

# LAS AMÉRICAS ASPIRA ACADEMY

**ANNUAL REPORT**

**2020-2021**



**326 Ruthar Drive  
Newark, DE 19711  
East Newark Campus  
750 Otts Chappel Road  
Newark, DE 19713  
West Newark Campus  
Phone: (302) 292-1463 East Campus  
Phone: (302) 355-2300 West Campus**

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Las Américas ASPIRA Academy
Year School Opened	2011
Enrollment 2020-2021 <sup>1</sup>	1,060
Approved Enrollment	1,047
School Address	326 Ruthar Drive, Newark, DE 19711 East Campus 750 Otts Chapel Road, Newark, DE 19713 West Campus
District(s) of Residence	Christina School District
Website Address	<a href="http://www.aspiraacademy.org/">http://www.aspiraacademy.org/</a>
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
<b>Mission Statement:</b> Las Americas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 <sup>1</sup>
Total Enrollment	1,060
# of Students on Waiting List	1,131
Gender	
% Male	46.89%
% Female	53.11%
Ethnicity/Race	
% African American	13.87%
% American Indian	0.28%
% Asian	0.94%
% Hispanic/Latino	68.49%
% White	14.43%
% Multiracial	1.79%
Special Populations	
% Special Education <sup>2</sup>	12.36%
% English Language Learners	32.55%
% Low-Income	25.66%

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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

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### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
12/21/18	LAAA wishes to expand vertically by adding grades 9-12, and laterally, by leveling enrollment in grades K-12, starting the 2020-2021 school year.	Approved
12/21/18	Las Americas ASPIRA Academy's (LAAA) K-8 approved charter is for enrollment of 780 students. LAAA is requesting an increase in the K-8 enrollment to 897 students.	Approved

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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

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#### 1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	125	104
Grade 1	100	103
Grade 2	100	107
Grade 3	100	105
Grade 4	100	106
Grade 5	100	108
Grade 6	122	109
Grade 7	100	108
Grade 8	100	130
Grade 9	100	80
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>1047</b>	<b>1060</b>

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Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

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### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Las Américas Aspira Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	3	
Grade 1	95	95.00%
Grade 2	95	91.35%
Grade 3	97	91.51%
Grade 4	98	91.59%
Grade 5	99	95.19%
Grade 6	98	92.45%
Grade 7	106	98.15%
Grade 8	104	97.20%
Grade 9	40	38.46%
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	<b>835</b>	<b>88.27%</b>

\*\* School entry grade level. Reenrollment data not collected for this grade level.

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Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

**Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at:**  
[Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

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School Comments:

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## Performance Agreement

### Academic Performance Expectations

Las Américas ASPIRA Academy's DSSF Ratings for 2018/2019 are:

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

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School Comments

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

<i>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</i>		
<b>Item</b>	<b>Description</b>	<b>Evidence</b>
<b>Scope and Sequence</b>	Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.	<a href="#">Scope and Sequence Document</a>
<i>English Language Arts</i>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>High Quality Instructional Resources</b>	<p>Teachers College Reading and Writing Project's Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards.</p> <p>The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:</p> <ul style="list-style-type: none"> <li>• High volume of high-success, high interest reading</li> </ul>	<p><a href="#">Research Base Underlying the Teachers College Reading and Writing Project's Approach to Literacy Instruction</a></p> <p><a href="#">Reading Units of Study Common Core Standards Alignment</a></p> <p><a href="#">Writing Units of Study Common Core Standards Alignment</a></p>

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

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School Comments

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b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

See Appendix 1

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

#### SUMMARY AND OVERALL RATING

##### Las Américas Aspira Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

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b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

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c) Address any measure where school did not meet standard or is approaching standard.

## Performance Agreement

### Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

**Las Américas ASPIRA Academy's (LAAA) overall organizational rating is Meets Standard.**

By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

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School Comments:

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date	Governance Training Date
Margie	Lopez Waite	Ex-officio	7/1/2012	
Greg	Panchisin	Ex-officio	7/1/2012	
Lourdes	Puig	Chair	2/12/2015	
Donald	Patton	Co-Chair	11/30/2015	
Luis	Santiago	Treasurer	3/30/2017	
Serah	Pesce	Secretary	1/12/2018	
Tiffany	Burton	Teacher Representative	7/25/2018	
Ana	Viscarra Gikas	Parent Representative	7/10/2020	
Alberto	Chavez	Member	8/10/2020	
Marissa	Terranova Fissel	Member	7/9/2020	
Guillermina	Gonzalez	Member	4/8/2020	
Rosalie	Rolon Dow	Member	5/31/2019	
Rebecca	Penix-Tadsen	Member	8/23/2020	

\*Please list only the most recent training date.

