrate how heating and cooling may cause changes in properties of materials. <u>3.2.2.A4</u> Experiment and explain what happens when two or more substances are combined. <u>3.2.2.A5</u> Recognize that everything is made of matter <u>3.2.2.A6</u> Science as Inquiry <u>3.3.2.A4</u> Explore and describe that water exists in solid and liquid form. Explain and illustrate evaporation and condensation. <u>3.3.2.A7</u> Science as Inquiry	Level 1 Entering	Produce pictures with numerals or reproduce words associated with quantities from models.	Label objects that represent different states of matter from real-life or illustrated examples in L1 or L2
			Level 2 Beginning	Take dictation or make notes of examples of phrases associated with quantities in everyday situations.	List examples of matter from illustrated word/phrase banks using graphic organizers in L1 or L2
			Level 3 Developing	Provide examples of quantities in context using phrases or short sentences.	Distinguish between states of matter from pictures or real-life materials.
			Level 4 Expanding	Describe uses of quantities in everyday math with illustrated examples using sentences.	Describe uses of matter in different forms and combinations of matter from pictures or real life materials using sentences
			Level 5 Bridging	Explain importance of everyday math using quantities in real-life situations using a series of related sentences.	Evaluate how different substances combine using a series of related sentences.
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
5	<p><u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100.</p> <p><u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.</p>	<p><u>3.1.2.A5</u> Explain how different parts of a plant work together to make the organism function.</p> <p><u>3.1.2.A9</u> Science as Inquiry</p> <p><u>3.1.2.C2</u> Explain that living things can only survive if their needs are being met.</p> <p><u>3.1.2.C3</u> Describe some plants and animals that once lived on Earth but cannot be found anymore. Compare them to now living things that resemble them in some way</p> <p><u>3.1.2.C4</u> Science as Inquiry</p>	Level 1 Entering	Provide identifying information that involves real-world numbers to a partner.	Name body parts of plants from observation, photographs or models
			Level 2 Beginning	Give examples of things with real-world numbers to a partner.	Describe body parts of plants from observation, photographs or models
			Level 3 Developing	Exchange examples of how or when to use numbers outside of school with a partner	State relationships between parts of plants and their functions from diagrams, photographs, or models.
			Level 4 Expanding	Explain how to play games or activities that involve numbers to a partner.	Discuss and show changes in plants using diagrams, photographs or models.
			Level 5 Bridging	Tell or make up stories or events that involve numbers.	Report, with details, on topics about plants, their parts, functions, and needs.
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Writing
6	<p><u>CC.2.4.2.A.4</u> Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p><u>CC.2.2.2.A.1</u> Represent and solve problems involving addition and subtraction within 100.</p> <p><u>CC.2.2.2.A.3</u> Work with equal groups of objects to gain foundations for multiplication.</p> <p><u>CC.2.4.2.A.1</u> Measure and estimate lengths in standard units using appropriate tools.</p>	<p><u>3.2.2.B2</u> Explore and describe how different forms of energy cause changes.</p>	Level 1 Entering	Use diagrams to guide use of standard or metric measurement tools with a partner	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples in L1 or L2
			Level 2 Beginning	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers in L1 or L2
			Level 3 Developing	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Distinguish between renewable and non-renewable resources from pictures or real-life materials.
			Level 4 Expanding	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Describe goods made from renewable or non-renewable resources from pictures or real life materials using sentences
			Level 5 Bridging	Describe uses of quantities in everyday math with illustrated examples using sentences.	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences.
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Speaking
7	<u>CC.2.4.2.A.1</u> Measure and estimate lengths in standard units using appropriate tools.	<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.  <u>3.1.2.C3</u> Describe some plants and animals that once lived on Earth but cannot be found anymore. Compare them to now living things that resemble them in some way	Level 1 Entering	Use diagrams to guide use of standard or metric measurement tools with a partner	Name body parts of plants from observation, photographs or models
			Level 2 Beginning	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Describe body parts of plants from observation, photographs or models
			Level 3 Developing	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	State relationships between parts of plants and their functions from diagrams, photographs, or models.
			Level 4 Expanding	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Discuss and show changes in plants using diagrams, photographs or models.
			Level 5 Bridging	Describe uses of quantities in everyday math with illustrated examples using sentences.	Report, with details, on topics about plants, their parts, functions, and needs.
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
8	<u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols. <u>CC.2.1.2.B.1</u> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.	Level 1 Entering	Provide identifying information that involves real-world numbers to a partner.	Name body parts of plants from observation, photographs or models
			Level 2 Beginning	Give examples of things with real-world numbers to a partner.	Describe body parts of plants from observation, photographs or models
			Level 3 Developing	Exchange examples of how or when to use numbers outside of school with a partner	State relationships between parts of plants and their functions from diagrams, photographs, or models.
			Level 4 Expanding	Explain how to play games or activities that involve numbers to a partner.	Discuss and show changes in plants using diagrams, photographs or models.
			Level 5 Bridging	Tell or make up stories or events that involve numbers.	Report, with details, on topics about plants, their parts, functions, and needs.
			Level - Reaching		

Investigations 2nd Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
9	<u>CC.2.4.2.A.3</u> Solve problems using coins and paper currency with appropriate symbols. <u>CC.2.1.2.B.1</u> Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. comparisons.	<u>3.1.2.A3</u> Identify similarities and differences in the life cycles of plants and animals.	Level 1 Entering	Provide identifying information that involves real-world numbers to a partner.	Name body parts of plants from observation, photographs or models
			Level 2 Beginning	Give examples of things with real-world numbers to a partner.	Describe body parts of plants from observation, photographs or models
			Level 3 Developing	Exchange examples of how or when to use numbers outside of school with a partner	State relationships between parts of plants and their functions from diagrams, photographs, or models.
			Level 4 Expanding	Explain how to play games or activities that involve numbers to a partner.	Discuss and show changes in plants using diagrams, photographs or models.
			Level 5 Bridging	Tell or make up stories or events that involve numbers.	Report, with details, on topics about plants, their parts, functions, and needs.
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Reading
1	<p><u>CC.2.3.3.A.1</u> Identify, compare, and classify shapes and their attributes.</p> <p><u>CC.2.3.4.A.1</u> Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p><u>CC.2.3.4.A.2</u> Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p><u>CC.2.4.3.A.3</u> Solve problems and make change involving money using a combination of coins and bills.</p> <p><u>CC.2.2.3.A.2</u> Understand properties of multiplication and the relationship between multiplication and division.</p>	<p><u>3.1.3.C3</u> CONSTANCY AND CHANGE Identify evidence drawn from geology, fossils, and comparative anatomy that provides the basis for the theory of evolution.</p> <p><u>3.1.3.C4</u> Science as Inquiry</p> <p><u>3.2.3.A1</u> Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness.</p> <p>Differentiate between the three states of matter, classifying a substance as a solid, liquid, or gas.</p> <p><u>3.2.3.A2</u> Recognize that all objects and materials in the world are made of matter.</p> <p><u>3.2.3.A5</u> CONSTANCY AND CHANGE Recognize that everything is made of matter.</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Sort real-life objects according to labels
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Identify different states of matter from pictures and written text
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Sequence descriptive sentences and pictures to illustrate changes in matter
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Find different ways to change matter presented in illustrated texts or web sites
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Research the properties of matter using grade-level materials
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
2	<u>CC.2.1.3.B.1</u> Apply place value understanding and properties of operations to perform multi-digit arithmetic.	<u>3.2.3.B5</u> Recognize that light travels in a straight line until it strikes an object or travels from one material to another <u>3.2.3.B6</u> ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Organize and identify objects that need or do not need light
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Describe natural and man-made sources of light in small groups
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Categorize natural and man-made sources of light from real life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Compare features of natural and man made light from real-life examples using specific and some technical vocabulary in small groups.
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Discuss and explain why certain objects need light using technical vocabulary
			Level - Reaching		



Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Reading
3	<p><u>CC.2.3.4.A.1</u> Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p><u>CC.2.4.3.A.4</u> Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p><u>CC.2.4.3.A.6</u> Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>	<p><u>3.2.3.B5</u> Recognize that light travels in a straight line until it strikes an object or travels from one material to another</p> <p><u>3.2.3.B6</u> ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Sort real-life sources of light according to labels
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Identify objects that need light from pictures and written text
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Sequence descriptive sentences and pictures to illustrate how light travels
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Find different ways to make light presented in illustrated texts or web sites
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Research the properties of light energy using grade-level materials
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Reading
4	<p><u>CC.2.3.4.A.1</u> Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p><u>CC.2.2.3.A.2</u> Understand properties of multiplication and the relationship between multiplication and division.</p>	<p><u>3.2.3.A3.</u> Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.</p> <p><u>3.2.3.A4.</u> Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Sort real-life objects by their state of matter according to labels
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Identify different states of matter from pictures and written text
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Sequence descriptive sentences and pictures to illustrate changes in matter
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Find different ways to change matter presented in illustrated texts or web sites
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Research the properties of matter using grade-level materials
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
5	<u>CC.2.1.3.B.1</u> Apply place value understanding and properties of operations to perform multi-digit arithmetic.	<u>3.1.3.A1.</u> Describe characteristics of living things that help to identify and classify them. <u>3.1.3.A2.</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter. <u>3.1.3.B6</u> Science as Inquiry <u>3.1.3.B1.</u> Understand that plants and animals closely resemble their parents. 3.1.3.B5. PATTERNS Identify characteristics that appear in both parents and offspring. <u>3.1.3.C2.</u> Describe animal characteristics that are necessary for survival.	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Organize and identify natural phenomena from real-life examples in small groups
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Describe natural phenomena from real-life examples using general vocabulary in small groups
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Compare features of natural phenomena from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
6	<p><u>CC.2.3.4.A.1</u> Draw lines and angles and identify these in two-dimensional figures.</p> <p><u>CC.2.3.4.A.2</u> Classify two-dimensional figures by properties of their lines and angles.</p>	<p><u>3.1.3.A3.</u> Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.</p> <p><u>3.1.3.A5.</u> Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.</p> <p><u>3.1.3.A9</u> Science as Inquiry</p> <p><u>3.1.3.B1.</u> Understand that plants and animals closely resemble their parents.</p> <p><u>3.1.3.B5.</u> PATTERNS Identify characteristics that appear in both parents and offspring.</p> <p><u>3.1.3.C1</u> Organisms have characteristics that make it possible for them to survive in their habitat.</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Label different stages in the life cycle of plants and animals based on diagrams or models
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Classify features of plants and animals at different stages in their life cycle from diagrams or graphic organizers using phrases or short sentences
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Describe different stages of the life cycle of plants and animals from diagrams or graphic organizers using related sentences
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Differentiate features of plants and animals by their function from diagrams or graphic organizers using paragraphs
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Compose fictional and non-fictional multi-paragraph pieces about the Earth's features

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Speaking
7	<u>CC.2.1.4.C.1</u> Extend the understanding of fractions to show equivalence and ordering. <u>CC.2.1.4.C.2</u> Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.	<u>3.1.3.A3.</u> Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death. <u>3.1.3.A2.</u> Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Organize and identify real life objects that plants and animals need to survive from real-life examples in small groups
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Describe natural resources that support the life of plants and animals from real-life examples using general vocabulary in small groups
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Categorize natural resources from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Compare features of natural resources that plants and animals need to survive from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Discuss and explain relationships between natural resources and plants and animals from real-life examples using technical vocabulary
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Writing
8	<u>CC.2.2.3.A.1</u> Represent and solve problems involving multiplication and division. <u>CC.2.2.3.A.4</u> Solve problems involving the four operations, and identify and explain patterns in arithmetic.	<u>3.3.3.B1.</u> Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month.	Level 1 Entering	Match prices to goods using visually supported materials and oral questions with a partner	Label features of the solar system based on diagrams or models
			Level 2 Beginning	Compare prices of good using visually supported materials and oral questions with a partner	Classify parts of the solar system from diagrams or graphic organizers using phrases or short sentences
			Level 3 Developing	Analyze prices of goods using visually supported materials and oral questions with a partner	Describe features of the earth, sun, and planets from diagrams or graphic organizers using related sentences
			Level 4 Expanding	Predict prices of goods using visually supported materials and oral questions with a partner	Differentiate features of the earth, sun, and planets from diagrams or graphic organizers using paragraphs
			Level 5 Bridging	Make conditional purchases of goods from oral questions	Compose fictional and non-fictional multi-paragraph pieces about features of the solar system
			Level - Reaching		

Investigations 3<sup>rd</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
9	<u>CC.2.3.3.A.1</u> Identify, compare, and classify shapes and their attributes <u>CC.2.4.3.A.4</u> Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	<u>3.3.3.B1.</u> Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month.	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Label features of the solar system based on diagrams or models
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Classify parts of the solar system from diagrams or graphic organizers using phrases or short sentences
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Describe features of the earth, sun, and planets from diagrams or graphic organizers using related sentences
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Differentiate features of the earth, sun, and planets from diagrams or graphic organizers using paragraphs
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Compose fictional and non-fictional multi-paragraph pieces about features of the solar system
			Level - Reaching		

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
1	<p><u>CC.2.3.4.A.1</u> Draw lines and angles and identify these in two dimensional figures.</p> <p><u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles.</p> <p><u>CC.2.1.4.C.1</u> Extend the understanding of fractions to show equivalence and ordering.</p> <p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p>	<p><u>3.2.4.B5.</u> Demonstrate how light can be reflected, refracted, or absorbed by an object.</p> <p><u>3.3.4.B1.</u> Identify planets in our solar system and their basic characteristics. Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons. Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Choose parts of the solar system from realia, magazines or newspapers following oral directions
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Classify parts of the solar system from realia, magazines or newspapers following oral directions
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Compare parts of the solar system by following oral directions with visual support
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Evaluate characteristics of the solar system to choose a component of the solar system by following oral descriptions
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Design a model of the solar system by following a series of oral descriptions
			Level - Reaching		



Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Speaking
2	<p><u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.</p> <p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p><u>CC.2.1.4.B.1</u> Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p><u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit Find air distances</p>	<p><u>3.2.4.A1.</u> Identify and classify objects based on their observable and measurable physical properties. Compare and contrast solids, liquids, and gases based on their properties.</p> <p><u>3.2.4.A2.</u> Demonstrate that materials are composed of parts that are too small to be seen without magnification.</p> <p><u>3.2.4.A3.</u> Demonstrate the conservation of mass during physical changes such as melting or freezing.</p> <p><u>3.2.4.A4.</u> Recognize that combining two or more substances may make new materials with different properties.</p> <p><u>3.2.4.A5</u> Science as Inquiry</p> <p><u>3.2.4.A6</u> When you change the shape of a solid or a liquid, its weight and volume remain the same.</p>	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Organize and identify states of matter from real-life examples in small groups
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Describe states of matter from real-life examples using general vocabulary in small groups
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Categorize matter in different states from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Compare features of matter from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Discuss and explain relationships between matter and states of matter from real-life examples using technical vocabulary

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Reading
3	<p><u>CC.2.1.4.C.3</u> Connect decimal notation to fractions, and compare decimal fractions.</p> <p><u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit arithmetic..</p> <p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p>	<p><u>3.2.4.B5.</u> Demonstrate how vibrating objects make sound and sound can make things vibrate.</p> <p><u>3.3.4.A4.</u> Recognize Earth’s different water resources, including both fresh and saltwater.</p>	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Sort real-life objects according to labels
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Identify ways to conserve from pictures and written text
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Sequence descriptive sentences and pictures to illustrate forms of conservation
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Find solutions to conservation issues presented in illustrated texts or web sites
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Research better or new ways to conserve using grade-level materials

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Listening
4	<p><u>CC.2.2.4.A.1</u> Represent and solve problems involving the four operations.</p> <p><u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.</p> <p><u>CC.2.2.4.A.4</u> Generate and analyze patterns using one rule.</p>	<p><u>3.2.4.B5.</u> Demonstrate how vibrating objects make sound and sound can make things vibrate.</p> <p><u>3.3.4.A4.</u> Recognize Earth’s different water resources, including both fresh and saltwater.</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Choose sources of sound from realia, magazines or newspapers following oral directions
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Classify sources and types of sound from realia, magazines or newspapers following oral directions
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Compare sources and types of sound by following oral directions with visual support
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Evaluate sources of different sounds by following oral descriptions
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Design a tune using a simple instrument (xylophone) following a series of oral descriptions
			Level - Reaching		

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
5	<p><u>CC.2.2.4.A.1</u> Represent and solve problems involving the four operations.</p> <p><u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.</p> <p><u>CC.2.2.4.A.4</u> Generate and analyze patterns using one rule</p> <p><u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles.</p> <p><u>CC.2.3.4.A.3</u> Recognize symmetric shapes and draw lines of symmetry.</p>	<p><u>3.3.4.A1.</u> Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.</p> <p><u>3.3.4.A2.</u> Identify basic properties and uses of Earth’s materials including rocks, soils, water, and gases of the atmosphere.</p> <p><u>3.3.4.A4.</u> Recognize Earth’s different water resources, including both fresh and saltwater.</p> <p><u>3.3.4.A5.</u> Describe basic weather elements. Identify weather patterns over time.</p> <p><u>3.3.4.A6.</u> MODELS/SCALE Identify basic landforms using models and simple maps.</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Label features of the Earth based on diagrams or models
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Differentiate features of the earth in past, present, or future from diagrams or graphic organizers using paragraphs
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Compose fictional and non-fictional multi-paragraph pieces about the Earth’s features
			Level - Reaching		

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science		
				Domain: Writing	Domain: Reading		
6	<p><u>CC.2.1.4.C.1</u> Extend the understanding of fractions to show equivalence and ordering.</p> <p><u>CC.2.1.4.C.2</u> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p><u>CC.2.2.4.A.4</u> Generate and analyze patterns using one</p> <p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit rule.</p>	<p><u>3.2.4.B2.</u> Identify types of energy and their ability to be stored and changed from one form to another.</p> <p><u>3.2.4.B3.</u> Understand that objects that emit light often emit heat.</p> <p><u>3.2.4.B4.</u> Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits. Compare and contrast series and parallel circuits. Demonstrate that magnets have poles that repel and attract each other.</p> <p><u>3.2.4.B6.</u> ENERGY Give examples of how energy can be transformed from one form to another.</p> <p><u>3.2.4.B7</u> Science as Inquiry</p>	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Sort types of energy according to labels		
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Identify ways to change energy from pictures and written text		
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Sequence descriptive sentences and pictures to illustrate forms of energy and changes in energy		
			Level 4 Expanding	Describe strategies or tops for solving problems involving fractions from diagrams in paragraph form	Find solutions to using energy presented in illustrated texts or websites		
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Research better or new ways to use energy		
			Level - Reaching				

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Speaking
7	<p><u>CC.2.1.4.C.3</u> Connect decimal notation to fractions, and compare decimal fractions.</p> <p><u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p><u>3.1.4.C1.</u> Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers. Describe how environmental changes can cause extinction in plants and animals.</p> <p><u>3.1.4.C2.</u> Describe plant and animal adaptations that are important to survival.</p> <p><u>3.1.4.C3.</u> CONSTANCY AND CHANGE Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences.</p> <p><u>3.1.4.C4</u> Science as Inquiry</p>	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Organize and identify characteristics of plants and animals from real-life examples in small groups
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Describe characteristics of plants and animals from real-life examples using general vocabulary in small groups
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Categorize characteristics of plants and animals from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Compare characteristics of plants and animals from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Discuss and explain relationships between plants and animals from real-life examples using technical vocabulary
			Level - Reaching		

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Listening
8	<p><u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles.</p> <p><u>CC.2.2.4.A.4</u> Generate and analyze patterns using one rule.</p> <p><u>CC.2.4.4.A.2</u> Translate information from one type of data display to another.</p>	<p><u>3.1.4.B1.</u> Describe features that are observable in both parents and their offspring.</p> <p><u>3.1.4.B2.</u> Recognize that reproduction is necessary for the continuation of life.</p> <p><u>3.1.4 B5.</u> PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals.</p> <p><u>3.1.4 B6</u> Science as Inquiry</p> <p><u>3.1.4.A3.</u> Identify differences in the life cycles of plants and animals.</p> <p><u>3.1.4.A5.</u> Describe common functions living things share to help them function in a specific environment.</p> <p><u>3.1.4.A8.</u> MODELS Construct and interpret models and diagrams of various animal and plant life cycles.</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Choose features of plants or animals from realia, magazines or newspapers following oral directions
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Classify s features of plants or animals from realia, magazines or newspapers following oral directions
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Compare features of plants or animals by following oral directions with visual support
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Evaluate features of plants or animals by following oral descriptions
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Design a fictional plant or animal following a series of oral descriptions

Investigations 4<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
9	<p><u>CC.2.4.4.A.1</u> Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p><u>CC.2.3.4.A.1</u> Draw lines and angles and identify these in two dimensional figures.</p> <p><u>CC.2.3.4.A.4</u> Classify two-dimensional figures by properties of their lines and angles.</p> <p><u>CC.2.1.4.B.2</u> Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p><u>CC.2.2.4.A.2</u> Develop and or apply number theory concepts to find factors and multiples.</p> <p><u>CC.2.4.4.A.2</u> Translate information from one type of data display to another.</p>	<p><u>3.1.4.A8.</u> MODELS Construct and interpret models and diagrams of various animal and plant life cycles.</p> <p><u>3.3.4.A3.</u> Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.</p> <p><u>3.1.4 B5.</u> PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals.</p> <p><u>3.3.4.A5.</u> Describe basic weather elements. Identify weather patterns over time.</p> <p><u>3.1.4.A3.</u> Identify differences in the life cycles of plants and animals.</p> <p><u>3.1.4.A5.</u> Describe common functions living things share to help them function in a specific environment.</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Organize and identify characteristics of plants and animals from real-life examples in small groups
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Describe characteristics of plants and animals from real-life examples using general vocabulary in small groups
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Categorize characteristics of plants and animals from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Compare characteristics of plants and animals from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Discuss and explain relationships between plants and animals from real-life examples using technical vocabulary
			Level - Reaching		



Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Listening
1	<u>CC.2.1.5.B.2</u> Extend an understanding of operations with whole numbers to perform operations including decimals. <u>CC.2.3.5.A.2</u> Classify two-dimensional figures into categories based on an understanding of their properties.	<u>3.2.5.B5.</u> Compare the characteristics of sound as it is transmitted through different materials. Relate the rate of vibration to the pitch of the sound. <u>3.2.5.B7</u> Science as Inquiry	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Choose sources of sound from realia, magazines or newspapers following oral directions
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Classify sources and types of sound from realia, magazines or newspapers following oral directions
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Compare sources and types of sound by following oral directions with visual support
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Evaluate sources of different sounds by following oral descriptions
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Design a tune using a simple instrument (xylophone) following a series of oral descriptions
			Level - Reaching		

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Reading
2	<p><u>CC.2.1.5.B.1</u> Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p><u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p> <p><u>CC.2.3.5.A.2</u> Classify two-dimensional figures into categories based on an understanding of their properties.</p>	<p><u>3.2.5.B5.</u> Compare the characteristics of sound as it is transmitted through different materials. Relate the rate of vibration to the pitch of the sound.</p> <p><u>3.2.5.B7</u> Science as Inquiry</p>	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Sort types of sound according to labels
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Identify types of sound from pictures and written text
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Sequence descriptive sentences and pictures to illustrate how sound is created
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Find sources of sound presented in illustrated texts or websites
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Research different types of sound using grade level materials
			Level - Reaching		

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
3	<p><u>CC.2.1.5.B.1</u> Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p><u>CC.2.1.5.B.2</u> Extend an understanding of operations with whole numbers to perform operations including decimals.</p>	<p><u>3.1.5.A2.</u> Describe how life on earth depends on energy from the sun.</p> <p><u>3.2.5.A1.</u> Describe how water can be changed from one state to another by adding or taking away heat.</p> <p><u>3.2.5.A65.A6.</u> See Science as Inquiry</p> <p><u>3.2.5.B1</u> Explain how mass of an object resists change to motion.</p>	Level 1 Entering	Match prices to goods using visually supported materials and oral questions with a partner	Organize and identify characteristics of energy from real-life examples in small groups
			Level 2 Beginning	Compare prices of good using visually supported materials and oral questions with a partner	Describe characteristics of energy from real-life examples using general vocabulary in small groups
			Level 3 Developing	Analyze prices of goods using visually supported materials and oral questions with a partner	Categorize characteristics of energy from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Predict prices of goods using visually supported materials and oral questions with a partner	Compare characteristics energy from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Make conditional purchases of goods from oral questions	Discuss and explain characteristics of energy from real-life examples using technical vocabulary
			Level - Reaching		

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
4	<p><u>CC.2.1.5.C.1</u> Use the understanding of equivalency to add and subtract fractions.</p> <p><u>CC.2.1.5.C.2</u> Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p><u>CC.2.4.5.A.4</u> Solve problems involving computation of fractions using information provided in a line plot.</p>	<p><u>3.2.5.B2.</u> Examine how energy can be transferred from one form to another.</p> <p><u>3.2.5.B3.</u> Demonstrate how heat energy is usually a byproduct of an energy transformation.</p> <p><u>3.2.5.B4.</u> Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made and used.</p>	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Label features of energy transfer based on diagrams or models
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Classify features of energy transfer, from diagrams or graphic organizers using phrases or short sentences
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe energy transfer, from diagrams or graphic organizers using related sentences
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Differentiate features of energy transfer from diagrams or graphic organizers using paragraphs
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Compose fictional and non-fictional multi-paragraph pieces about the transfer of energy
			Level - Reaching		

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Speaking
5	<p><u>CC.2.4.5.A.1</u> Solve problems using conversions within a given measurement system.</p> <p><u>CC.2.4.5.A.4</u> Solve problems involving computation of fractions using information provided in a line plot.</p> <p><u>CC.2.4.5.A.2</u> Represent and interpret data using appropriate scale.</p> <p><u>CC.2.1.5.C.1</u> Use the understanding of equivalency to add and subtract fractions. Investigate common denominators</p>	<p><u>3.3.5.A1.</u> Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</p> <p><u>3.3.5.A2.</u> Describe the usefulness of Earth’s physical resources as raw materials for the human made world.</p> <p><u>3.3.5.A4.</u> Explain the basic components of the water cycle.</p> <p><u>3.3.5.A5.</u> Differentiate between weather and climate. Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate.</p> <p><u>3.3.5.A7</u> Science as Inquiry</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Organize and identify characteristics of landforms from real-life examples in small groups
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Describe characteristics of different landforms from real-life examples using general vocabulary in small groups
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Categorize characteristics of different landforms from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Compare characteristics of different landforms from real-life examples using specific and some technical vocabulary.
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Discuss and explain characteristics different landforms using technical vocabulary
			Level - Reaching		

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
6	<p><u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p> <p><u>CC.2.4.5.A.1</u> Solve problems using conversions within a given measurement system.</p> <p><u>CC.2.4.5.A.5</u> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p>	<p><u>3.3.5.A1.</u> Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</p> <p><u>3.3.5.A2.</u> Describe the usefulness of Earth’s physical resources as raw materials for the human made world.</p> <p><u>3.3.5.A5.</u> Differentiate between weather and climate. Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate.</p> <p><u>3.3.5.A7</u> Science as Inquiry</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Choose examples of physical features or resources from realia, magazines or newspapers following oral directions
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Classify examples of physical features or resources, from magazines or newspapers following oral directions
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Compare examples of physical features or resources by following oral directions with visual support
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Evaluate examples of how physical features were formed following oral descriptions
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Design a landform following a series of oral descriptions
Level - Reaching					

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
7	<p><u>CC.2.2.5.A.1</u> Interpret and evaluate numerical expressions using order of operations.</p> <p><u>CC.2.1.5.B.2</u> Extend an understanding of operations with whole numbers to perform operations including decimals.</p>	<p><u>3.3.5.A1.</u> Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</p> <p><u>3.3.5.A2.</u> Describe the usefulness of Earth's physical resources as raw materials for the human made world</p> <p><u>3.3.5.A3.</u> Explain how geological processes observed today such as erosion, movement of lithospheric plates, and changes in the composition of the atmosphere are similar to those in the past.</p>	Level 1 Entering	Match prices to goods using visually supported materials and oral questions with a partner	Sort landforms by how they were created according to labels
			Level 2 Beginning	Compare prices of good using visually supported materials and oral questions with a partner	Identify types of landforms from pictures and written text
			Level 3 Developing	Analyze prices of goods using visually supported materials and oral questions with a partner	Sequence descriptive sentences and pictures to illustrate how landforms were created
			Level 4 Expanding	Predict prices of goods using visually supported materials and oral questions with a partner	Find different landforms presented in illustrated texts or websites
			Level 5 Bridging	Make conditional purchases of goods from oral questions	Research different types of landforms using grade level materials
			Level - Reaching		

Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Reading
8	<p><u>CC.2.4.5.A.5</u> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p> <p><u>CC.2.4.5.A.1</u> Solve problems using conversions within a given measurement system.</p> <p><u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p>	<p><u>3.1.5.A3.</u> Compare and contrast the similarities and differences in life cycles of different organisms.</p> <p><u>3.1.5.A9</u> Science as Inquiry</p> <p><u>3.1.5.B1.</u> Differentiate between inherited and acquired characteristics of plants and animals.</p> <p><u>3.1.5.B6</u> Science as Inquiry</p> <p><u>3.1.5.C1.</u> Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment.</p> <p><u>3.1.5.C2.</u> Give examples of how inherited characteristics (e.g., shape of beak, length of neck, location of eyes, shape of teeth) may change over time as adaptations to</p> <p><u>3.1.5.C4</u> Science as Inquiry</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Sort types of organisms according to labels
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Identify types of organisms from pictures and written text
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Sequence descriptive sentences and pictures to illustrate the life cycle of an organism
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Find characteristics of organisms presented in illustrated texts or websites
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Research different types of organisms using grade level materials



Investigations 5<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Writing
9	<p><u>CC.2.3.5.A.1</u> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p> <p><u>CC.2.4.5.A.5</u> Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p> <p><u>CC.2.4.5.A.4</u> Solve problems involving computation of fractions using information provided in a line plot.</p>	<p><u>3.1.5.A5.</u> Explain the concept of a cell as the basic unit of life. Compare and contrast plant and animal cells.</p> <p><u>3.2.5.B2.</u> Examine how energy can be transferred from one form to another.</p> <p><u>3.2.5.B3.</u> Demonstrate how heat energy is usually a byproduct of an energy transformation.</p>	Level 1 Entering	Recreate drawings from diagrams and written directions in a small group.	Label parts of a cell based on diagrams or models
			Level 2 Beginning	Create scale drawings from diagrams or models and written directions in a small group	Classify plant and animals cells, from diagrams or graphic organizers using phrases or short sentences
			Level 3 Developing	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions in small group	Describe the parts of a cell, from diagrams or graphic organizers using related sentences
			Level 4 Expanding	Reproduce scale models from diagrams and written sets of directions in a small group	Differentiate features of plants and animal cells from diagrams or graphic organizers using paragraphs
			Level 5 Bridging	Build models to scale based on diagrams and written instructions.	Compose non-fictional multi-paragraph pieces about the differences between plant and animal cells
			Level - Reaching		

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
1	<p><u>CC.2.1.6.E.2</u> Identify and choose appropriate processes to compute fluently with multi-digit numbers.</p> <p><u>CC.2.4.6.B.1</u> Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.</p>	<p><u>S.6.B.2.1</u> Explain how certain inherited traits and/or behaviors allow some organisms to survive and reproduce more successfully than others.</p> <p><u>S.6.B.3.1</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.</p> <p><u>S.6.D.1.1</u> Describe how constructive and destructive natural processes can influence different biomes.</p>	Level 1 Entering	Match oral language associated with measures of central tendency with visual or graphic displays	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Make inferences about uses of measures of central tendency from oral scenarios of grade level materials	Predict consequences of alteration of cycles or processes from grade level text
			Level - Reaching		

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
2	<u>CC.2.2.6.B.1</u> Apply and extend previous understandings of arithmetic to algebraic expressions. <u>CC.2.2.6.B.3</u> Represent and analyze quantitative relationships between dependent and independent variables.	<u>S.6.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs). <u>S.6.B.3.2</u> Explain how renewable and nonrenewable resources provide for human needs. <u>S.6.D.2.1</u> Explain basic elements of weather and climate.	Level 1 Entering	Sort words that represent mathematical operations (add, increase, sum etc)	Match scientific tools or instruments with pictures from oral statements
			Level 2 Beginning	Match algebraic symbols with words in a verbal expression	Classify scientific tools or instruments with pictures and labels from oral directions
			Level 3 Developing	Follow listed steps to represent an algebraic expression with manipulatives	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
			Level 4 Expanding	Follow written instructions to determine how to write an algebraic expression for a verbal phrase	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions
			Level 5 Bridging	Interpret a real life problem using an algebraic expression.	Infer uses of scientific tools or instruments from oral reading of grade level material
Level - Reaching					

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
3	<u>CC.2.1.6.E.3</u> Develop and/or apply number theory concepts to find common factors and multiples.	<u>S.6.C.1.1</u> Explain that matter has observable physical properties. <u>S.6.C.1.2</u> Describe that matter can undergo chemical and physical changes.	Level 1 Entering	Repeat information about math operations using realia or manipulatives and teacher models in L1 or L2	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner
			Level 2 Beginning	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 & L2	Record results of scientific inquiry involving elements or compounds with a partner
			Level 3 Developing	Connect new information about math operations to previous experiences using realia or manipulatives	Outline steps of scientific inquiry involving elements or compounds with a partner
			Level 4 Expanding	Explain or discuss uses of information about math operations using realia or manipulatives	Describe procedures related to scientific inquiry involving elements or compounds with a partner
			Level 5 Bridging	Integrate or synthesize information about math operations to create own problems	Explain, in detail, examples of scientific inquiry involving elements or compounds

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Listening
4	<u>CC.2.3.6.A.1</u> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	<u>S.6.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.	Level 1 Entering	Name tools and units of standard or metric measurement from labeled examples	Match scientific tools or instruments with pictures from oral statements
			Level 2 Beginning	Estimate standard or metric measurement from pictures or real objects	Classify scientific tools or instruments with pictures and labels from oral directions
			Level 3 Developing	Describe real-life situations where measurement is needed from illustrated scenes	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
			Level 4 Expanding	Discuss how measurement is used in real-life situations from illustrated scenes	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions
			Level 5 Bridging	Explain how or when to convert standard or metric measurement in real-life situations	Infer uses of scientific tools or instruments from oral reading of grade level material
Level - Reaching					