**Please attach all certificates or evidence of Board Governance Training for active board members.**

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School Comments:

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b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736 6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Nicole	Florian	Teacher Representative	02/10/2020
Min	Guan	Member	10/18/2017
Lucy	Li	Member	10/13/2017
Margie	Lopez Waite	Member	7/1/2012
Greg	Panchisin	Member	7/1/2012
Richard	Riggs	DOE Representative	11/30/2015
Luis	Santiago	Board Member	3/30/2017

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School Comments:

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**3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
89.2	58	65

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

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School Comments:

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b) Describe how the school’s professional development plans support teachers and leadership.

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School Comments:

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2020-2021	M	M	M	M	M	AS	AS	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

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School Comments:

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b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

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School Comments:

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c) Address any measure where school did not meet standard or is approaching standard

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2020-2021
0.94

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

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Total Liabilities = \$25,375,307 and Total Assets = \$26,920,721. As of the close of FY21, LAAA was in its fourth full year of long-term debt service (\$21.26MM in bonds payable as of June 30, 2021), which was a result of its bond financing (capital expenses for the East Campus building purchase and construction) in July 2016. The preferred result for this metric is <.90 and LAAA is at 0.94 vs. 1.00 in FY20, so we improved on this metric.

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**Measure 2c. Cash Flow**

2020-2021
1 YR: \$1602808
3 YR: \$1571523

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

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Our one year cash flow for FY21 = \$1,602,808, and our three year cash flow improved from \$-786,122 in FY20 to \$1,571,523 in FY21. We completed a \$500K+ capital expansion high school project, but our continued success in obtaining grant funding outside of the traditional charter school funding (no capital funding) shows our ability to support school expansion without relying on cash reserves. LAAA will continue to seek other revenue sources to support the build-out of our high school, thus minimizing the need to spend our cash reserves to support the targeted enrollment growth over the next several years.

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**Performance Agreement**

**Financial Performance Expectations**

**Las Americas ASPIRA Academy (LAAA) overall financial rating is Meets Standard.**

By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

a) Discuss the school’s financial performance based on its approved Performance Agreement.

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School Comments:

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b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

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School Comments:

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## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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### School Comments:

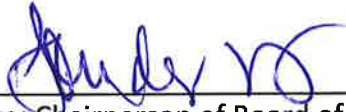
- **Dual Language:** LAAA aims to fulfill its mission by implementing a bilingual programmatic focus called dual language education. Dual language education is an instructional approach that develops language proficiency and literacy in English and a partner language. Immersion is one type of dual language education which begins in elementary school, and in which native English speakers and native speakers of another language learn academic content through English half of the time and a partner language the other half of the time. This immersion model was the first of its kind in Delaware, commencing in 2011 and seeking to educate and empower all language learners.
- **Academic:** The partner language at LAAA is Spanish; therefore, LAAA has an A/B day rotation in K-5 in which students alternate learning all core content (language arts, math, science, and social studies) in Spanish and English as they rotate each day. In grades 6-8 the continuation model includes English instruction in all core content areas (language arts, math, science, and social studies) and Spanish instruction in language arts and social studies known as humanities. Upon graduating 8<sup>th</sup> grade, students take the Assessment of Performance Toward Proficiency in Languages (AAPPL) which will allow them to apply for continued language courses in the 9<sup>th</sup> grade with the ultimate goal of applying for the Certificate of Multiliteracy at the end of high school graduation.
- **Project-Based Learning (K-8):** Project based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. LAAA is committed to providing PBL experiences for our students in which students can use their experiences in the classroom to benefit the wider community.
  - One of our largest PBL experiences is where second and third grade students team up to raise money for childhood cancer research by hosting our annual Alex's Lemonade Stand. Second grade students practice their mathematical skills such as measuring volume and counting money while third grade students focus on studying economics such as the production and distribution of yellow goods and services. Each year, LAAA has made a generous charitable donation to the ALS Foundation.
  - In addition, our first grade team partners with Heifer International during their non-fiction writing unit. Students research and write books about animals in specific regions, at the same time students are introduced to Heifer International, which is a charity organization working to end hunger and poverty around the world by providing livestock and training to struggling communities. This makes a real world connection for the students to the people and animals living in different regions around the world. Homeroom classes agree on which animals to purchase which will help sustain food and an income for families over a long period of time. For example, after sharing their research and stories, the students chose to buy \$400 worth of beehives in past years. The families can eat and sell the honey from the hives.