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
5	<u>CC.2.1.6.E.1</u> Apply and extend Previous understandings of multiplication and division to divide fractions by fractions.	<u>S.6.C.3.1</u> Explain why an object's motion is the result of all forces acting on it. <u>S.6.C.3.2</u> Describe how magnets and electricity produce related forces. <u>S.6.D.3.1</u> Explain the relationships between objects in the universe.	Level 1 Entering	Record and label outcomes of events involving chance using real objects as fractions	Match or classify forms of energy from everyday illustrated examples and models
			Level 2 Beginning	Give outcomes of events involving probability using real objects with words and phrases or short sentences	List and describe examples of illustrated forms of energy from word/phrase banks
			Level 3 Developing	Propose probability based on observed outcomes and describe results in a series of sentences	Compare/contrast two forms of energy depictures
			Level 4 Expanding	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Explain uses of different forms of energy depicted visually
			Level 5 Bridging	Explain and give reasons for likely probabilities in multiple paragraphs	Evaluate and defend uses of different forms of energy
Level - Reaching					

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
6	<u>CC.2.4.6.B.1</u> Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	<u>S.6.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.	Level 1 Entering	Match oral language associated with measures of central tendency with visual or graphic displays	Use general vocabulary associated with scientific inventions or discoveries based on illustrations
			Level 2 Beginning	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Describe scientific inventions or discoveries based on illustrations
			Level 3 Developing	Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations	Compare/contrast scientific inventions or discoveries described orally with visual support
			Level 4 Expanding	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Imagine future scientific inventions or discoveries based on oral and visual clues
			Level 5 Bridging	Make inferences about uses of measures of central tendency from oral scenarios of grade level materials	Predict potential impact of scientific inventions or discoveries on life based on oral evidence
			Level - Reaching		

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
7	<u>CC.2.1.6.D.1</u> Understand ratio concepts and use ratio reasoning to solve problems.	<u>S.6.A.1.2</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems. <u>S.6.C.2.1</u> Explain how energy can be transformed from one form to another and describe the results of the transformation.	Level 1 Entering	Record and label ratios resulting from surveys	Match or classify forms of energy from everyday illustrated examples and models
			Level 2 Beginning	Describe what a ratio represents	List and describe examples of illustrated forms of energy from word/phrase banks
			Level 3 Developing	Describe a ratio based on the outcome of a survey	Compare/contrast two forms of energy depictures
			Level 4 Expanding	Detail how a ratio can be used to make predictions	Explain uses of different forms of energy depicted visually
			Level 5 Bridging	Create original problems involving rations embedded in scenarios or situations	Evaluate and defend uses of different forms of energy
			Level - Reaching		



Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Reading
1	<u>CC.2.3.6.A.1</u> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	<u>S.6.A.2.2</u> Apply appropriate instruments for specific purposes and describe the information the instruments can provide. <u>S.6.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole. <u>S.6.B.1.1</u> Explain how the cell is the basic unit of structure and function for all living things.	Level 1 Entering	Name tools and units of standard or metric measurement from labeled examples	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Estimate standard or metric measurement from pictures or real objects	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Describe real-life situations where measurement is needed from illustrated scenes	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Discuss how measurement is used in real-life situations from illustrated scenes	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Explain how or when to convert standard or metric measurement in real-life situations	Predict consequences of alteration of cycles or processes from grade level text
			Level - Reaching		

Investigations 6<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
9	<u>CC.2.3.6.A.1</u> Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	<u>S6.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.	Level 1 Entering	Name tools and units of standard or metric measurement from labeled examples	Use general vocabulary associated with scientific inventions or discoveries based on illustrations
			Level 2 Beginning	Estimate standard or metric measurement from pictures or real objects	Describe scientific inventions or discoveries based on illustrations
			Level 3 Developing	Describe real-life situations where measurement is needed from illustrated scenes	Compare/contrast scientific inventions or discoveries described orally with visual support
			Level 4 Expanding	Discuss how measurement is used in real-life situations from illustrated scenes	Imagine future scientific inventions or discoveries based on oral and visual clues
			Level 5 Bridging	Explain how or when to convert standard or metric measurement in real-life situations	Predict potential impact of scientific inventions or discoveries on life based on oral evidence
			Level - Reaching		

Investigations 7th Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Speaking
1	<u>CC.2.1.7.E.1</u> Apply and extend previous understandings of operations with fractions to operations with rational numbers.	<u>S.7.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole. <u>S.7.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole. <u>S.7.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs and how these needs impact the environment. <u>S.7.C.3.1</u> Explain the principles of force and motion.	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Use general vocabulary associated with scientific inventions or discoveries based on illustrations
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Describe scientific inventions or discoveries based on illustrations
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Compare/contrast scientific inventions or discoveries described orally with visual support
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Imagine future scientific inventions or discoveries based on oral and visual clues
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Predict potential impact of scientific inventions or discoveries on life based on oral evidence
			Level - Reaching		

Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Reading
2	<u>CC.2.2.7.B.1</u> Apply properties of operations to generate equivalent expressions. <u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<u>S.7.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns.	Level 1 Entering	Label fractional parts of diagrams or realia from number word banks	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Create original problems involving fractions embedded in scenarios or situations	Predict consequences of alteration of cycles or processes from grade level text
			Level - Reaching		

Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Listening
3	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<u>S.7.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs). <u>S.7.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems. <u>S.7.A.2.2</u> Select and safely use appropriate tools and describe the information provided by each tool.	Level 1 Entering	Shade or color graphs according to oral commands modeled by a teacher.	Match scientific tools or instruments with pictures from oral statements
			Level 2 Beginning	Identify data in graphs from oral commands or questions modeled by a teacher.	Classify scientific tools or instruments with pictures and labels from oral directions
			Level 3 Developing	Locate information on graphs based on oral statements or questions.	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
			Level 4 Expanding	Display comparative data on graphs according to oral commands and check with a partner.	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions
			Level 5 Bridging	Interpret data on a graph from oral descriptions.	Infer uses of scientific tools or instruments from oral reading of grade level material
			Level - Reaching		

Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
4	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<u>S.7.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems. <u>S.7.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences, solve problems, and/or answer questions.	Level 1 Entering	Name words that mean add, subtract, multiply, and divide.	Use general vocabulary associated with scientific inventions or discoveries based on illustrations
			Level 2 Beginning	Describe a real-life situation that requires addition, subtraction, multiplication, or division	Describe scientific inventions or discoveries based on illustrations
			Level 3 Developing	Describe the verbal phrase that represents an algebraic expression	Compare/contrast scientific inventions or discoveries described orally with visual support
			Level 4 Expanding	Discuss how many English words have meanings in mathematics	Imagine future scientific inventions or discoveries based on oral and visual clues
			Level 5 Bridging	Explain how to translate a verbal phrase to a mathematical expression	Predict potential impact of scientific inventions or discoveries on life based on oral evidence
			Level - Reaching		

Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Writing
5	<p><u>CC.2.1.7.D.1</u> Analyze proportional relationships and use them to model and solve real-world and mathematical problems.</p> <p><u>CC.2.3.7.A.2</u> Visualize and represent geometric figures and describe the relationships between them.</p>	<p><u>S.7.C.1.1</u> Describe the structure of matter and its chemical and physical properties.</p> <p><u>S.7.C.1.2</u> Compare chemical and physical changes of matter.</p>	Level 1 Entering	Identify icons or pictures of real-life objects with a specific geometric shape as modeled	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner
			Level 2 Beginning	Classify icons or pictures of real-life objects by geometric shape as modeled	Record results of scientific inquiry involving elements or compounds with a partner
			Level 3 Developing	Identify the information needed to solve a real life situation involving a geometric shape.	Outline steps of scientific inquiry involving elements or compounds with a partner
			Level 4 Expanding	Sort word problems into groups by geometric attribute	Describe procedures related to scientific inquiry involving elements or compounds with a partner
			Level 5 Bridging	Interpret a real-life situation to determine a required formula	Explain, in detail, examples of scientific inquiry involving elements or compounds
			Level - Reaching		

Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
6	<u>CC.2.3.7.A.1</u> Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	<u>S.7.C.2.1</u> Describe how energy flows through the living world.	Level 1 Entering	Name tools and units of standard or metric measurement from labeled examples	Match or classify forms of energy from everyday illustrated examples and models
			Level 2 Beginning	Estimate standard or metric measurement from pictures or real objects	List and describe examples of illustrated forms of energy from word/phrase banks
			Level 3 Developing	Describe real-life situations where measurement is needed from illustrated scenes	Compare/contrast two forms of energy depictures
			Level 4 Expanding	Discuss how measurement is used in real-life situations from illustrated scenes	Explain uses of different forms of energy depicted visually
			Level 5 Bridging	Explain how or when to convert standard or metric measurement in real-life situations	Evaluate and defend uses of different forms of energy
			Level - Reaching		



Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
7	<u>CC.2.4.7.B.1</u> Draw inferences about populations based on random sampling concepts. <u>CC.2.4.7.B.2</u> Draw informal comparative inferences about two populations. <u>CC.2.4.7.B.3</u> Investigate chance processes and develop, use, and evaluate probability models.	<u>S.7.C.1.1</u> Describe the structure of matter and its chemical and physical properties.	Level 1 Entering	Record and label outcomes of events involving chance using real objects as fractions	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner
			Level 2 Beginning	Give outcomes of events involving probability using real objects with words and phrases or short sentences	Record results of scientific inquiry involving elements or compounds with a partner
			Level 3 Developing	Propose probability based on observed outcomes and describe results in a series of sentences	Outline steps of scientific inquiry involving elements or compounds with a partner
			Level 4 Expanding	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Describe procedures related to scientific inquiry involving elements or compounds with a partner
			Level 5 Bridging	Explain and give reasons for likely probabilities in multiple paragraphs	Explain, in detail, examples of scientific inquiry involving elements or compounds
			Level - Reaching		

Investigations 7<sup>th</sup> Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
8	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<u>S.7.D.3.1</u> Describe the essential ideas about the composition and structure of the universe and Earth's place in it. <u>S.7.C.3.1</u> Explain the principles of force and motion.	Level 1 Entering	Associate algebraic representations with real life problems as modeled orally	Chart information on forces and motion
			Level 2 Beginning	Sort real-life situations by algebraic operations as described orally using pictures or realia	Respond to yes/no choice or WH-questions regarding forces and motion based on graphic support or pictures
			Level 3 Developing	Identify important information in a real life problem as described	Identify characteristics of forces and motion based on text and graphic support
			Level 4 Expanding	Create a picture of a real life situation requiring an algebraic representation as modeled orally	Compare types of forces and motion using multiple written sources, including websites and graphic support
			Level 5 Bridging	Interpret the algebraic expression that represents a problem-situation as modeled orally	Interpret impact of natural disasters on people and places from grade level text
			Level - Reaching		

Investigations 7th Grade ESL Alignment

UNIT	Common Core Standards for Mathematics	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
9	<u>CC.2.2.7.B.3</u> Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<u>S.7.D.3.1</u> Describe the essential ideas about the composition and structure of the universe and Earth’s place in it.	Level 1 Entering	Choose icons or pictures that represent a real life situation as modeled orally	Offer information on temperature from charts or graphs
			Level 2 Beginning	Classify real life problems by operation needed using pictures that represent the situation and verbal description	State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2
			Level 3 Developing	Identify the information needed to solve a real life situation	Compare differences in temperature based on information from charts or graphs with a partner
			Level 4 Expanding	Draw a picture to represent a real life situation as modeled orally	Summarize and present information on temperature changes from charts or graphs to a partner
			Level 5 Bridging	Interpret a real life situation to develop a plan	Explain patterns of changes in temperature over time based on evidence from charts or graphs
			Level - Reaching		

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Listening
1	<p><u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).</p> <p><u>A1.1.1.5</u> Simplify expressions involving polynomials.</p> <p><u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods.</p> <p><u>A1.2.1.1</u> Analyze and/or use patterns or relations</p>	<p><u>S8.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).</p> <p><u>S8.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.</p> <p><u>S8.D.1.3</u> Describe characteristic features of Earth’s water systems or their impact on resources.</p>	Level 1 Entering	Show pictorial representations or label terms related to algebraic equations from models or visuals	Match scientific tools or instruments with pictures from oral statements
			Level 2 Beginning	Give examples and express meaning of terms related to algebraic equations from models or visuals	Classify scientific tools or instruments with pictures and labels from oral directions
			Level 3 Developing	Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
			Level 4 Expanding	Create everyday math problems involving algebraic equations and give steps in problem solving from models or visuals	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions
			Level 5 Bridging	Summarize or predict information needed to solve problems involving algebraic equations	Infer uses of scientific tools or instruments from oral reading of grade level material
			Level - Reaching		

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
2	<p><u>A1.1.3.1</u> Write, solve, and/or graph linear inequalities using various methods.</p> <p><u>A1.2.1.2</u> Interpret and/or use linear functions and their equations, graphs, or tables.</p>	<p><u>S8.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.</p> <p><u>S8.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns.</p> <p><u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.</p>	Level 1 Entering	Identify pictorial representations or label terms related to linear inequalities as described	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Follow multistep oral directions to write a linear inequality.	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Match the algebraic inequality to written inequality with oral descriptions	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Analyze the description of a real-life situation to represent it with a linear inequality	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Apply a linear inequality to a real-life situation as describe to find a solution	Predict consequences of alteration of cycles or processes from grade level text

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
3	<p><u>A1.1.1.4</u> Use estimation strategies in problem solving situations.</p> <p><u>A1.1.2.1</u> Write, solve, and/or graph linear equations using various methods.</p> <p><u>A1.2.2.1</u> Describe, compute, and/or use the rate of change (slope) of a line.</p> <p><u>A1.2.2.2</u> Analyze and/or interpret data on a scatter plot.</p>	<p><u>S8.C.2.1</u> Describe energy sources, transfer of energy, or conversion of energy.</p> <p><u>S8.C.2.2</u> Compare the environmental impact of different energy sources chosen to support human endeavors.</p>	Level 1 Entering	Identify parts of a graph or equation	Match or classify forms of energy from everyday illustrated examples and models
			Level 2 Beginning	Describe how slope and intercept effect a linear equation	List and describe examples of illustrated forms of energy from word/phrase banks
			Level 3 Developing	Compare/contract lines with different slopes and intercepts	Compare/contrast two forms of energy depictures
			Level 4 Expanding	Discuss how rate can be represented by slope graphically	Explain uses of different forms of energy depicted visually
			Level 5 Bridging	Explain how a graphical representation of rate of change can be used to make predictions	Evaluate and defend uses of different forms of energy
			Level - Reaching		

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
4	<p><u>A1.1.2.2</u> Write, solve, and/or graph systems of linear equations using various methods.</p> <p><u>A1.1.3.2</u> Write, solve, and/or graph systems of linear inequalities using various methods.</p> <p><u>A1.2.1.1</u> Analyze and/or use patterns or relations.</p>	<p><u>S8.A.2.2</u> Apply appropriate instruments for a specific purpose and describe the information the instrument can provide.</p> <p><u>S8.D.2.1</u> Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.</p>	Level 1 Entering	Sort real life problem situations that require the use of one linear equation or a system of linear equations to solve	Match scientific tools or instruments with pictures from oral statements
			Level 2 Beginning	Identify important information in a real-life situation that requires the use of a system of linear equations.	Classify scientific tools or instruments with pictures and labels from oral directions
			Level 3 Developing	Draw a picture, use realia or use manipulatives to represent a real life situation requiring the use of a system of linear equations	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
			Level 4 Expanding	Follow listed directions for deriving a system of linear equations from a real-life problem situation	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions
			Level 5 Bridging	Interpret the solution to a real life problem situation using a system of linear equations	Infer uses of scientific tools or instruments from oral reading of grade level material
			Level - Reaching		

Investigations ALGEBRA ESL Alignment					
UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
5	A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.	S8.A.1.2 Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems.	Level 1 Entering	Match oral language associated with exponents, roots, and absolute value	Offer information on temperature from charts or graphs
			Level 2 Beginning	Illustrate or identify exponential notation based on oral directions	State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2
		S8.C.3.1 Describe the effect of multiple forces on the movement, speed, or direction of an object.	Level 3 Developing	Select algebraic expressions containing exponents, roots or absolute values to match and oral description	Compare differences in temperature based on information from charts or graphs with a partner
			Level 4 Expanding	Identify an algebraic expression containing exponents, roots, or absolute value to match an oral description	Summarize and present information on temperature changes from charts or graphs to a partner
		S8.D.3.1 Explain the relationships between and among the objects of our solar system	Level 5 Bridging	Analyze an oral description of a real-life situation to determine an algebraic expression involving exponents, roots, or absolute values	Explain patterns of changes in temperature over time based on evidence from charts or graphs
			Level - Reaching		



Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science		
				Domain: Writing	Domain: Reading		
6	A1.1.1.2 Apply number theory concepts to show relationships between real numbers in problem-solving settings.	<p><u>S8.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p><u>S8.B.3.2</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.</p> <p><u>S8.D.1.1</u> Describe constructive and destructive natural processes that form different geologic structures and resources.</p> <p><u>S8.D.1.2</u> Describe the potential impact of human made processes on changes to Earth's resources and how they affect everyday life.</p> <p><u>S8.C.1.1</u> Explain concepts about the structure and properties (physical and chemical) of matter</p>	Level 1 Entering	Show a pictorial representation of a number property.	Chart information on natural disasters		
			Level 2 Beginning	Record important information from a problem situation	Respond to yes/no choice or WH-questions regarding natural disasters based on graphic support or pictures		
			Level 3 Developing	List properties of numbers that are important to solving a problem situation	Identify characteristics of natural disasters based on text and graphic support		
			Level 4 Expanding	Summarize steps to solving a problem situation	Compare types of natural disasters using multiple written sources, including websites and graphic support		
			Level 5 Bridging	Describe steps to finding the solution in a real-life problem situation using number properties	Interpret impact of natural disasters on people and places from grade level text		
			Level - Reaching				

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science		
				Domain: Listening	Domain: Writing		
7	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).	<u>S8.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems. <u>S8.B.2.1</u> Explain the basic concepts of natural selection. <u>S8.B.3.1</u> Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components. <u>S8.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs or how these needs impact the environment	Level 1 Entering	Identify proportional representation of objects from oral directions and graphs or visuals	Match or classify forms of energy from everyday illustrated examples and models		
			Level 2 Beginning	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	List and describe examples of illustrated forms of energy from word/phrase banks		
			Level 3 Developing	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support	Compare/contrast two forms of energy depictures		
			Level 4 Expanding	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support	Explain uses of different forms of energy depicted visually		
			Level 5 Bridging	Apply ways of using percent or fractions in grade level situations from oral discourse	Evaluate and defend uses of different forms of energy		
			Level - Reaching				

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
8	<u>A1.1.1.1</u> Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percent, square roots, and exponents).	<u>S8.B.1.1</u> Describe and compare structural and functional similarities and differences that characterize diverse living things.  <u>S8.B.2.2</u> Explain how a set of genetic instructions determines inherited traits of organisms.	Level 1 Entering	Identify proportional representation of objects from oral directions and graphs or visuals	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Apply ways of using percent or fractions in grade level situations from oral discourse	Predict consequences of alteration of cycles or processes from grade level text
			Level - Reaching		

Investigations ALGEBRA ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Reading
9	<u>A1.2.3.1</u> Use measures of dispersion to describe a set of data. <u>A1.2.3.2</u> Use data displays in problem-solving settings and/or to make predictions. <u>A1.2.3.3</u> Apply probability to practical situations.	<u>S8.B.2.1</u> Explain the basic concepts of natural selection.	Level 1 Entering	Record and label outcomes of events involving change using real objects	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Give outcomes of events involving probability using real objects with words and phrases or short sentences	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Propose probability based on observed outcomes and describe results in a series of sentences	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Explain and give reasons for likely probability in multiple paragraphs	Predict consequences of alteration of cycles or processes from grade level text
			Level - Reaching		

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Reading
1	<p><u>G.1.3.2</u> Write formal proofs and / or use logic statements to construct or validate arguments.</p> <p><u>G.2.2.2</u> Use and/or develop procedures to determine or describe measures of perimeter, circumference, and/or area. (May require conversions within the same system.)</p>	<p><u>S8.A.1.1</u> Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).</p> <p><u>S8.A.3.2</u> Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.</p> <p><u>S8.D.1.3</u> Describe characteristic features of Earth's water systems or their impact on resources.</p>	Level 1 Entering	Identify properties of geometric figures based on visual representations and oral descriptions	Chart information on natural disasters
			Level 2 Beginning	Visualize, draw or construct geometric figured based on visual representations and oral descriptions	Respond to yes/no choice or WH-questions regarding natural disasters based on graphic support or pictures
			Level 3 Developing	Locate intersections of geometric figures based on visual representations and oral descriptions	Identify characteristics of natural disasters based on text and graphic support
			Level 4 Expanding	Compare two and three-dimensional figures based on visual representations and oral descriptions	Compare types of natural disasters using multiple written sources, including websites and graphic support
			Level 5 Bridging	Transform geometric figures by following oral directions	Interpret impact of natural disasters on people and places from grade level text
			Level - Reaching		

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Reading
2	<p><u>G.1.3.1</u> Use properties of congruence, correspondence, and similarity in problem solving settings involving 2- and 3-dimensional figures.</p> <p><u>G.2.1.1</u> Solve problems involving right triangles.</p> <p><u>G.2.2.1</u> Use and/or compare measurements of angles.</p>	<p><u>S8.A.1.3</u> Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.</p> <p><u>S8.A.3.3</u> Describe repeated processes or recurring elements in natural, scientific, and technological patterns.</p> <p><u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.</p>	Level 1 Entering	Draw and compare dimensions of figures or real-life objects to scale	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks
			Level 2 Beginning	Describe differences in figures or real-life objects based on scale and proportion	Sort or classify descriptive phrases and diagrams by cycles or processes
			Level 3 Developing	Compare/contrast figures or real-life objects based on scale and proportion	Sequence descriptive sentences and diagrams according to cycles or processes
			Level 4 Expanding	Give detailed examples from diagrams of the use of scale and proportion	Identify cycles or processes from descriptive paragraphs and diagrams
			Level 5 Bridging	Report on designing models to scale and proportion	Predict consequences of alteration of cycles or processes from grade level text
			Level - Reaching		

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Writing
3	<p><u>G.1.2.1</u> Recognize and/or apply properties of angles, polygons, and polyhedra.</p> <p><u>G.2.1.2</u> Solve problems using analytic geometry.</p>	<p><u>S8.C.2.1</u> Describe energy sources, transfer of energy, or conversion of energy.</p> <p><u>S8.C.2.2</u> Compare the environmental impact of different energy sources chosen to support human endeavors.</p>	Level 1 Entering	Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner	Match or classify forms of energy from everyday illustrated examples and models
			Level 2 Beginning	Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner	List and describe examples of illustrated forms of energy from word/phrase banks
			Level 3 Developing	Sequence sentences to show how to solve problems using visual support and confirm with a partner	Compare/contrast two forms of energy depictures
			Level 4 Expanding	Describe two or more approaches to solve problems using visual support and share with a partner	Explain uses of different forms of energy depicted visually
			Level 5 Bridging	Explain to peers, with details, strategies for solving problems	Evaluate and defend uses of different forms of energy
			Level - Reaching		

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Listening
4	<p><u>G.2.1.1</u> Solve problems involving right triangles.</p> <p><u>G.1.3.1</u> Use properties of congruence, correspondence, and similarity in problem solving settings involving 2- and 3-dimensional figures</p>	<p><u>S8.A.2.2</u> Apply appropriate instruments for a specific purpose and describe the information the instrument can provide.</p> <p><u>S8.D.2.1</u> Explain how pressure, temperature, moisture, and wind are used to describe atmospheric conditions that affect regional weather or climate.</p>	Level 1 Entering	Identify basic components of multi-dimensional shapes from visually supported words or phrases	Match scientific tools or instruments with pictures from oral statements
			Level 2 Beginning	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences	Classify scientific tools or instruments with pictures and labels from oral directions
			Level 3 Developing	Compare/contrast multi-dimensional shapes or arguments within visually supported text	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
			Level 4 Expanding	Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions
			Level 5 Bridging	Analyze and defend geometric arguments, theorems or shapes	Infer uses of scientific tools or instruments from oral reading of grade level material
			Level - Reaching		



Investigations Geometry ESL Alignment					
UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Listening	Domain: Speaking
5	<u>G.2.1.1</u> Solve problems involving right triangles.	<u>S8.A.1.2</u> Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solutions to practical problems. <u>S8.C.3.1</u> Describe the effect of multiple forces on the movement, speed, or direction of an object. <u>S8.D.3.1</u> Explain the relationships between and among the objects of our solar system.	Level 1 Entering	Identify properties of right triangles based on visual representations and oral descriptions	Use general vocabulary associated with scientific inventions or discoveries based on illustrations
			Level 2 Beginning	Visualize, draw or construct right triangles based on visual representations and oral descriptions	Describe scientific inventions or discoveries based on illustrations
			Level 3 Developing	Locate intersections of right triangles based on visual representations and oral descriptions	Compare/contrast scientific inventions or discoveries described orally with visual support
			Level 4 Expanding	Compare right triangles based on visual representations and oral descriptions	Imagine future scientific inventions or discoveries based on oral and visual clues
			Level 5 Bridging	Transform right triangles by following oral directions	Predict potential impact of scientific inventions or discoveries on life based on oral evidence

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Speaking	Domain: Speaking
6	G.2.1.2 Solve problems using analytic geometry.	<p><u>S8.A.3.1</u> Explain the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p><u>S8.B.3.2</u> Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.</p> <p><u>S8.D.1.1</u> Describe constructive and destructive natural processes that form different geologic structures and resources.</p> <p><u>S8.D.1.2</u> Describe the potential impact of human made processes on changes to Earth’s resources and how they affect everyday life.</p> <p><u>S8.C.1.1</u> Explain concepts about the structure and properties (physical and chemical) of matter</p>	Level 1 Entering	Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner	Use general vocabulary associated with scientific inventions or discoveries based on illustrations
			Level 2 Beginning	Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner	Describe scientific inventions or discoveries based on illustrations
			Level 3 Developing	Sequence sentences to show how to solve problems using visual support and confirm with a partner	Compare/contrast scientific inventions or discoveries described orally with visual support
			Level 4 Expanding	Describe two or more approaches to solve problems using visual support and share with a partner	Imagine future scientific inventions or discoveries based on oral and visual clues
			Level 5 Bridging	Explain to peers, with details, strategies for solving problems	Predict potential impact of scientific inventions or discoveries on life based on oral evidence
			Level - Reaching		

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science		
				Domain: Writing	Domain: Speaking		
7	<p><u>G.2.2.3</u> Describe how a change in one dimension of a 2-dimensional figure affects other measurements of that figure.</p> <p><u>G.2.2.4</u> Apply probability to practical situations.</p>	<p><u>S8.A.2.1</u> Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.</p> <p><u>S8.B.2.1</u> Explain the basic concepts of natural selection.</p> <p>S8.B.3.1 Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components.</p> <p><u>S8.B.3.3</u> Explain how renewable and nonrenewable resources provide for human needs or how these needs impact the environment.</p>	Level 1 Entering	Draw and compare dimensions of figures or real-life objects to scale	Use general vocabulary associated with scientific inventions or discoveries based on illustrations		
			Level 2 Beginning	Describe differences in figures or real-life objects based on scale and proportion	Describe scientific inventions or discoveries based on illustrations		
			Level 3 Developing	Compare/contrast figures or real-life objects based on scale and proportion	Compare/contrast scientific inventions or discoveries described orally with visual support		
			Level 4 Expanding	Give detailed examples from diagrams of the use of scale and proportion	Imagine future scientific inventions or discoveries based on oral and visual clues		
			Level 5 Bridging	Report on designing models to scale and proportion	Predict potential impact of scientific inventions or discoveries on life based on oral evidence		
			Level - Reaching				

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Writing	Domain: Writing
8	<p><u>G.2.3.1</u> Use and/or develop procedures to determine or describe measures of surface area and/or volume. (May require conversions within the same system.)</p> <p><u>G.2.3.2</u> Describe how a change in one dimension of a 3-dimensional figure affects other measurements of that figure.</p>	<p><u>S8.B.1.1</u> Describe and compare structural and functional similarities and differences that characterize diverse living things.</p> <p><u>S8.B.2.2</u> Explain how a set of genetic instructions determines inherited traits of organisms</p>	Level 1 Entering	Draw and compare dimensions of figures or real-life objects to scale	Match or classify similarities and differences that characterize diverse living things from everyday illustrated examples and models
			Level 2 Beginning	Describe differences in figures or real-life objects based on scale and proportion	List and describe similarities and differences that characterize diverse living things from everyday illustrated examples from word/phrase banks
			Level 3 Developing	Compare/contrast figures or real-life objects based on scale and proportion	Compare/contrast similarities and differences that characterize diverse living things from everyday illustrated examples
			Level 4 Expanding	Give detailed examples from diagrams of the use of scale and proportion	Describe characteristics of living things depicted visually
			Level 5 Bridging	Report on designing models to scale and proportion	Evaluate and defend the need for certain characteristics by living things to survive
			Level - Reaching		

Investigations Geometry ESL Alignment

UNIT	Keystone Standards	Pennsylvania Science Standards	Proficiency Level	ELD Standard: The Language of Mathematics	ELD Standard: The Language of Science
				Domain: Reading	Domain: Writing
9	G.1.1.1 Identify and/or use parts of circles and segments associated with circles, spheres, and cylinders.	S8.B.2.1 Explain the basic concepts of natural selection.	Level 1 Entering	Identify basic components of multi-dimensional shapes from visually supported words or phrases	Match or classify similarities and differences that characterize diverse living things from everyday illustrated examples and models
			Level 2 Beginning	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences	List and describe similarities and differences that characterize diverse living things from everyday illustrated examples from word/phrase banks
			Level 3 Developing	Compare/contrast multi-dimensional shapes or arguments within visually supported text	Compare/contrast similarities and differences that characterize diverse living things from everyday illustrated examples
			Level 4 Expanding	Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text	Describe characteristics of living things depicted visually
			Level 5 Bridging	Analyze and defend geometric arguments, theorems or shapes	Evaluate and defend the need for certain characteristics by living things to survive
			Level - Reaching		

## PERSPECTIVES

Perspectives Kindergarten ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELP Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Listening	Domain: Listening
1	<ul style="list-style-type: none"> <li>-With prompting and support, ask and answer questions about key details in a text.</li> <li>-With prompting and support, ask and answer questions about key details in a text</li> <li>-Identify the front cover, back cover, and title page of a book.</li> <li>-Demonstrate understanding of the organization and basic features of print.</li> <li>-Follow words from left to right, top to bottom, and page by page.</li> <li>-Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>-Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>RL.K.1, RI.K.1, RI.K.5, RF.K.1, RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d</li> </ul>	<ul style="list-style-type: none"> <li>-Define respect for self and others.</li> <li>-Identify the role of adults in authority at home or in school.</li> <li>-Explain responsible classroom behavior.</li> <li>-Identify family wants and needs. ---Identify a choice based on family interest.</li> <li>-Identify the specialized role performed by each member of the family.</li> <li>-Demonstrate an understanding of time order.</li> <li>5.1.K.C, 5.3.K.B, 5.2.K.D, 6.1.K.B</li> <li>6.1.K.D, 6.4.K.A, 8.3.K.C</li> </ul>	Level 1 Entering	Point to features of big books in a large group according to oral commands	Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally
			Level 2 Beginning	Show directionality of print in various sources in a large group according to oral commands	Show symbols of holidays from pictures or objects based on oral commands
			Level 3 Developing	Identify features of text in context with a partner according to oral commands	Match symbols of holidays with illustrated scenes based on oral directions
			Level 4 Expanding	Sort features of text with a partner according to oral commands	Identify symbols of holidays within illustrated scenes based on oral directions
			Level 5 Bridging	Match illustrations to oral reading of related sentences or short stories	Find symbols of holidays based on oral descriptions or oral reading.
			Level - Reaching		

Perspectives Kindergarten ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of	ELD Standard: The Language of Social Studies

				Language Arts	
				Domain: Writing	Domain: Speaking
2	<p>-With prompting and support, ask and answer questions about key details in a text.</p> <p>-With prompting and support, ask and answer questions about key details in a text</p> <p>-Identify the front cover, back cover, and title page of a book.</p> <p>-Demonstrate understanding of the organization and basic features of print.</p> <p>-Follow words from left to right, top to bottom, and page by page.</p> <p>-Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>-Understand that words are separated by spaces in print.</p> <p>-Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RL.K.1, RI.K.1, RI.K.5, RF.K.1, RF.K.1a, RF.K.1b RF.K.1c, RF.K.1d</p>	<p>-Identify conflict in the classroom.</p> <p>-Identify how students can work together.</p> <p>-Identify choices to meet needs</p> <p>-Identify goods and consumers.</p> <p>-Identify advertisements that encourage us to buy things.</p> <p>-Identify currency and how it is used.</p> <p>-Identify individual wants and needs.</p> <p>-Identify chronological sequence through days, weeks, months, and years (calendar time).</p> <p>-With guidance and support, differentiate facts from opinions as related to an event.</p> <p>-Explain how to locate information in a source.</p> <p>-Demonstrate an understanding of conflict.</p> <p>-Demonstrate an understanding of conflict and cooperation.</p> <p>5.4.K.A, 5.4.K.B, 6.1.K.C 6.2.K.A, 6.2.K.C, 6.2.K.D 6.4.K.D, 8.1.K.A, 8.1.K.B 8.1.K.C, 8.2.K.D, 8.4.K.D</p>	Level 1 Entering	Pair shapes of words related to illustrated classroom objects with print versions.	Repeat polite words or expressions when modeled( e.g. "Please" and "Thank You."
			Level 2 Beginning	Match labeled pictures of familiar objects to those in illustrated classroom scenes.	Make plotted requests from models to gestures
			Level 3 Developing	Associate initial sounds or letters of illustrated classroom objects with world of print.	Use polite language in conversations( e.g., role play, telephone talk)
			Level 4 Expanding	Distinguish letters, words, sentences in illustrated classroom scenes.	Give compliments, offer apologies, or express gratitude within conversations.
			Level 5 Bridging	I identify words or phrases within illustrated classroom scenes.	Adapt polite language to social situations to audience
Level - Reaching					



Perspectives Kindergarten ESL Alignment

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Listening	Domain: Writing
3	<p>-With prompting and support, identify characters, settings, and major events in a story.</p> <p>-Recognize common types of texts (e.g., storybooks, poems).</p> <p>-Actively engage in-group reading activities with purpose and understanding.</p> <p>-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>-With prompting and support, ask and answer questions about unknown words in a text.</p> <p>-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>-Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>-Add or substitute individual</p>	<p>- Demonstrate responsibilities in the classroom.</p> <p>-Identify responsibilities at school.</p> <p>-Identify classroom projects/activities that support leadership and service.</p> <p>-Identify roles of fire fighters, police officers, and emergency workers.</p> <p>-Identify and explain behaviors for responsible classroom citizens.</p> <p>-Identify individuals who volunteer in the community.</p> <p>-Identify goods and services provided by local businesses</p> <p>-Describe the location of places in the home, school, and community to gain an understanding of relative location.</p> <p>-Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.</p> <p>-Identify people in authority.</p> <p>Identify documents and artifacts important to the classroom community.</p>	Level 1 Entering	Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., “This is a toy. Find the picture of a toy.”)	Draw personal responses to people, places or objects in school from pictures or models.
			Level 2 Beginning	Classify icons or pictures of real-life objects with a single attribute that belong and don’t belong to a group as modeled	Represent people places or objects in school from pictures and models using letters or scribble writings.
			Level 3 Developing	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., “Find the big, yellow ones.”)	Label people, places or objects in school from pictures and models using words with invented spellings