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- A school-wide PBL experience is the Outdoor Learning Environment (OLE) at ASPIRA, a National Wildlife Certified habitat, which serves as an extension to our classroom curricula. Our students at all grade levels benefit from hands-on, experiential learning in various facets of environmental education. ASPIRA's youngest learners have the opportunity to plant and maintain our edibles garden annually. Through a partnership with a local zoo, the crops are donated for animal enrichment. Students not only learn about the life cycle of plants, but also how plants and animals are interconnected. Our upper-elementary students take advantage of the storm water retention pond on our campus to learn about ecosystems and habitats of native wildlife. Learners conduct field observations, collect data, and research the animals that make their home in the Outdoor Learning Environment. As part of the Delaware Pathways to Green Schools program, middle school students at ASPIRA have researched the effects of climate change on local and global levels. With this information they created and implemented an action plan to reduce ASPIRA's carbon footprint by deeming our campus a 'no idling zone'. The entire student body and team members at ASPIRA enjoy the benefits of the Outdoor Learning Environment on a regular basis by engaging with nature on a personal level. These experiences have led to our students becoming environmental stewards at school, at home and around our community.
  - **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of Progress Book to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
  - **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. At ASPIRA, our social and emotional growth is as important as our academic growth.
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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Las Américas ASPIRA Academy
<b>Location:</b>	326 Rutthar Dr. Newark, DE

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.



11/22/21

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

<b>Print/Type Name:</b>	Lourdes Puig
<b>Title (if designated):</b>	Board Chair
<b>Date of approval by board of directors:</b>	11/18/21

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

APPENDIX 1

KINDERGARTEN

	Reading	Writing	Phonics	Math	Science	SS	SLA
September	We are Readers (Book 1) RLK1 RLK2, RLK5 RLK7 RLK10 RFK1 RFK3 RFK3a RFK4 SLK1 SLK2 SLK3 SLK6	Launching the Writing Workshop (Book 1 - Bend 1) Show & Tell: From Labels to Pattern Books (New Unit) WK2, WK5, WK6 SLK1, SLK2, SLK3, SLK4, LK1, LK2	Making Friends with Letters (Book 1) RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, L.K. 1, L.K.2	Responsive classroom & Prerequisite skills: shape, color, number, and letter identification, <b>comparing and sorting objects, cutting skills</b>  Numbers to 5 (KCC3, 4, 5,)	(8 weeks) Humans and the Needs of Organisms [K-LST-1, K-LST-1, K-ESS2-2, K-ESS3-3]	[Civics 4a]- Respect and Responsibility Community Helpers	Modulo 1 Curiosos sobre el Kinder
October	We are Readers (Book 1)	Show & Tell: From Labels to Pattern Books (New Unit)	Word Scientists (Book 2) RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, L.K.4, L.K. 5, L.K.6	Module 1: Numbers to 10 (KCC2, 3, 4, 5, 6, 7)	Humans and the Needs of Organisms [K-LST-1, K-ESS2-2, K-ESS3-3]  Field trip to Ramsey's Farm	[Civics 4a]- Respect and Responsibility Community Helpers	Modulo 1 Curiosos sobre el Kinder
November	Super Powers: Reading with Print Strategies and Sight Word Power (Book 2) RLK1 RLK2, RLK5 RLK7 RLK10 RFK1 RFK3 RFK3a RFK4 SLK1 SLK2 SLK3 SLK6 LK1 LK2 LK4 LK4	Writing for Readers (Book 2)  WK3, WK5, SLK1, SLK4, SLK6 LK 1, LK2	Word Scientists (Book 2)	Module 2: Two-Dimensional and Three-Dimensional Shapes and Geometric Shapes (KG1, 2, 3, 4, 5, 6)  3D Shape Model Project (possible 3d printer activity)		[Civics 4a]- Community Helpers	Modulo 1 Curiosos sobre el Kinder
December	Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)	Writing for Readers (Book 2) WK3, WK5, SLK1, SLK4, SLK6 LK 1, LK2	Word-Part Power (Book 3) RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, L.K. 1, L.K.2, L.K.6	Module 5: Numbers 10–20; Count to 100 by Ones and Tens  Numbers to 20 (KCC2, 3, 4, 5, 6, 7)	(10 weeks) Dealing with Weather [K-ESS2-1, K-ESS3-2, K-PS3-1, K-PS3-2]	[Civics 4a]- Community Helpers	Modulo 2 Somos especiales
January	Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)	Writing for Readers (Book 2)	Word-Part Power (Book 3)	Module 5: Numbers 10–20; Count to 100 by Ones and Tens  Numbers to 20 (KCC2, 3, 4, 5, 6, 7)	Dealing with Weather [K-ESS2-1, K-ESS3-2, K-PS3-1, K-PS3-2]	[Civics 4a]- Community Helpers	Modulo 2 Somos especiales



	<p>Super Readers (Celebration w/ Families)</p>				<p>(5 weeks) Using Force to Change Motion [K-PS2-1, K-PS2-2]</p>	
<p>February</p>	<p>Bigger Books, Bigger Reading Muscles (Book 3) RLK1 RLK2, RLK3 RLK4 RLK5 RLK6 RLK7 RLK10 RFK1 RFK2 RFK3 RFK3a RFK4 SLK1 SLK2 SLK4 SLK6 LK1 LK2 LK3 LK4 LK6</p>	<p>How to Books: Writing to Teach Others (Book 3) WK2, WK6, SLK1, SLK2, SLK3, SLK6 LK1, LK5, LK6</p>	<p>Vowel Power (Book 4) RFS K1, RFS K2, RFS K3, RFS K4, Addition (KOA1, 2, 3, 4, 5)</p>	<p>Using Force to Change Motion [K-PS2-1, K-PS2-2]</p>	<p>[Civics 4a]- Community Helpers</p>	<p>Modulo 2 Somos especiales</p>
<p>March</p>	<p>Bigger Books, Bigger Reading Muscles (Book 3) Spanish Project: I wear _____. (Yo llevo _____.)</p>	<p>How to Books: Writing to Teach Others (Book 3) How-To Celebration</p>	<p>Vowel Power (Book 4) Module 4: Number Pairs, Addition and Subtraction to 10 Addition (KOA1, 2, 3, 4, 5) Math Theater Project (Green Screen) Subtraction (KOA1, 2, 3, 4, 5)</p>	<p>(7 weeks) Living Things and Their Habitats [K-ESS2-2, K-ESS3-1]</p>	<p>[Geography 1a]- Maps and Globes</p>	<p>Modulo 3 Héroes de nuestra Comunidad</p>
<p>April</p>	<p>Becoming Avid Readers (Book 4) Spanish Theme: Seasons (Las estaciones del año) RLK1 RLK2, RLK3 RLK4 RLK5 RLK6 RLK7 RLK9 RLK10 RFK1 RFK2 RFK3 RFK3a RFK4 SLK1 SLK2 SLK4 SLK6 LK1 LK2 LK3 LK4 LK5 LK6 RIK1 RIK2 RIK3 RIK4 RI K7 RIK8 RIK9 RIK10</p>	<p>Persuasive Writing of All Kinds (Book 4) WK1, WK6, WK8, SLK4, SLK5, SLK6 LK1, LK2</p>	<p>Playing with Phonics (Book 5) RFS K1, RFS K2, RFS K3, RFS K4 LK1, LK2, LK4, LK5, LK6</p>	<p>Living Things and Their Habitats [K-ESS2-2, K-ESS3-1] Plumpton Park Zoo</p>	<p>[Geography 1a]- Maps and Globes</p>	<p>Modulo 3 Héroes de nuestra Comunidad</p>

<p>May</p>	<p>Becoming Avid Readers (Book 4)  Spanish Project: My favorite season  (Mi estación favorita)</p>	<p>Persuasive Writing of All Kinds (Book 4)</p>	<p>Playing with Phonics (Book 5)</p>	<p>Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10 Graphs and Measures (KMD1, 2, 3)  Comparing and Sorting Objects (KMD 1, 2, 3 KCC6)  Graphing The World (In School and at Home)</p>	<p>Living Things and Their Habitats [K-ESS2-2, K-ESS3-1]</p>	<p>[Geography 1a]-  Maps and Globes</p>	<p>Modulo 3  Héroes de nuestra Comunidad</p>
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**GRADE 1**