	<p>sounds (phonemes) in simple, one-syllable words to make new words.          -Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.          -Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.          RL.K.3, RL.K.5, RL.K.10          RI.K.3, RI.K.5, RI.K.6          RI.K.10, RF.K.2c, RF.K.2d          RF.K.2e, RF.K.3a, RF.K.3b</p>	<p>5.1.K.E, 5.2.K.A, 5.2.K.C          5.3.K.C, 5.3.K.F, 6.5.K.A          6.5.K.C, 7.1.K.B, 7.2.K.A,          8.2.K.A, 8.3.K.B</p>	Level 4 Expanding	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Make lists of people places or objects ins school from pictures and models using words or phrases with invented spellings.
			Level 5 Bridging	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., <i>small</i> animals with four legs)	Create “stories” about people places or objects ins school from pictures suing phrases or short sentences with invented spelling.
			Level - Reaching		

Perspectives Kindergarten ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELP Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Speaking	Domain: Reading
4	<p>-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.            -With prompting and support,</p>	<p>-Identify significant American holidays and their symbols.            -Identify a problem and discuss possible solutions.            -Identify how scarcity influences</p>	Level 1 Entering	Repeat key words in rhymes from picture cues in a whole group	Distinguish between illustrated examples of print and non-print

<p>compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>-With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>-With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>-Actively engage in group reading activities with purpose and understanding.</p> <p>Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.6, RI.K.8, RL.K.9 RF.K.4</p>	<p>choice.</p> <p>-Identify products produced in the region or state.</p> <p>-Interpret a simple map of a known environment.</p> <p>-Identify land and water forms.</p> <p>-Describe how weather affects daily life.</p> <p>-Identify local bodies of water and landforms to gain an understanding of their impact on the local community.</p> <p>-Examine photographs of documents, artifacts, and places unique to Pennsylvania.</p> <p>-Identify American people related to national holidays.</p> <p>-Explain how cultures celebrate.</p> <p>Identify different celebrations of different cultures from around the world.</p> <p>5.3.1.c, 5.3.1.d, 5.3.1.e, 5.3.1.f, , 8.4.1.A, 8.4.1.B 8.4.1.C, 8.4.1.D 5.1.K.F, 5.2.K.B, 6.1.K.A, 6.3.K.D, 7.1.K.A, 7.2.K.B, 7.3.K.A, 7.4.K.A, 8.2.K.B 8.3.K.A, 8.4.K.A, 8.4.K.C</p>			
		Level 2 Beginning	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group	Match illustrated examples of the same form of print (e.g., two signs, two magazines)
		Level 3 Developing	Rehearse short rhymes using gestures from picture cues in whole or small groups	Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)
		Level 4 Expanding	Recite rhymes using gestures from memory in whole or small groups	Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms
		Level 5 Bridging	Complete short rhymes using gestures from picture cues in whole or small groups	Find elements of print in different forms (e.g., the same word in different fonts)

			Level - Reaching		
Perspectives First Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts Domain: Listening	ELD Standard: The Language of Social Studies Domain: Reading
1	-Retell stories, including key details, and demonstrate understanding of their central message or lesson. -Describe the connection between two individuals, events, ideas, or pieces of information in a text -Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. -Demonstrate understanding of spoken words, syllables, and sounds (phonemes). -Distinguish long from short vowel sounds in spoken single-syllable words -Read with sufficient accuracy and fluency to support comprehension. RL.1.3, RL.1.5, RI.1.3 RI.1.4, RF.1.2, RF.1.2a RF.1.4	-Identify the value of fire fighters, police officers and emergency workers in the community. -Identify positions of authority in the classroom community. -Identify situations in the school or community when it is beneficial to have an elected official represent the people. -Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. -Explain why <b>cultures</b> celebrate. -Explain the importance of world landmarks. -Identify holidays and ceremonies of selected world <b>cultures</b> . -Describe examples of <b>conflict</b> and cooperation in the classroom community 5.3.1.c, 5.3.1.d, 5.3.1.e 5.3.1.f, 8.4.1.A, 8.4.1.B 8.4.1.C, 8.4.1.D	Level 1 Entering	Follow grade-level written directions for board games or other leisure activities	Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups
			Level 2 Beginning	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups
			Level 3 Developing	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups

			Level 4 Expanding	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups
			Level 5 Bridging	Match icons or pictures to same on board games or other leisure activities with a partner	Summarize features of places or objects from multiple compound sentences in non-fiction books
Level - Reaching					

Perspectives First Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts Domain: Writing	ELD Standard: The Language of Social Studies Domain: Writing
0 2	<ul style="list-style-type: none"> <li>- Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>-Describe the connection between two individuals, events, ideas, or pieces of information in a text</li> <li>-Ask and answer questions to help determine or clarify the meaning</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and explain the importance of responsibilities at school and at home.</li> <li>-Identify a problem and attempt to solve with adult or peer assistance.</li> <li>-Identify school projects / activities that support leadership and public service.</li> </ul>	Level 1 Entering	Copy words related to settings or characters in illustrated folktales from word walls or big books	Select and copy words related to settings or characters in illustrated folktales from word banks

<p>of words and phrases in a text.</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>-Distinguish long from short vowel sounds in spoken single-syllable words</li> <li>-Read with sufficient accuracy and fluency to support comprehension. RL.1., RL.1.3, RL.1.5, RI.1.3 RI.1.4, RF.1.2, RF.1.2a, RF.1.4</li> </ul>	<ul style="list-style-type: none"> <li>-Explain responsible school behavior.</li> <li>-Identify community workers through their uniforms and equipment.</li> <li>-Identify <b>geographic tools</b>.</li> <li>-Describe <b>places</b> in geographic reference in physical features. 5.2.1.A, 5.2.1.b, 5.2.1.c 5.2.1.d, 5.3.c, 7.1.1.A, 7.1.1.B</li> </ul>	<p>Level 2 Beginning</p>	<p>Describe settings or characters in illustrated folktales from phrase walls or big books</p>	<p>Describe settings or characters in illustrated folktales from phrase banks</p>
		<p>Level 3 Developing</p>	<p>Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner</p>	<p>Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers</p>
		<p>Level 4 Expanding</p>	<p>Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner</p>	<p>Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers</p>
		<p>Level 5 Bridging</p>	<p>Connect events, characters or morals in illustrated folktales to self</p>	<p>Connect events, characters or morals in illustrated folktales to self</p>

Perspectives First Grade ESL Alignment

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Reading
3	<p>-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>-Describe characters, settings, and major events in a story, using key details.</p> <p>-Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>-Use the illustrations and details in a text to describe its key ideas.</p> <p>-Use knowledge that every Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>-Know the spelling-sound correspondences for common consonant digraphs (two letters</p>	<p>-Identify choice based on needs versus wants.</p> <p>-Explain how choice has consequences.</p> <p>-Explain what is given up when making a choice.</p> <p>-Identify a choice based on individual interest.</p> <p>-Identify a choice based on family interest.</p> <p>-Identify a choice based on classroom interest.</p> <p>-Identify goods, consumers, and producers.</p> <p>-Identify advertisements that encourage us to buy things based on want rather than need.</p> <p>-Explain the role of money in determining price.</p> <p>-Identify the impact on a community when a business opens.</p> <p>-Define an economic system at the individual level.</p> <p>-Identify examples of goods and services.</p>	<ul style="list-style-type: none"> <li>· Level 1</li> <li>· Entering</li> </ul>	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations
			Level 2 Beginning	Describe characters or settings of stories from picture books	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations
			Level 3 Developing	State main ideas or themes of stories, including characters or settings, from	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or

<p>that represent one sound).          -Decode regularly spelled one-syllable words.          -Know final -e and common vowel team conventions for representing long vowel sounds.          -Read grade-level text with purpose and understanding.          Read grade-level text orally with accuracy, appropriate rate, and expression. syllable must have a vowel sound to determine the number of syllables in a          RL 1.4, RL.1.5, RI.1.5          RI.1.6, RI.1.7, RF 1.3a          RF.13b, RF.1.3c, RF.1.3d          RF 1.3e, RF.1.4a, RF1.4b</p>	<p>-Identify products produced in the United States.          -Identify specialization of work in the community.          -Describe how individuals differ in their wants and needs and why people buy and sell things.          -Identify individuals who work for wages in the community.          -Identify different jobs and the purpose of each.          -Identify businesses and their corresponding goods and service.          -Identify ways to earn money.          -Describe what tools (tangible assets) are necessary to complete a task.          -Identify buyers and sellers (people) buy and sell things.          -Explain the need to save money.          -Identify groups of people who contribute to a community.          -Identify symbols, slogans, or mottos that are representative of the state.          -Identify holiday and cultural celebrations in a community and why they are celebrated.          -Identify historical conflict in the community.          -Identify Americans who played a significant role in American history.          -Identify American landmarks and significance.          6.1.1.c, 6.1.2.c, 6.1.3.c, 6.1.1.D</p>		picture books or illustrated short stories	predictable books after numerous recitations
		Level 4 Expanding	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books
		Level 5 Bridging	Re/tell stories using story elements from picture books or short stories	Draw conclusions about characters, places or objects from pattern or predictable books read aloud
		Level - Reaching		



		6.2.1.A, 6.2.1.C, 6.2.1.D 6.2.1.E, 6.2.1.G, 6.3.1.A 6.3.1.B, 6.3.1.C, 6.3.1.D 6.3.1.A, 6.4.1.A, 6.4.1.B 6.4.1.C, 6.4.1.D, 6.5.1.A 6.5.1.B, 6.5.1.C, 6.5.1.D 6.5.1.E, 6.5.1.F, 6.5.1.G 8.2.1.A, 8.2.1.B, 8.2.1.C 8.2.1.D	
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Perspectives First Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Writing	Domain: Writing
4	<ul style="list-style-type: none"> <li>-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses..</li> <li>-Identify who is telling the story at various points in a text.</li> <li>-Compare and contrast the adventures and experiences of characters in stories.</li> <li>-With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>-The reasons an author gives to support points in a text.</li> <li>-Identify basic similarities in and differences between two texts on the same topic (e.g., in</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate an understanding of chronology.</li> <li>-Identify a problem or dilemma surrounding an event.</li> <li>-Identify sources of historical information.</li> <li>-Identify examples of change.</li> <li>-Identify <b>conflict</b> and describe way to cooperate with others by making smart choices.</li> </ul>	Level 1 Entering	Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner	Match pictures to sentences read aloud
			Level 2 Beginning	Pair rhyming words from illustrated charts or displays with a partner	Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)

illustrations, descriptions, or procedures) -With prompting and support, read informational texts appropriately complex for grade -Read words with inflectional endings. -Recognize and read grade-appropriate irregularly spelled words. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RL.1.4, RL 1.6, RL 1.9, RL.1.10 RI.1.8, RI 1.9, RI. 1.10, RF.1.3f, RF. 1.3g, RF1.4c			Level 3 Developing	Produce and organize rhyming words from charts, displays or graphic organizers with a partner	Sequence pictures of stories read aloud by beginning, middle and end
			Level 4 Expanding	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner	Match story sequence read aloud to a series of pictures (e.g., “Once upon a time...and they lived happily ever after.”)
			Level 5 Bridging	Create original stories or poems using rhyming words in sentences from charts or displays	Select logical outcomes or endings to stories read aloud
			Level - Reaching		

Perspectives Second Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Reading	Domain: Speaking

1	<p>-Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>-Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>-Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>RL.2.1, RI. 2.1, RI.2.5 RI.2.6, RF.2.3 RF.2.3a, RF2.3b</p>	5.1.2.A ,5.1.2.B ,5.1.2.C ,5.3.2.F, 5.1.2.D	Level 1 Entering	Match signs around neighborhoods with actions based on oral commands and pictures or field trips (e.g., “Stop, look, listen” at railroad crossings) with a partner	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups
			Level 2 Beginning	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions	Discuss or rate importance of personal or family responsibilities in small groups
			Level 3 Developing	Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., “The school is at the corner of First and Oak.”) with a	Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups

				partner	
			Level 4 Expanding	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., “The house is next to the park.”) with a partner	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups
			Level 5 Bridging	Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., “Firefighters work here.”) with a partner	Share personal responsibilities within a family based on pictures or role playing (e.g., “I feed the dog.”) in small groups
Level - Reaching					

Perspectives Second Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social	Proficiency	ELD Standard:	ELD Standard: The

		Studies	Level	The Language of Language Arts	Language of Social Studies
				Domain: Writing	Domain: Writing
2	<p>-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>-Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>-Decode regularly spelled two-syllable words with long vowels.</p> <p>-Decode words with common prefixes and suffixes.</p> <p>Read with sufficient accuracy and fluency to support com RL.2.2 RL.2.5, RL2.6, RI.2.2, RF.2.3c RF.2.3d, RF2.4</p>	<p>-Describe <b>citizens'</b> responsibilities to the <b>state</b> of Pennsylvania and the nation.</p> <p>-Identify <b>state</b> symbols.</p> <p>-Explain why nations need to work together for peace.</p> <p>-Identify the different types of media.</p> <p>-Explain how a community reaches compromise.</p> <p>-Identify <b>scarcity</b> of resources within th-school community.</p> <p>-Identify community <b>wants</b> and needs.</p> <p>-Explain how choice has consequences.</p> <p>5.1.2.E, 5.1.2.F, 5.4.2.C 5.4.2.D, 5.4.2.E, 6.1.2.A, 6.1.2.B 6.1.2.C</p>	Level 1 Entering	Select and copy words related to settings or characters in illustrated folktales from word banks	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2
			Level 2 Beginning	Describe settings or characters in illustrated folktales from phrase banks	List examples of renewable and non-renewable materials from illustrated word/ phrase banks using graphic organizers (e.g., T chart) in L1 or L2
			Level 3 Developing	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers	Describe goods made from renewable or non-renewable resources from pictures or real- life materials using sentences
			Level 4 Expanding	Describe sequence of events related to characters and	Distinguish between renewable and non-renewable resources from pictures or real-life

				settings in illustrated folktales using graphic organizers	materials (e.g. using phrases or short sentences with opposites) in L1 or L2
			Level 5 Bridging	Connect events, characters or morals in illustrated folktales to self	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences
Level - Reaching					

Perspectives Second Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Listening	Domain: Reading
3	<ul style="list-style-type: none"> <li>-Describe how characters in a story respond to major events and challenges.</li> <li>-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</li> <li>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and explain the importance of responsibilities at school at home and the community.</li> <li>-Identify a problem and probable solution.</li> <li>-Identify community projects/activities that support leadership and public service.</li> <li>-Explain responsible community behavior.</li> <li>-Identify the role <b>government</b></li> </ul>	Level 1 Entering	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations	Summarize information about artifacts of the past from illustrated text

<p>text.</p> <ul style="list-style-type: none"> <li>-Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> <li>-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>-Read grade-level text with purpose and understanding.</li> <li>-Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>-Identify words with inconsistent but common spelling-sound correspondences.</li> <li>-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>RL.2.3, RL.2.9, RI.2.3, RI.2.4, RI.2.7, RF.2.4a., RF.2.4b, RF.2.3e, RF.2.4c</p>	<p>plays in the community (education, transportation).</p> <ul style="list-style-type: none"> <li>-Apply sources of historical information.</li> <li>-Identify historical figures in the local community.</li> <li>-Identify important buildings, statutes, and monuments associated with the state’s history.</li> <li>-Identify how commerce and industry and social organizations have changed over time in Pennsylvania.</li> </ul>	<p>Level 2 Beginning</p>	<p>Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations</p>	<p>Interpret explicit information about artifacts of the past from illustrated text</p>
	<ul style="list-style-type: none"> <li>-Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.</li> <li>-Identify groups and organizations and their contributions to the United States.</li> <li>-Identify American <b>artifacts</b> and their importance in American history.</li> <li>-Identify facts related to how different people describe the same event at different time periods.</li> </ul>	<p>Level 3 Developing</p>	<p>Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations</p>	<p>Match labeled pictures with illustrated artifacts of the past</p>
	<ul style="list-style-type: none"> <li>-Demonstrate an understanding of how different groups describe the same event or situation.</li> <li>-Explain why <b>cultures</b> have commemorations and remembrances.</li> <li>-Explain the significance of historical <b>documents</b> on world history.</li> <li>-Identify how <b>cultures</b> have</li> </ul>	<p>Level 4 Expanding</p>	<p>Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books</p>	<p>Compare/contrast information about artifacts of the past from illustrated text</p>

		commemorations and remembrances. Identify global issues that require cooperation among nations. .2.2.A, 5.2.2.B, 5.2.2.C, 5.2.2.D 5.3.2.A, 8.1.2.C, 8.2.2.A, 8.2.2.B 8.2.2.D, 8.2.2.C, 8.3.2.A, 8.3.2.B 8.3.1.C, 8.3.2.D, 8.4.2.A, 8.4.2.B 8.4.2.C, 8.4.2.D	Level 5 Bridging	Draw conclusions about characters, places or objects from pattern or predictable books read aloud	Sort types of artifacts of the past (e.g., tran
Level - Reaching					