Month	Reading	Writing	Phonics	Math	Science	SS
September	Building Good Reading Habits (Book 1) SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, RF.1.4, RF.1.4.a, RF.1.4.b, RF.1.4.c, L.1.2.b, L.1.2.d, W.1.3, W.1.5, L.1.1, L.1.1.j <i>Library Grand Opening (Celebration in School)</i>	Let's Get Ready to Write: A Foundational Skills Unit L.1.2.a, L.1.2.b, L.1.2.d, L.1.1.j, L.1.1.a, RF.1.1.a	Vowel Power (K Unit 4) RF.1.2, RF.1.3, L.1.2, d, e	Responsive Classroom & Prerequisite skills: Module MODULE 1: Sums and Difference to 10, 1.OA.1; 1.OA.3; 1.OA.4; 1.OA.5; 1.OA.6; 1.OA.7; 1.OA.8	(12 weeks) Design from Nature [1-LS1-1]	[History 1a]- W.O.L.V.E.S Time Book
October	Building Good Reading Habits (Book 1) <i>(Reading celebration w/ kindergarten)</i>	Small Moments: Writing with Focus, Detail, and Dialogue (Book 1) W.1.3, W.1.5, L.1.2d, L.1.2e, L.1.2b, L.1.1j	Vowel Power (K Unit 4) Talking and Thinking about Letters (Book 1) RF.1.2; RF.1.3; L.1.1; L.1.2; SL.1.1; SL.1.6	MODULE 1: Sums and Difference to 10.	Design from Nature [1-LS1-1]	
November	Word Detectives Use All They Know to Solve Words RF.1.3, RF.1.4 a, b, c; SL.1.1 a, b, c; SL.1.2, 1.3, 1.4, 1.6	Small Moments: Writing with Focus, Detail, and Dialogue (Book 1) Mini How-to Non-fiction Unit W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, L.1.2d, L.1.2e, L.1.2a, L.1.2b, L.1.2c <i>Reading Small Moment Stories (Celebration with 1st grade homerooms English/Spanish)</i>	Talking and Thinking about Letters (Book 1) Mystery of the Silent e (Book 2)	MODULE 2: Introduction to place value through addition and subtraction within 20 1.OA.1; 1.OA.2; 1.OA.3; 1.OA.4; 1.OA.6; 1.NBT.2	Design from Nature [1-LS1-1]	[Civics 1a & 1b]- Mayor, Vater, President of the US
December	Word Detectives Use All They Know to Solve Words	Non-fiction Chapter Books (Book 2) W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, L.1.2d, L.1.2e, L.1.2a, L.1.2b, L.1.2c	Mystery of the Silent e (Book 2)	MODULE 2: Introduction to place value through addition and subtraction within 20	(7 weeks) Parents and Their Offspring [1-LS1-2, 1-LS3-1]	
January	Learning About the World: Reading Non-fiction (Book 2) RI.1.1, RI.1.2, L.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.8, RI.1.9, RI.1.10, RF.1.4.a, RF.1.4.b, RF.1.4.c, SL.1.2, SL.1.3, RF.1.4, RF.1.4.a, RF.1.4.b, RF.1.4.c, RF.1.3, L.1.4.a Playhouse Theatre (Pete the Cat)	Non-fiction Chapter Books (Book 2) Heifer International Fundraiser	From Tips to Tail: Reading Across Words (Book 3)	MODULE 3: Ordering and Comparing numbers, lengths, and measuring as numbers 1.OA.1; 1.MD.1; 1.MD.2; 1.MD.4 MODULE 5: Identifying, composing, and partitioning shapes 1.MD.3; 1.G.1; 1.G.2; 1.G.3	Parents and Their Offspring [1-LS1-2, 1-LS3-1]	
February	Learning About the World: Reading Non-fiction (Book 2) Brandywine Traveling Zoo or Jungle John (Tentative)	Non-fiction Chapter Books (Book 2) Non-fiction Chapter Books <i>(Celebration with parents)</i>	From Tips to Tail: Reading Across Words (Book 3)	MODULE 4: Introduction to place value through addition and subtraction within 40 1.OA.1; 1.NBT.1; 1.NBT.3; 1.NBT.4; 1.NBT.5; 1.NBT.6 100th Day Addition Project (At Home)	(5 weeks) Patterns in the Sky [1-ESS1-1, 1-ESS1-2]	

March	Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)	Writing Reviews (Book 3) W.1.1, W.1.5, W.1.8, L.1.1f, g, i, L.1.2 a-e	Word Builders: Using Vowel Teams to Build Big Words (Book 4)	MODULE 4: Introduction to place value through addition and subtraction within 40	Patterns in the Sky [1-ESS1-1, 1-ESS1-2]  (8 weeks) Communicating with Light and Sound [1-PS4-1, 1- PS4-2, 1-PS4-3, 1-PS4-4]
April	Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4) RL.1.2, RL.1.4, RL.1.5, RL.1.6, RL.1.1, RL.1.7, RL.1.9, RL.1.10, RL.1.13, RF.1.1, L.1.2, L.1.2.a, L.1.2.b, L.1.2.c, L.1.2.d, L.1.2.e, L.1.4, W.1.8, W.1.7, L.1.4.c, L.1.5.a, L.1.5.b	Writing Reviews (Book 3) From Scenes to Series: Writing Fiction (Book 4)	Marvelous Bloopers: Learning through Wise Mistakes (Book 5)	MODULE 5: Place value, comparison addition and subtraction to 100 1.OA.1; 1.NBT.1; 1.NBT.2; 1.NBT.3; 1.NBT.4; 1.NBT.5; 1.NBT.6; 1.MD.3	Communicating with Light and Sound [1-PS4-1, 1-PS4-2, 1- PS4-3, 1-PS4-4]
May	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) RF.1.4.a, b, c, SL.1.1.a, b, c; SL.1.2, 1.3, 1.4, 1.6  Fluency Reading Project	From Scenes to Series: Writing Fiction (Book 4) W.1.3, W.1.5, W.1.8, L.1.2.a, b, d, e L.1.1.d, h, j Series Book Box Project (Celebration with Family)	Marvelous Bloopers: Learning through Wise Mistakes (Book 5)	MODULE 6: Place value, comparison addition and subtraction to 100	Communicating with Light and Sound [1-PS4-1, 1-PS4-2, 1- PS4-3, 1-PS4-4]

## GRADE 2

Month	Reading	Writing	Math	Science	SS
September	Second Grade Reading Growth Spurt (Book 1) RL2.10, RF2.3, RF2.4, RL2.5, RL2.2, RL2.1, SL2.2, L2.2, L2.4	Revising Up Writing Muscles (Mini-Unit) Lessons from the Masters: Improving Narrative Craft (Book 1) W2.3, W2.5, W2.6 L2.2	Module 1: Sums and Differences to 100 2.NBT.1, 2.NBT.2, 2.NBT.3	(7 weeks) Needs and Interactions [2-LS2-1, 2-LS2-2, 2-LS4-1]	(1 week) [Civics 2a]- City Planner, Environmentalist (x2), Architect  Hispanic Heritage Plan for 2020- Research one country and learn about the different parts of the culture in each room (dance, food, traditions, holidays, music, language, etc.)
October	Second Grade Reading Growth Spurt (Book 1)	Lessons from the Masters: Improving Narrative Craft (Book 1) W2.3, W2.5, W2.6 L2.2	Module 2: Addition and Subtraction of Length Units 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6	Needs and Interactions [2-LS2-1, 2-LS2-2, 2-LS4-1]	
November	Becoming Experts: Reading Nonfiction (Book 2) Main Idea Bag Project (At Home) SI Readers Grow Like Beanstalks/Lectores Crecen Como vides RI.2.1-2.9	A How to Guide to Nonfiction: Independent topics W2.5, 2.6, 2.7, W2.2, W2.8 Shared Writing for project to launch into unit	Module 3: Place Value, Counting, and Comparison of Numbers to 1,000 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4	(7 weeks) Dealing with Changes to Earth [2-ESS1-1, 2-ESS2-1]	(1 week) [Geography 2a]- Environmentalist, Photographer, Meteorologist
December	Becoming Experts: Reading Nonfiction (Book 2) RI.2.1-2.10	A How to Guide to Nonfiction: Independent topics *Library Project	Module 3: Place Value, Counting, and Comparison of Numbers to 1,000 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4	Dealing with Changes to Earth [2-ESS1-1, 2-ESS2-1]	
January	Becoming Experts: Reading Nonfiction (Book 2) RI2.10, RF.2.3, RF2.4, L2.3, RI2.1	Nonfiction Writing Projects W2.5, 2.6, 2.7, W2.2, W2.8 L 2.2 L2.1, L2.3	Module 4: Addition and Subtraction Within 200 with Word Problems to 100 Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100 2.OA.A.1, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 Adding & Subtracting Project	Landforms Project  (5 weeks) Mapping Land and Water [2-ESS2-2, 2-ESS2-3]	(2-3 weeks) [Economics 1a, 1b, 4a]- Business Owner, Toy designer, agriculturalist, chef, structural engineer, fashion designer, banker, marine biologist, mayor, computer scientist, food scientist
February	Bigger Books Mean Amping Up Reading Power (Book 3) L2.6, RL2.1	Nonfiction Writing Projects Celebration with Families	Module 4: Addition and Subtraction Within 200 with Word Problems to 100 Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100	Mapping Land and Water [2-ESS2-2, 2-ESS2-3]	[History 2a, 3a, 4a]- Anthropologist, Museum Curator, Historian, Archivist