Perspectives Second Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Listening	Domain: Reading
4	-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. -Describe how reasons support specific points the author makes in a text. The most important points presented by two texts on the same topic. -By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band	-Identify local <b>government</b> leaders. -Identify other types of services provided by local <b>government</b> -Identify positions of authority at school. -Describe situations in the <b>state</b> or nation when having an elected official represent the people is beneficial. -Identify different forms of media. -Define taxes and why they are paid.	Level 1 Entering	Recognize sounds in spoken words with accompanying illustrations	Predict impact of community workers in emergencies or unusual situations
			Level 2 Beginning	Blend sounds together to make words, shown visually	Explain importance or contributions of community workers in illustrated scenes



	<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>-Recognize and read grade-appropriate irregularly spelled words</p> <p>RL.2.4, RL.2.10, RI.2.8, RI.2.9 RI. 2.10, RF2.3f</p>	<p>-Identify the responsibilities of voters after the vote.</p> <p>-Explain examples of conflict in the community, <b>state</b>, and nation.</p> <p>-Identify ways that countries can work together.</p> <p>-Identify how basic <b>geographic tools</b> are used to organize information.</p> <p>-Describe regions in geographic reference using physical features.</p> <p>-Identify the physical characteristics of <b>places</b>.</p> <p>-Identify the basic physical processes that affect the physical characteristics regions.</p> <p>-Identify the effect of local geography on the residents of the <b>region</b> (food, clothing, industry, trade, types of shelter, etc.).-</p> <p>-Identify how environmental changes can impact people.</p> <p>Read and int5.3.2.B 5.3.2.C. 5.3.2.D, 5.3.2.E, 5.3.2.I 5.3.2.H, 5.3.2.J, 5.4.2.B, 5.4.2.A 7.1.2.A, 7.1.2.B, 7.2.2.A, 7.2.2.B 7.3.2.A, 7.4.2.A, 8.1.2.A, 8.1.2.B</p>	<p>Level 3 Developing</p>	<p>Remove or add sounds to existing words to make new words, shown visually (e.g., “Cover up the t in cart. What do you have now?”)</p>	<p>Describe encounters or interactions with community workers in illustrated scenes</p>
			<p>Level 4 Expanding</p>	<p>Segment illustrated sentences into words or phrases</p>	<p>State roles of community workers in pictures or illustrated scenes</p>
			<p>Level 5 Bridging</p>	<p>Identify spell/sound correspondence in grade-level text</p>	<p>Name community workers shown doing their jobs in pictures or illustrated scenes</p>
			<p>Level - Reaching</p>		

Perspectives Third Grade ESL Alignment

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Listening	Domain: Speaking:
1	<p>-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. -Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. -Determine the main idea of a text; recount the key details and explain how they support the main idea. -Know and apply grade-level phonics and word analysis skills in decoding words. -Decode multi-syllable words. -Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. RL. 3.1, RL.3.7, RI 3.1</p>	<p>-Identify the physical characteristics of <b>places</b> and <b>regions</b>. -Identify the basic physical processes that affect the physical characteristics of <b>places</b> and <b>regions</b>. -Identify the human characteristics of <b>places</b> and <b>regions</b> using the following criteria: Population, Culture, Settlement, Economic activities, Political activities -Identify examples of <b>trade</b>, imports, and exports in the local community. -Identify how basic <b>geographic tools</b> are used to organize and interpret information about people, <b>places</b> and <b>environment</b>. -Identify and locate <b>places</b> and <b>regions</b> as defined by physical and <b>human features</b>. 7.2.3.A, 7.2.3.B, 7.3.3.C, 6.4.3.B, 7.1.3.A, 7.1.3.B</p>	Level 1 Entering	Find identifying information illustrative of main ideas from illustrations, words or phrases	Describe communities or regions depicted in pictures or maps
			Level 2 Beginning	Sort main ideas and details from sentences using visual support and graphic organizers	Discuss relationships between communities or regions depicted in pictures or maps
			Level 3 Developing	Match main ideas with their details from paragraphs using visual support and graphic organizers	Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)

	RI.3.2, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a		Level 4 Expanding	Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support	Discuss relationships between communities or regions depicted in pictures or maps
			Level 5 Bridging	Form or infer main ideas from details using grade-level materials	Analyze resources of communities or regions and discuss accomplishments or needs
			Level - Reaching		

Perspectives Third Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Reading	Domain: Listening
2	<ul style="list-style-type: none"> <li>-lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</li> <li>-Describe the relationship between</li> </ul>	<ul style="list-style-type: none"> <li>-Identify <b>personal rights</b> and responsibilities.</li> <li>-Identify the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>-Identify <b>leadership</b> and <b>public service</b> opportunities in the school, community, state, and nation.</li> </ul>	Level 1 Entering	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity

<p>a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>-Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>-Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>-Compare and contrast the most important points and key details presented in two texts on same topic.</p> <p>-Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>-Decode words with common Latin suffixes.</p> <p>Read grade-appropriate irregularly spelled words.</p> <p>RL 3.2, RL 3.3, RI 3.3, RI 3.7, RI 3.8, RI 3.9, RF.3.3a, RF.3.3b, RF.3.3d</p>	<p>-Describe how <b>citizens</b> participate in school and community activities.</p> <p>-Explain why people work and identify different occupations.</p> <p>-Identify and describe how continuity and change have impacted Pennsylvania history: Belief systems and religions, Commerce and industry, Technology, Politics and government</p> <p>-Identify <b>social, political, cultural, &amp; economic</b> contributions of individual groups from Pennsylvania.</p> <p>-Identify historical <b>documents, artifacts,</b> and places critical to Pennsylvania history: Physical and <b>human geography, Social</b> organizations.</p> <p>-Identify and describe how <b>conflict</b> and cooperation among groups and organizations have impacted the history and development of Pennsylvania: <b>Ethnicity</b> and race, Working conditions, Immigration, Military <b>conflict, Economic</b> stability.</p> <p>-Identify and describe the <b>social, political,</b> cultural, and <b>economic</b> contributions of individuals and</p>	Level 2 Beginning	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity
		Level 3 Developing	Provide details of pictures of imaginary people, objects or situations to peers	Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity
		Level 4 Expanding	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity
		Level 5 Bridging	Make up fantasies about imaginary people, objects or situations and share with peers	Synthesize biographical information of two persons from grade-level material to form opinions on people

		groups in United States history. 5.2.3.A, 5.2.3.B, 5.2.3.C, 5.2.3.D, 6.5.3.A, 6.5.3.B 8.2.3., 8.2.3.B, 8.2.3.D, 8.2.3.C, 8.3.3.A, 8.3.3.B 8.3.3.C, 8.3.3.D, 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D	Level - Reaching
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Perspectives Third Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Writing	Domain: Listening
3	-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. -Compare and contrast the themes, settings, and plots of stories written by the same author about	-Identify reasons why people make a <b>choice</b> . -Identify <b>goods, services, consumers, and producers</b> in the local community. -Identify competing sellers in the local market.	Level 1 Entering	Produce personal word/ phrase lists from labeled pictures and check with a partner for edits and revision	Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., “Which one costs a lot?”) with a partner

<p>the same or similar characters (e.g., in books from a series)</p> <ul style="list-style-type: none"> <li>-Determine academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>-Distinguish their own point of view from that of the author of a text.</li> <li>-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>-Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> <p>RL 3.4, RL 3.9, RI.3.4, RI.3.6 RF.3.4b RF.3.4c</p>	<ul style="list-style-type: none"> <li>-Identify types of advertising designed to influence personal <b>choice</b>.</li> <li>-Define <b>price</b> and how <b>prices</b> vary for products.</li> <li>-Describe the effect of local businesses opening and closing.</li> <li>-Identify <b>private economic institutions</b>.</li> <li>-Identify characteristics of the local economy.</li> <li>-Identify <b>goods</b> and <b>services</b> provided by the government.</li> <li>-Identify examples of government involvement in local economic activities.</li> <li>-Define tax and explain the relationship between taxation and government services.</li> <li>-Identify local examples of <b>specialization</b> and <b>division of labor</b>.</li> <li>-Identify <b>tangible</b> and <b>intangible assets</b>.</li> <li>-Define saving and explain why people save.</li> <li>-Identify the role of banks in our local community.</li> <li>-Identify the difference between past, present and future using timelines and/or other <b>graphic representations</b>.</li> </ul> <p>Identify fact, <b>opinion</b>6.1.3.D 6.2.3.A, 6.2.3.B, 6.2.3.C6.2.3.D 6.2.3.E, 6.2.3.F6.2.3.G, 6.3.3.A 6.3.3.B, 6.3.3.C, 6.4.3.A, 6.5.3.E,,</p>			
		Level 2 Beginning	Create phrases/short sentences from models and check with a partner for edits and revision	Compare prices of goods using visually supported materials and oral questions (e.g., “Which one costs more, X or Y?”) with a partner
		Level 3 Developing	Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback	Analyze prices of goods using visually supported materials and oral questions (e.g., “Which one is the most expensive?”) with a partner
		Level 4 Expanding	Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews	Predict prices of goods using visually supported materials and oral questions (e.g., “Which one do you think costs <i>under</i> \$1,000?”) with a partner
		Level 5 Bridging	Self-assess to edit and revise writing to produce final drafts	Make conditional purchases of goods from oral questions (e.g., “If you had \$1,000, which items would you buy?”

		6.5.3.G, 6.5.3.H, 8.1.3.B, 8.1.3.A			
Level - Reaching					

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Writing
4	<ul style="list-style-type: none"> <li>-Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>-Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the purposes of rules, laws, and consequences.</li> <li>-Explain rules and laws for the classroom, school, and community.</li> <li>-Define the principles and ideals shaping local government: Liberty / Freedom, Democracy, Justice, Equality</li> <li>-Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution</li> <li>-Identify state symbols, national symbols, and national holidays.</li> <li>-Identify the roles of the three-</li> </ul>	Level 1 Entering	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Produce words/phrases associated with school rules or procedures from illustrated scenes and models
			Level 2 Beginning	Describe story elements of various genres supported by illustrations	List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")

<p>relevant to a given topic efficiently. -Read informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently 5.1.3.A. RL.3.5, RL.3.6, RL 3.10 RI.3.5, RI 3.10</p>	<p>branches of government. -Identify how laws are made in the local community. -Identify services performed by the local governments. -Identify positions of authority at school and community. -Explain the purpose for elections. -Explain how an action may be just or unjust. _Identify individual interests and explain ways to influence others. _Define scarcity and identify examples of resources, wants, and needs. Identify needs and wants of people. Identify examples of natural, human, and capital resources. -Explain what is given up when making a choice 5.1.3.B 5.1.3.C, 5.1.3.D, 5.1.3.F 5.3.3.A, 5.3.3.B 5.3.3.C 5.3.3.D, 5.3.3.E, 5.3.3.F 5.3.3.G, 6.1.3.A., 6.1.3.B, 6.1.3.C, 8.1.3.C</p>	<p>Level 3 Developing</p>	<p>Summarize story lines, issues or conflicts in various genres supported by illustrations</p>	<p>Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)</p>
		<p>Level 4 Expanding</p>	<p>Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations</p>	<p>Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations</p>
		<p>Level 5 Bridging</p>	<p>Propose options or solutions to issues in various genres and support responses with details</p>	<p>Discuss or propose modifications to or consequences of breaking school rules or procedures</p>
		<p>Level - Reaching</p>		

Perspectives Fourth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies



				Domain: Speaking	Domain: Writing
1	<p>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>	<p>-Explain rules and laws for the classroom, school, community, and state.</p> <p>-Explain the principles and ideals shaping local and state government.</p> <p>-Identify key ideas about government found in significant documents:</p> <p>-Identify state symbols, national symbols, and national holidays.</p> <p>-Rights and Responsibilities of Citizenship</p> <p>-Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</p> <p>-Identify the roles of the three branches of government.</p> <p>-Describe how the elected representative bodies function in making local and state laws.</p> <p>-Identify the services performed by local and state governments.</p> <p>-Identify positions of authority at the local and state, and national level.</p> <p>-Explain how different perspectives can lead to conflict.</p> <p>-Basic Geographic Literacy</p> <p>-Describe how common geographic tools are used to organize and interpret information about people,</p>	Level 1 Entering	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")
			Level 2 Beginning	Describe story elements of various genres supported by illustrations	Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations
			Level 3 Developing	Summarize story lines, issues or conflicts in various genres supported by illustrations	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)
			Level 4 Expanding	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Discuss or propose modifications to or consequences of breaking school rules or procedures

<p>multisyllabic words in context and out of context.  5.1.4.C.3., 5.1.4.C.4., 5.1.4.D.2., 5.1.4.D.3., 5.1.4.D.4., 5.1.4.E. 5.1.4.F., 5.2, 5.2.4.C., 5.3. , 5.3.4.A.  5.3.4.F., 5.4., PA.7., 7.2., 7.3., 7.3.4.A., 7.3.4.A.1., 7.4</p>	<p>places, and environment.  -Describe and locate places and regions as defined by physical and human features.  -Identify the physical characteristics of places and regions.  -Identify the basic physical processes that affect the physical characteristics of places and regions.  -Human Characteristics of Places and Regions  I-identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities  RL. 4. 2, RL. 4. 3  RI. 4.1, RI. 4.2, RI. 4.3, RF. 4.1</p>			
		Level 5 Bridging	Propose options or solutions to issues in various genres and support responses with details	Produce words/phrases associated with school rules or procedures from illustrated scenes and models
		Level - Reaching		

Perspectives Fourth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Speaking	Domain: Speaking
2	<p>Significant characters found in mythology (e.g., Herculean).  -Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and</p>	<p>-Identify the effect of the physical systems on people within a community.  -Identify the effect of people on the physical systems within a community.</p>	Level 1 Entering	<p>Answer WH- or choice questions about pictures of imaginary people, objects or situations from</p>	<p>Describe self with words and gestures (e.g., features, likes and dislikes)</p>

<p>drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.-</p> <p>-Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>-Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>-Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RL. 4.5, RL. 4. 6, RI.4.6, RI 4.7</p>	<p>-Historical Analysis and Skills Development</p> <p>-Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>-Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.-</p> <p>-Identify a specific research topic and develop questions relating to the research topic.</p> <p>-Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>-Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>-Describe how citizens participate in school and community activities.</p> <p>-Identify individual interests and explain ways to influence others.</p> <p>-Explain how government responds to social needs by providing public goods and services.</p> <p>-Describe the impact of government involvement in state and national economic activities.</p> <p>-Explore ways in which tax revenues are used in local community.</p> <p>-Economic Interdependence</p> <p>-List and explain factors that</p>		peers in L1 or L2	
		Level 2 Beginning	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers
		Level 3 Developing	Provide details of pictures of imaginary people, objects or situations to peers	Compare self with characters in literary works using graphic organizers or technology
		Level 4 Expanding	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Compare self with motives or points of view of characters in literary works using graphic organizers or technology
		Level 5 Bridging	Make up fantasies about imaginary people, objects or situations and share with peers	Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology

		<p>promote specialization and division of labor.</p> <p>-Explain why nations trade.</p> <p>-Income, Profit, and Wealth</p> <p>-Identify the requirements for different careers and occupations.</p> <p>-Compare different ways people save.</p> <p>Examine the basic operation of the banking system.</p> <p>6.2.6.2.4.A, 6.2.4.B, 6.2.4.C, 6.3.4.A, 6.4.4.A, 8.1.4.A 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.C.1 8.2.4.D.1, 8.2.4.D.2, 8.2.4.D.3 7.1.4.A, 7.2.4.B, 7.3.4.A.,7.3.4.A.3., 7.3.4.A.4</p>			
Level - Reaching					

Perspectives Fourth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Reading	Domain: Writing

3	<p>-Presentation of the text, identifying where each version reflects specific descriptions and directions in the text</p> <p>-Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures</p> <p>-Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>-Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>-Read with sufficient accuracy and fluency to support comprehension.</p> <p>-Read on-level text with purpose and understanding.</p> <p>-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition</p> <p>RL. 4.9,RI.4.8,RI.4.9, RF. 4. 4</p>	<p>-Recognize the difference between basic needs and wants.</p> <p>-Explain the role of producers in making goods and providing services.</p> <p>-Illustrate what individuals or organizations give up when making a choice.</p> <p>-Explain what influences the choices people make</p> <p>-Explain how a product moves from production to consumption.</p> <p>-Determine how sellers compete with one another.</p> <p>-Differentiate between monetary and nonmonetary incentives in advertising.</p> <p>-Explain the role of buyers and sellers in determining prices of products.</p> <p>-Explain why local businesses open and close.</p> <p>-Describe the role of a private economic institution in the local community.</p> <p>Explain the three basic questions all economic systems must answer.</p> <p>1.4.D.1.,5.2.4.D.,5.3.4.D. 5.3.4.E, 6.1.4.B2., 6.1.4.C., 6.2.4.D., 6.2.4.E., 6.2.4.F.,6.2.4.G.2. 6.2.4.G.3., 6.3.4.</p>	Level 1 Entering	Use cues for sounding out unfamiliar words with accompanying visuals	Trace immigration/ migration routes on globes or maps with a partner
			Level 2 Beginning	Match visually supported context cues with statements to find meaning and facilitate fluency	Match immigration/ migration routes on globes or maps to text and share with a partner
			Level 3 Developing	Show how to use punctuation cues to facilitate expression and fluency with visually supported text	Organize information on immigration/ migration based on investigation using graphic or visual support with a partner
			Level 4 Expanding	Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text	Compare information on immigration/ migration based on investigation (e.g. in Web sites, newspapers or libraries) using graphic or visual support with a partner