March	<p>Bigger Books Mean Amping Up Reading Power (Book 3) RL2.4, RL2.1, RF2.3, RF2.4</p>	<p>Poetry: Big Thoughts in Small Packages (Book 4) SL 2.5, RL2.4, W.2.3, W.2.5 *Art Project*</p>	<p>2.OA.A.1, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes 2.MD.7, 2.G.1, 2.G.3</p>	<p>(8 weeks) Selecting and Using Materials in the Design Process [2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4] Bridges Project</p>	
April	<p>Series Book Clubs (Book 4) RL2.1, 2.2, 2.3, 2.6, 2.7 S2.1, S2.6, L2.6</p>	<p>Poetry Picnic (Celebration with Families? - based on art project) Writing About Reading (Book 4) W2.1, SL2.6</p>	<p>Module 6: Foundations of Multiplication and Division 2.OA.C.3, 2.OA.C.4 2.G.A.2, 2.NBT.A.2, 2.NBT.6</p>	<p>Selecting and Using Materials in the Design Process [2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4]</p>	
May	<p>Series Book Clubs (Book 4) Fairy Tale mini unit RL2.1, 2.2, 2.9, 2.3, 2.10, RF2.3, RF2.4, SL2.2</p>	<p>Writing About Reading (Book 4) *Writing Opinion Letters mini unit* W.2.1</p>	<p>Module 7: Problem Solving with Length, Money, and Data 2.M.D.8, 2.M.D.9, 2.M.D.10 Alex's Lemonade Stand Project (School-Wide Sales) Bar Graph Project Longwood Gardens Field Trip</p>		

**GRADE 3**

Month	Reading	Writing	Math	Science	SS
September	<p>Building a Reading Life (Book 1)</p> <p>RL.3.1, 3.2, 3.3, 3.10</p> <p>L.3.5, 3.4</p> <p>EI WOLVES: Stone Fox</p> <p>SI WOLVES: Marcela</p>	<p>Crafting True Stories (Book 1)</p> <p>W.3.3, 3.8, 3.10</p> <p>RF.3.3</p> <p>Cursive</p>	<p>Responsive classroom &amp; Prerequisite Skills: Mental Math &amp; Number Sense</p> <p>Engage NY Module 1: Properties of Multiplication and Division and Solving Problems With Units 2-5 and 10</p> <p>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8</p>	<p>(5 weeks) Animal Development and Survival [3-LS1-1, 3-LS2-1]</p>	<p>(3 weeks) [Civics 3a]- Juror</p> <p>- Digital Citizenship</p> <p>Chromebook Celebration</p>
October	<p>Building a Reading Life (Book 1)</p> <p>RL.3.1, 3.2, 3.3, 3.10</p> <p>L.3.5, 3.4</p>	<p>Crafting True Stories (Book 1)</p> <p>W.3.3, 3.8, 3.10</p> <p>RF.3.3</p>	<p>Engage NY Module 1: Properties of Multiplication and Division and Solving Problems With Units 2-5 and 10</p> <p>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8</p>	<p>(5 weeks) Animal Development and Survival [3-LS1-1, 3-LS2-1]</p> <p>(10 weeks) Environments and the Traits of Organisms [3-LS3-1, 3-LS3-2, 3-LS4-3, 3-LS4-4]</p>	
November	<p>Reading to Learn: Grasping Main Idea and Text Structure (Book 2)</p> <p>RI.3.1, 3.2, 3.3, 3.5, 3.6</p> <p>SL.3.4, 3.1</p> <p>EI WOLVES: Gorillas;</p> <p>SI WOLVES: Animales</p> <p>IA3 1: Reading Informational Texts</p>	<p>The Art of Information Writing (Book 2)</p> <p>W.3.2</p> <p>L.3.2.f</p> <p>Grammar</p> <p>Small groups</p>	<p>Engage NY Module 3: Multiplication and Division with Units 0, 1, 6-9, and Multiples of 10</p> <p>3.NBT.1, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9</p>	<p>(10 weeks) Environments and the Traits of Organisms [3-LS3-1, 3-LS3-2, 3-LS4-3, 3-LS4-4]</p>	
December	<p>Reading to Learn: Grasping Main Idea and Text Structure (Book 2)</p> <p>RI.3.1, 3.2, 3.3, 3.5, 3.6</p> <p>SL.3.4, 3.1</p> <p>ICA</p>	<p>The Art of Information Writing (Book 2)</p> <p>W.3.2</p> <p>L.3.2.f</p>	<p>Engage NY Module 2: Place value and Problem Solving with Units of Measure</p> <p>ICA</p> <p>3.NBT.1, 3.NBT.2, 3.MD.1, 3.MD.2</p>	<p>Environments and the Traits of Organisms [3-LS3-1, 3-LS3-2, 3-LS4-3, 3-LS4-4]</p>	<p>(1-2 weeks) [Geography 3a, 4a]- Cultures Around the World</p>
January	<p>Character Studies (Book 3)</p> <p>RL.3.1, 3.3, 3.7, 3.9</p>	<p>Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)</p>	<p>Engage NY Module 4: Multiplication and Area</p> <p>3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8</p>	<p>(8 weeks) Organisms Change over Time [3-LS4-1, 3-LS4-2]</p>	<p>(2-3 weeks) [History 4b]- NEW Delaware W.O.L.V.E.S Book</p>