			Level 5 Bridging	Apply strategies to adjust pace and expression while reading orally	Identify reasons or explanations for immigration/migration based on investigation using grade-level multicultural texts
Level - Reaching					

Perspectives Fourth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Writing	Domain: Writing
4	-Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	-Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. -Locate historical documents artifacts, and places critical to Pennsylvania history.	Level 1 Entering	Match examples of historical events with illustrations and labels	Reproduce historical highlights from labeled timelines or visually supported headlines

<p>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.4.7,RL.4.9, RL.4.10, RI.4.10ge.</p>	<p>-Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions, Commerce and industry Technology, Politics and government, Physical and human geography, Social organizations -Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability4.C.5.1.4.C.1, 5.2.4.A. 5.2.4.B., 5.3.4.B. 4.B., 7.2.4.A.7.3.4.A.5, 7.4.4.A., 8.1.4.B. 8.1.4.C.,8.2.4.C.3,8.2.4.C.4,8.2.4 .D.4,8.2.4.D.,5.3.4.C.,6.1.4.B1., 6.1.4.D.,6.2.4.G.,6.2.4.G.1.</p>	<p>Level 2 Beginning</p>	<p>Identify features, people or historical events depicted in illustrations and phrases</p>	<p>Create phrases or short sentences from timelines or visually supported headlines</p>
		<p>Level 3 Developing</p>	<p>Compare/contrast different time periods or people using graphic organizers and sentences</p>	<p>Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text</p>
		<p>Level 4 Expanding</p>	<p>Interpret effects of historical events on people’s lives during different time periods using graphic organizers and text</p>	<p>Produce reports by summarizing information (e.g., using first person)</p>
		<p>Level 5 Bridging</p>	<p>Detect trends based on historical events or people’s actions using grade-level text</p>	<p>Compose historical documentaries from multiple sources (e.g., using third person)</p>

Perspectives Fifth Grade ESL Alignment

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Speaking	Domain: Speaking
1	<p>-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <ul style="list-style-type: none"> <li>· Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or</li> <li>· corporations operate.</li> </ul> <p>RL.5.2, RL.5.4, RL.5.5, RI.5.1 RI.5.2, RI.5.3, RF.5.3, RF.5.3a</p>	<p>-Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>-Describe the characteristics of places and regions.</p> <p>-Identify and explain the influences of economic features on continuity and change over time.</p> <p>-Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>-Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability</p> <p>-Compare and contrast common</p>	Level 1 Entering	Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension	Label features of communities or regions depicted in pictures or maps
			Level 2 Beginning	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/ thumbs-down signals) to show comprehension	Describe communities or regions depicted in pictures or maps



		<p>characteristics of the social, political, cultural, and economic groups in world history.  .1.5.B, 6.1.5.C, 6.2.5.A, 6.2.5.F  6.4.5.B, 6.4.5.C, 7.1.5.A, 7.2.5.A  8.1.5.A, 8.3.5. 8.3.5.D</p>	<p>Level 3  Developing</p>	<p>Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension</p>	<p>Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)</p>
			<p>Level 4  Expanding</p>	<p>Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies</p>	<p>Discuss relationships between communities or regions depicted in pictures or maps</p>
			<p>Level 5  Bridging</p>	<p>Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”)</p>	<p>Analyze resources of communities or regions and discuss accomplishments or needs</p>
			<p>Level - Reaching</p>		

Perspectives Fifth Grade ESL Alignment

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Speaking	Domain: Reading
2	<p>-Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>-Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>-Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>-Analyze multiple accounts of the</p>	<p>-Identify behaviors that promote cooperation among individuals.</p> <p>-Identify specific ways individuals participate in school and community activities</p> <p>-Identify various sources of mass media.</p> <p>-Examine different ways conflicts can be resolved.</p> <p>-Describe the difference between nation and country.</p> <p>-Explain how limited resources and unlimited wants cause scarcity.</p> <p>-Demonstrate how availability of resources affects choices.</p> <p>-Describe various economic systems.</p> <p>Describe the cost and benefits of government economic programs 3.5.H, 5.3.5.F, 5.4.5.B, 6.1.5.A 6.1.5.D, 6.2.5.G, 6.3.5.A 6.4.5.A, 6.4.5.D, 6.5.5.B, 6.5.5.G, 6.5.5.H, 7.2.5.B, 7.4.5.A, 8.2.5.</p>	Level 1 Entering	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Identify words or phrases related to self or personal experiences from illustrated text
			Level 2 Beginning	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Confirm predictions based on prior knowledge or personal experiences from illustrated text
			Level 3 Developing	Compare/contrast different time periods or people using graphic organizers and sentences	Compare/contrast personal experiences with those in illustrated text

	<p>same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>-Read with sufficient accuracy and fluency to support comprehension.</p> <p>-Read grade-level text with purpose and understanding.</p> <p>-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RL.5.6, RL.5.7, RL.5.9, RI.5.4, RI.5.5, RI.5.6, RF 5.4, RF 5.4a, RF 5.</p>		<p>Level 4 Expanding</p>	<p>Provide details of pictures of imaginary people, objects or situations to peers</p>	<p>Make predictions from illustrated text using prior knowledge or personal experiences</p>
			<p>Level 5 Bridging</p>	<p>Develop and enact scenarios from pictures of imaginary people, objects or situations with peers</p>	<p>Evaluate validity of information in grade-level text based on personal experiences</p>
Level - Reaching					
<b>Perspectives Fifth Grade ESL Alignment</b>					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELP Standard: The Language of Social Studies
				Domain: Writing	Domain: Reading
3	<p>-text, identifying which reasons and evidence support which point(s).- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>-Explain how an author uses reasons and evidence to support</p>	<p>-Explain the significance of state symbols, national symbols, and national holidays.</p> <p>-Describe the principles and ideals shaping local state, and national government.</p> <p>-Interpret key ideas about government found in significant documents.</p>	<p>Level 1 Entering</p>	<p>Match oral statements from narrative or expository material to their illustrated representations</p>	<p>Match examples of historical events with illustrations and labels</p>

<p>particular points in a text, identifying which reasons and evidence support which point(s).          -By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.          -Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.          -RI.5.7,RI.5.8RL.5.10,RI.5.9, RI.5.10</p>	<p>-Explain why individuals become involved in leadership and public service.          -Describe the responsibilities and powers of the three branches of government.          -Describe how the elected representative bodies function in making local, state, and national laws.          -Explain how advertising causes people to change their behavior in predictable ways.          -Explain how positive and negative incentives affect individual choices.          -5.1.5.F, 5.1.5.C-5.1.5.D          5.2.5.C, 5.3.5.A, 5.3.5.B,          6.2.5.C, 6.5.5.D, 8.1.5.B,          8.2.5.B, 8.3.5.A          8.3.5.C</p>	<p>Level 2          Beginning</p>	<p>Determine literal meanings of oral passages from narrative or expository material and match to illustrations</p>	<p>Identify features, people or historical events depicted in illustrations and phrases.</p>
		<p>Level 3          Developing</p>	<p>Project next in a sequence from oral discourse on narrative or expository material supported by illustrations</p>	<p>Compare/contrast different time periods or people using graphic organizers and sentences</p>
		<p>Level 4          Expanding</p>	<p>Identify cause/effect in oral discourse from narrative or expository material supported by illustrations</p>	<p>Detect trends based on historical events or people’s actions using grade-level text</p>
		<p>Level 5          Bridging</p>	<p>Make connections and draw conclusions from oral discourse using</p>	<p>Interpret effects of historical events on people’s lives during different time periods using graphic organizers</p>

				grade-level materials	and text
Level - Reaching					

Perspectives Sixth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Writing	Domain: Reading
1	-Describe and analyze an author's use of sensory language, imagery and figurative language -Examine several poetic structures -Describe and analyze how an author's choices in language create a distinctive style Write an informational essay, analyzing a literary piece.  6.RL.4, 6.RL.5, 6.RL.9 6.RL.10, 6.RIT.1, 6.RIT.4, 6.RIT.5., 6.RIT.8, 6.RIT.9, 6.RIT.10	-Describe the physical geography of ancient Greece and how it influenced the development of Greek civilization. Understand the principles of monarchy, oligarchy, tyranny, and democracy and how various forms of government. -Identify the major differences between Athens and Sparta. -Identify factors that led to the outcomes of the wars between the Greek city-states and the Persian Empire. -Describe Greek culture during the golden age of Athens. -Understand how the outcomes	Level 1 Entering	Identify illustrated rhyming words in recited excerpts from poems	Identify features of historical periods from illustrations and word/phrase banks and share with a partner in  L1 or L2
			Level 2 Beginning	Classify illustrations descriptive of recited excerpts of poetry or free verse	Describe features of historical periods using notes from graphic organizers and share with a partner in  L1 or L2

		of the Peloponnesian War led to the rise of Macedonia. 8.2.6.B, 8.2.6.D, 8.3.6.A, 8.4.6.C 8.4.6.D, 5.1.6.B, 5.3.6.G	Level 3 Developing	Match main ideas in recited short poems or free verse with illustrations	Compare historical periods using sentences from graphic organizers and share with a partner
			Level 4 Expanding	Interpret main ideas or details in recited poems or free verse with illustrations	Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner
			Level 5 Bridging	Make inferences from main ideas and details of recited grade-level poetry or free verse	Create historical essays descriptive of past civilizations
			Level - Reaching		

Perspectives Sixth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Reading	Domain: Reading
2	-Identify and describe characteristics and cultural values of traditional and classical literature -Compare a modern tale to a	-Describe Etruscan and Greek influences on Rome. -Describe how the struggle between the patricians and the	Level 1 Entering	Identify words or phrases associated with adventures using	Identify rights or responsibilities of people in U.S. or other countries using illustrations and

<p>classical one</p> <p>-Describe and analyze the theme of a piece of classical literature</p> <p>Examine the role of mythology in ancient society.</p> <p>RL.4, 6.RL.5, 6.RL., 6.RL.9, 6.RL.10, 6.RIT.1, 6.RIT.2, 6.RIT.4, 6.RIT.10., 6.W.1</p>	<p>plebeians led to a more democratic government in the Roman Republic.</p> <p>-List events leaving to the expansion of Roman territory and the creation of the empire.</p> <p>-Describe daily life in the Roman Empire.</p> <p>Identify aspects of Roman culture that have influenced the modern world.</p> <p>5.2.9 A,B,C,D,E, G, 5.3.9 A,I,K 6.1.9 A, 6.2.9A, 6.4.9A, 6.5.9A 7.1.9B, 7.2.9A</p>		visual support	labels or phrases
		Level 2 Beginning	Answer WH-questions related to adventures using visual support (e.g., “What is the spy looking for?”)	Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements
		Level 3 Developing	Sequence plots of adventures using visual support	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions
		Level 4 Expanding	Summarize plots of adventures using visual support	Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text
		Level 5 Bridging	Predict effects of altering events in adventures (e.g., “If X happened at another time, what do you think would	Infer rights or responsibilities of people in U.S. or other countries from grade- level text

				change?")	
Level - Reaching					

Perspectives Sixth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Writing	Domain: Speaking
3	-Identify and describe each of the elements of plot (conflict, rising action, climax and resolution) -Identify when, and analyze how, an author uses voice and language to build suspense -Effectively use the structure of an informational piece to gather information -Analyze theatrical elements that build suspense in a television episode -Write a fictional narrative, using the writing process to provide a clear conflict, build suspense and have a dramatic climax .W.9, 7.W.10 7.SL.1, 7.SL.2, 7.SL.4, 7.L.1, 7.L.2, 7.L.3, 7.L.4, 7.L.6, 7.L.	-Identify the roles of serfs, knights, lords, and a monarch to understand the various inter-connections, responsibilities, and vassal-lord relationships that defined European feudal society. -Analyze the influence of the Catholic Church in medieval Europe. -Understand aspects of life in medieval European towns. -Analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought. 6.2.9A, 6.4.9A, 6.5.9A, 7.1.9B,, 7.2.9A, 7.3.9A,B, 7.4.9B, 8.1.9	Level 1 Entering	Identify words and phrases related to different time frames following oral directions with visual support	Describe persons or objects in human interest stories from visual frames
			Level 2 Beginning	Match oral phrases or sentences supported visually with different time frames	Relate main ideas of human interest stories from visual frames



		A,C,D	Level 3 Developing	Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	State reasons for the 'interest' in human interest stories from visual frames
			Level 4 Expanding	Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	Apply ideas from human interest stories from visual frames
			Level 5 Bridging	Interpret use of literary devices related to different time frames presented orally from grade-level text	Defend and justify stances or points of view in human interest stories
Level - Reaching					

Perspectives Sixth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for	Proficiency	ELD Standard:	ELD Standard: The

		Social Studies	Level	The Language of Language Arts	Language of Social Studies
				Domain: Speaking	Domain: Reading
4	<p>-Describe and analyze an author’s use of sensory language, imagery and figurative language</p> <p>-Examine several poetic structures</p> <p>-Describe and analyze how an author’s choices in language create a distinctive style</p> <p>-Write an informational essay, analyzing a literary piece.</p> <p>6.RL.4, 6.RL.5, 6.RL.9, 6.RL.10, 6.RIT.1, 6.RIT.4, 6.RIT.5, 6.RIT.8, 6.RIT.9, 6.W.10, 6.SL.1, 6.SL.2, 6.SL.4, 6.SL.6, 6.SL.5, 6.L.1, 6.L.2, 6.L.3</p>	<p>-Understand the principles of monarchy, oligarchy, tyranny, and democracy and how various forms of government in ancient Greece led to the development of democracy.</p> <p>-Identify the major differences between Athens and Sparta.</p> <p>-Identify factors that led to the outcomes of the wars between the Greek city-states and the Persian Empire.</p> <p>-Describe Greek culture during the golden age of Athens.</p> <p>-Understand how the outcomes of the Peloponnesian War led to the rise of Macedonia.</p> <p>-Debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire.</p> <p>2.6.A, 8.2.6.B, 8.2.6.D, 8.3.6.A, 8.4.6.C, 8.4.6.D, 5.1.6.B</p>	Level 1 Entering	Identify illustrated rhyming words in recited excerpts from poems	Answer WH- questions from pictures or cartoons related to biographies
			Level 2 Beginning	Classify illustrations descriptive of recited excerpts of poetry or free verse	Describe pictures or cartoons related to biographies
			Level 3 Developing	Match main ideas in recited short poems or free verse with illustrations	State biographical information based on timelines or other graphic organizers
			Level 4 Expanding	Interpret main ideas or details in recited poems or free verse with illustrations	Summarize points from outlines or graphic organizers on biographies

			Level 5 Bridging	Make inferences from main ideas and details of recited grade-level poetry or free verse	Project character roles using notes on grade-level biographies
Level - Reaching					

Perspectives Sixth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Reading
5	-Identify and describe characteristics and cultural values of traditional and classical literature -Compare a modern tale to a classical one -Describe and analyze the theme of a piece of classical literature Examine the role of mythology in ancient society 6.RL.4, 6.RL.5, 6.RL.7, 6.RL.9, 6.RL.10, 6.RIT.1, 6.RIT.2, 6.RIT.4	-Describe Etruscan and Greek influences on Rome. -Describe how the struggle between the patricians and the plebeians led to a more democratic government in the Roman Republic. -List events leading to the expansion of Roman territory and the creation of the empire. -Describe daily life in the Roman Empire. Identify aspects of Roman culture that have influenced the modern world. 5.2.9 A,B,C,D,E, G, 5.3.9 A,I,K,	Level 1 Entering	Describe persons or objects in human interest stories from visual frames	Identify locations of land and water masses on maps based on oral statements and check with a partner
			Level 2 Beginning	Relate main ideas of human interest stories from visual frames	Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner

		6.1.9 A, 6.2.9A, 6.4.9A, 6.5.9A, 7.1.9B, 7.2.9A, 7.3.9A,B, .4.9B	Level 3 Developing	State reasons for the ‘interest’ in human interest stories from visual frames	Sort locations on maps by land or water masses based on oral statements and check with a partner
			Level 4 Expanding	Apply ideas from human interest stories from visual frames	Compare/contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions and check with a partner
			Level 5 Bridging	Defend and justify stances or points of view in human interest stories	Evaluate locations on maps for different purposes from oral descriptions (e.g., “Show me the best city in Asia to....”)
			Level - Reaching		

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Reading
1	<ul style="list-style-type: none"> <li>-Identify and describe each of the elements of plot (conflict, rising action, climax and resolution)</li> <li>-Identify when, and analyze how, an author uses voice and language to build suspense</li> <li>-Effectively use the structure of an informational piece to gather information</li> <li>-Analyze theatrical elements that build suspense in a television episode</li> <li>-Write a fictional narrative, using the writing process to provide a clear conflict, build suspense and have a dramatic climax</li> </ul> RL.4, 7.RL.7, 7.RL.10, 7.RIT.2, 7.RIT.4, 7.RIT.5, 7.RIT.7, 7.RIT.10, 7.W.1, 7.W.2, 7.W.3, 7.W.4	<ul style="list-style-type: none"> <li>-Identify the roles of serfs, knights, lords, and a monarch to understand the various inter-connections, responsibilities, and vassal-lord relationships that defined European feudal society.</li> <li>-Analyze the influence of the Catholic Church in medieval Europe.</li> <li>-Understand aspects of life in medieval European towns.</li> <li>-Analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought.</li> </ul> 5.2.9 A,B,C,D,E, G, 5.3.9 A,I,K, 6.1.9 A, 6.2.9A, 6.4.9A, 6.5.9A, 7.1.9B, 7.2.9A, 7.3.9A,B, 7.4.9B, 8.1.9 A,C,D	Level 1 Entering	Answer choice or yes/ no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters)	Locate visually supported information on behavior of individuals and groups (e.g., from photographs, headlines and bylines in newspapers or magazines)
			Level 2 Beginning	Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts)	Locate visually supported information on behavior of individuals and groups (e.g., in newspaper, magazine or Web site articles)
			Level 3 Developing	Present visually supported information from multimedia (e.g., in Web sites, CDs or software)	Compare/contrast visually supported information on behavior of individuals and groups from various news sources

			Level 4 Expanding	Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)	Interpret visually supported information on behavior of individuals and groups from various news sources
			Level 5 Bridging	Give reviews of information from multimedia that include interpretations, critiques or self-reflections	Evaluate authenticity of information on behavior of individuals and groups from various news sources
Level - Reaching					

Perspectives 7 <sup>th</sup> Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Reading
2	-Identify and analyze how characters are described in fictional writing -Make generalizations and inferences about characters based on what an author <i>shows</i> the reader through indirect characterization	-Understand the origins of Islam. -Describe the eight main beliefs and practices of Islam. -Describe Muslim innovations and adaptations in fields such as science, geography,	Level 1 Entering	Describe persons or objects in human interest stories (e.g., "Girls talking") from visual	Answer questions to agree or disagree with current issues from models depicted visually or graphically

<p>-Use knowledge of roots, affixes and classical languages to build meaning of unknown words  RL.4, 7.RL.6, 7.RL.10  7.RIT.1, 7.RIT.2, 7.RIT.3,  7.RIT.4,7.RIT.8, 7.RIT.10</p>	<p>mathematics, philosophy, medicine, art, and literature.  -Identify challenges facing various groups as they compete to acquire and control the same territory, and compare their experience to the competition over Jerusalem during the Middle Ages.  .3.9 A,I,K, 6.1.9A, 7.1.9B, 7.2.9A, 7.3.9A,B, 7.4.9B</p>		frames or media excerpts	
		Level 2 Beginning	Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)	React positively or negatively to current issues in editorials from models depicted visually or graphically
		Level 3 Developing	State reasons for the ‘interest’ in human interest stories from visual frames or media excerpts	Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., “I think...”)
		Level 4 Expanding	Apply ideas from human interest stories from visual frames or media excerpts to personal experiences	Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., “I agree with X; I disagree with Y.”)
		Level 5 Bridging	Defend and justify stances or points of view in human interest stories from	Produce editorials (opinions backed by examples) from current grade-level issues

				various sources	
Level - Reaching					

Perspectives 7 <sup>th</sup> Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Writing
3	-Analyze how an author uses point of view in a narrative story -Analyze how an author builds and supports an argument in a nonfiction piece -Make connections between ancient, traditional and modern forms of the same fairy tale -Summarize a person's life based on an autobiography or biography RL., 7.RL.6, 7.RL.7, 7.RL.9 7.RL.10, 7.RIT.17.RIT.2,7.RIT.3 7.RIT.4, 7.RIT.6, 7.RIT.10	-Explain how changes in Europe led to the birth of the Renaissance, and then create a live Renaissance tableau. -Describe characteristics of the Renaissance. -Identify ten prominent Renaissance figures and their achievements.. 5.3.9 A,K, 6.1.9A,6.2.9A6.3.9B 7.1.9B, 7.2.9A, 7.3.9A,B, 7.4.9B	Level 1 Entering	Respond to literal questions that involve figures of speech from visually supported phrases	Describe persons or objects in human interest stories from visual frames
			Level 2 Beginning	Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Relate main ideas of human interest stories from visual frames



			Level 3 Developing	Categorize or classify figures of speech in visually supported passages	State reasons for the 'interest' in human interest stories from visual frames
			Level 4 Expanding	Identify figures of speech in visually supported text and match to their meanings	Apply ideas from human interest stories from visual frames
			Level 5 Bridging	Interpret figures of speech in grade-level text	Defend and justify stances or points of view in human interest stories
			Level - Reaching		

Perspectives 7 <sup>th</sup> Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of	ELD Standard: The Language of Social Studies

			Language Arts		
			Domain: Reading	Domain: Writing	
4	<p>-Describe the theme of a story, and support that opinion with appropriate evidence from the text</p> <p>-Compare characters from different texts</p> <p>-Examine the narrative form of poetry</p> <p>-Analyze the theme of a poem, and how an author creates it</p> <p>Analyze an author's use of figurative language in poetry</p> <p>RL.10, 7.RIT.1., 7.RIT.2, 7.RIT.3,7.RIT.4, 7.RIT.9, 7.RIT.10.,7.W.1, 7.W.2</p>	<p>-Understand how the trans-Saharan trade in gold and salt explore helped to make Ghana a powerful empire.</p> <p>-Describe advantages and disadvantages of three methods used by rulers to select government officials in China.</p> <p>-Describe advancements in agriculture and trade and commerce in medieval China, and evaluate their influence on China's economy.</p> <p>-Analyze Chinese discoveries and inventions to determine their influence on the modern world.</p> <p>5.3.9 A,I,K, 6.1.9A, 6.2.9 I, 6.1.9B, 7.2.9A, 7.3.9 A,B, 7.4.9 A,B, 8.1.9 A,C,D</p>	Level 1 Entering	Identify illustrated rhyming words in recited excerpts from poems	Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)
			Level 2 Beginning	Classify illustrations descriptive of recited excerpts of poetry or free verse	Classify economic data based on information in text and charts (e.g., major crops by states or regions)
			Level 3 Developing	Match main ideas in recited short poems or free verse with illustrations	Compare economic data based on information in text and charts (e.g., "Which crop is produced less today than five years ago?")
			Level 4 Expanding	Interpret main ideas or details in recited poems or free verse with illustrations	Predict economic data for upcoming years based on information in text and charts (e.g., "Which crop will have less production in five years?")

			Level 5 Bridging	Make inferences from main ideas and details of recited grade-level poetry or free verse	Interpret economic trend data based on information from grade-level text and charts (e.g., “Why has there been a decline in profits from this crop in the past five years?”)
Level - Reaching					

Perspectives 7 <sup>th</sup> Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Reading	Domain: Listening
5	<ul style="list-style-type: none"> <li>-Experience folk tales from different cultures</li> <li>-Identify and analyze the relationships between modern language and ideas</li> <li>-Summarize an informational text</li> </ul> <p>7.RIT.1, 7.RIT.2, 7.RIT.3, 7.RIT.4, 7.RIT.9, 7.RIT.10, 7.W.1, 7.W.2</p>	<ul style="list-style-type: none"> <li>-Describe advancements in agriculture and trade and commerce in medieval China, and evaluate their influence on China's economy.</li> <li>-Analyze Chinese discoveries and inventions to determine their influence on the modern world.</li> <li>-Describe benefits and drawbacks of foreign contact</li> </ul>	Level 1 Entering	Answer questions to agree or disagree with current issues from models depicted visually or graphically	Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)

		<p>during three Chinese dynasties and evaluate the effects on China of their foreign-contact policies.</p> <ul style="list-style-type: none"> <li>-Describe the influences of India, China, and Korea on the development of Japanese culture.</li> <li>-Describe aristocratic life and the cultural accomplishments of Japan during the Heian period.</li> <li>-Identify factors that led to the rise of a warrior class and the pivotal role these samurai played from the end of the 12th century to the 19th century.</li> </ul> <p>5.2.9 A,B,C,E,G, 5.3.9 A,I,K, 6.1.9A, 6.2.9 I, 7.1.9B, 7.2.9A 7.3.9 A,B, 7.4.9 A,B, 8.1.9 A,C,D</p>	<p>Level 2 Beginning</p>	<p>React positively or negatively to current issues in editorials from models depicted visually or graphically</p>	<p>Locate resources or agricultural products from oral statements using visual or graphic support (e.g., “Corn is an important crop. Show where the most corn is grown.”)</p>
			<p>Level 3 Developing</p>	<p>Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., “I think...”)</p>	<p>Distinguish among resources or agricultural products from oral statements using visual or graphic support</p>
			<p>Level 4 Expanding</p>	<p>Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., “I agree with X; I disagree with Y.”)</p>	<p>Draw conclusions about resources or agricultural products on maps or graphs described orally from grade-level material</p>

			Level 5 Bridging	Produce editorials (opinions backed by examples) from current grade-level issues	Find patterns associated with resources or agricultural products from oral statements using visual or graphic support
Level - Reaching					

Perspectives Eighth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Writing	Domain: Reading
1	<ul style="list-style-type: none"> <li>-Identify and analyze plot structure</li> <li>-Build a successful argument with proper supporting evidence</li> <li>-Summarize a story by retelling the major events</li> <li>-Identify, describe and analyze how an author uses foreshadowing to build suspense.</li> </ul> .RL.6, 8.RL.7, 8.RL.10 8.RIT.1, 8.RIT.2, 8.RIT.3, 8.RIT.4 8.RIT.10, 8.SL.1, 8.SL.2, 8.SL.3, 8.SL.4, 8.SL.5, 8.SL.6 8.L.1, 8.L.2, 8.L.3, 8.L.4, 8.L.6	<ul style="list-style-type: none"> <li>-Describe how the first Americans adapted to their environments.</li> <li>-Describe American Indian artifacts and their uses.</li> <li>-Understand how European nations explored and established settlements in the Americas.</li> <li>-Describe life in the English colonies in North America.</li> <li>-Write a narrative from the perspective of a new American colonist</li> <li>-Present opinion about the</li> </ul>	Level 1 Entering	Identify words or phrases associated with adventures using visual support	Connect events with people in U.S. history using timelines, graphics or illustrations
			Level 2 Beginning	Answer WH-questions related to adventures using visual support (e.g., "What is the spy looking for?")	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations

		effects European colonists had upon the New World, supporting argument with appropriate evidence 7.1.9 A, 7.4.9 B, 8.1.9 A., 8.1.9 B, 8.1.9 C, 8.1.9 D			
			Level 3 Developing	Sequence plots of adventures using visual support	Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations
			Level 4 Expanding	Summarize plots of adventures using visual support	Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations
			Level 5 Bridging	Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?")	Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of...")
			Level - Reaching		

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Listening
2	-Describe and analyze a character, using the direct and indirect characterizations an author offers to support -Compare and contrast the elements of different texts -Identify the main idea of an informational text RL.5, 8.RL.6, 8.RL.9, 8.RL.10, 8.RIT.1,8.RIT.2, 8.RIT.3, 8.RIT.4 8.RIT.6	-Identify key points of the Declaration of Independence. -Identify important battles in the American Revolution. -Explain how the U.S. Constitution was created. -Identify factors leading up to creation of the Bill of Rights and the impact of this document. Identify the first political parties and their platforms. 5.3.9 I	Level 1 Entering	Describe persons or objects in human interest stories (e.g., “Girls talking”) from visual frames or media excerpts	Identify historical figures or events associated with civil wars from photographs or illustrations in small groups
			Level 2 Beginning	Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)	Role-play scenes from historical events or lives of figures associated with civil wars in small groups
			Level 3 Developing	State reasons for the ‘interest’ in human interest stories from visual frames or media excerpts	Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups

			<p>Level 4 Expanding</p>	<p>Apply ideas from human interest stories from visual frames or media excerpts to personal experiences</p>	<p>Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)</p>
			<p>Level 5 Bridging</p>	<p>Defend and justify stances or points of view in human interest stories from various sources</p>	<p>Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)</p>
			<p>Level - Reaching</p>		



Perspectives Eighth Grade ESL Alignment

UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Writing	Domain: Writing
3	<p>-Analyze how the setting of a story can influence the mood and tone of writing</p> <p>-Use a text’s structure to help gather information effectively</p> <p>-Describe how the setting of a story can act as an active character</p> <p>Write a persuasive essay</p> <p>.RL.5, 8.RL.9, 8.RL.10, 8.RIT.1, 8.RIT.2, 8.RIT.3, 8.RIT.4, 8.RIT.5</p>	<p>-Explain how the U.S. Constitution was created.</p> <p>-Identify factors leading up to creation of the Bill of Rights and the impact of this document.</p> <p>-Identify the first political parties and their platforms.</p> <p>Describe what it was like to be an American in the 1800s.</p> <p>-Explain how the U.S.</p>	Level 1 Entering	Identify words and phrases related to different time frames following oral directions with visual support	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases

8.RIT.6, 8.RIT.7, 8.RIT.10	<p>Constitution was created.</p> <ul style="list-style-type: none"> <li>-Identify factors leading up to creation of the Bill of Rights and the impact of this document.</li> <li>-Identify the first political parties and their platforms.</li> <li>-Describe what it was like to be an American in the 1800s.</li> </ul> <p>5.1.9 G, 5.1.9 H, 5.1.9 J, 5.1.9 L  5.3.9 G, 5.3.9 J  8.3.9 A, 8.3.9 B, 8.3.9 C, 5.2.9 F</p>	<p>Level 2 Beginning</p>	<p>Match oral phrases or sentences supported visually with different time frames</p>	<p>Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements</p>
		<p>Level 3 Developing</p>	<p>Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)</p>	<p>Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions</p>
		<p>Level 4 Expanding</p>	<p>Analyze use of literary devices related to different time frames in visually supported oral passages</p>	<p>Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text</p>
		<p>Level 5 Bridging</p>	<p>Interpret use of literary devices related to different time frames presented orally from</p>	<p>Infer rights or responsibilities of people in U.S. or other countries from grade-level text</p>

				grade-level text	
Level - Reaching					

Perspectives Eighth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Speaking	Domain: Writing
4	-Identify, describe and analyze the theme of a story -Identify, describe and analyze the main idea of an informational text -Make connections to, and between, theme and personal life -Proper use of words with multiple meanings RL.9, 8.RL.10, 8.RIT.1, 8.RIT.2, 8.RIT.3, 8.RIT.4 8.RIT.5.W.9, 8.W.10, 8.SL.1, 8.SL.2 8.SL.3, 8.SL.4, 8.SL.5 8.L.1, 8.L.2, 8.L.3, 8.RIT.8, 8.RIT.9	-Describe key events in the presidency of Andrew Jackson that led to democracy. -Describe manifest destiny and analyze it's effect on the US and the world -Describe life in the west during the 1800s. -Identify important Mexican contributions and determine how they influenced life in the United States. -Compare the different ways of life in the North and South during the mid-1800s. -Understand implicit in manifest destiny shaped American ideals- Write a compare and contrast essay, highlighting the North and South during the early to mid-1800s and the effects of slavery on African Americans during the	Level 1 Entering	Respond to literal questions that involve figures of speech from visually supported phrases	Connect events with people in U.S. history using timelines, graphics or illustrations
			Level 2 Beginning	Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics
			Level 3 Developing	Categorize or classify figures of speech in visually supported	Summarize significance of major events or people in U.S. history depicted in timelines, graphics or

		mid-1800s. 7.2.9 A., 7.3.9 C, 7.3.9 E, 8.3.9 A, 8.3.9 B, 8.3.9 C		passages	illustrations
			Level 4 Expanding	Identify figures of speech in visually supported text and match to their meanings	Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations
			Level 5 Bridging	Interpret figures of speech in grade-level text	Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of...")
Level - Reaching					

Perspectives Eighth Grade ESL Alignment					
UNIT	Common Core Standards for ELA	Pennsylvania Standards for Social Studies	Proficiency Level	ELD Standard: The Language of Language Arts	ELD Standard: The Language of Social Studies
				Domain: Listening	Domain: Listening
5	-Analyze the structure of various styles of poetry -Identify, describe and analyze unsupported arguments and fallacious reasoning -Compare stylistic choices in the humorous genre -Analyze the summary of a story	-Compare the different ways of life in the North and South during the mid-1800s. -Understand the effects of slavery on African Americans during the mid-1800s. -Describe factors leading up to the Civil War and the outcome	Level 1 Entering	Identify illustrated rhyming words in recited excerpts from poems	Identify historical figures or events associated with civil wars from photographs or illustrations in small groups

<p>RL.9, 8.RL.1, 8.RIT., 8.RIT.2        8.RIT.3, 8.RIT.4, 8.RIT.5.W.9        8.W.10, 8.SL.1, 8.SL.2        8.SL.3, 8.SL.4, 8.SL.5        8.L.1, 8.L.2, 8.L.3, 8.RIT.8, 8.RIT.9</p>	<p>of the war.        -Write an expository piece        analyze the one historical        character that was central to the        Civil War        -Read and analyze poetry from        this time period        8.3.9 A, 8.3.9 B, 8.3.9 C, 8.3.9 D</p>	<p>Level 2          Beginning</p>	<p>Classify          illustrations          descriptive of          recited excerpts          of poetry or free          verse</p>	<p>Describe historical figures          or events associated with          civil wars from          photographs, illustrations          or videos in small groups</p>
		<p>Level 3          Developing</p>	<p>Match main ideas          in recited short          poems or free          verse with          illustrations</p>	<p>Role-play scenes from          historical events or lives of          figures associated with          civil wars in small groups</p>
		<p>Level 4          Expanding</p>	<p>Interpret main          ideas or details          in recited poems          or free verse with          illustrations</p>	<p>Re-enact historical events          or lives of figures          associated with civil wars          from varied perspectives          with peers (e.g., Lincoln-          Douglas debates)</p>
		<p>Level 5          Bridging</p>	<p>Make inferences          from main ideas          and details of          recited grade-          level poetry or          free verse</p>	<p>Give monologues          simulating historical          events or figures          associated with civil wars          (e.g., scenes in plays)</p>
		<p>Level - Reaching</p>		