	<p>EI WOLVES: Winn Dixie</p> <p>SI WOLVES: Laura y el ratón</p> <p>W.3.1, 3.4, 3.5, L.3.2</p> <p>Speech Contest</p> <p>Persuasive Brief Writes: Session 17</p> <p>African American History Video Project (At Home)</p>				
February	<p>Character Studies (Book 3)</p> <p>RL.3.1, 3.3, 3.7, 3.9</p> <p>IAB 2: Reading Literary Texts</p>	<p>Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)</p> <p>W.3.1, 3.4, 3.5, L.3.2</p> <p>African American History Video Project (At Home)</p>	<p>Engage NY Module 5: Fractions as Numbers on the Number Line</p> <p>IAB Fractions Pre-assessment</p> <p>3.NF.1, 3.NF.2, 3.NF.3, 3.G.2</p>	<p>Organisms Change over Time [3-LS4-1, 3-LS4-2]</p>	
March	<p>Research Clubs: Elephants, Penguins, and Frogs, Oh My! (Book 4)</p> <p>RI.3.1, 3.2, 3.5, 3.7, 3.9</p> <p>RF.3.4</p> <p>EI WOLVES: The Life Cycle of an Emperor Penguin</p> <p>SI WOLVES: Mariposas</p>	<p>EI: Test Readiness Unit</p> <p>SI: Spanish Grammar</p> <p>Opinion PT</p>	<p>Engage NY Module 5: Fractions as Numbers on the Number Line</p> <p>IAB Fractions Post-assessment</p> <p>3.NF.1, 3.NF.2, 3.NF.3, 3.G.2</p>	<p>(6 weeks) Dealing with Hazardous Weather Worldwide [3-ESS2-1, 3-ESS2-2, 3-ESS3-1]</p>	
April	<p>Mystery: Foundational Skills in Disguise</p> <p>RL.3.1, 3.3, 3.5</p> <p>EI WOLVES: Absent Author</p> <p>SI WOLVES: La Pisada</p> <p>IAB 7: Listen/Interpret</p>	<p>Test Readiness Unit</p> <p>SI: Spanish Grammar</p>	<p>Engage NY Module 6: Collecting and Displaying Data</p> <p>3.MD.3, 3.MD.4</p> <p>Engage NY Module 7: Geometry and Measurement Word Problems</p> <p>3.G.1</p>	<p>(4 weeks) Using Magnetic Force [3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4]</p> <p>Guest Speaker from Delmanva Power</p> <p>Guest Speaker Teach Children to Save Day</p>	
May	<p>Mystery: Foundational Skills in Disguise</p> <p>RL.3.1, 3.3, 3.5</p>	<p>Once Upon a Time: Adapting and Writing Fairy Tales (Book 4)</p> <p>W.3.3, 3.5</p> <p>SI: Reader's Theater</p>	<p>Engage NY Module 7: Geometry and Measurement Word Problems</p> <p>3.G.1</p> <p>Escape from Emoji Island</p>		<p>Economics 2a, 3a]- Mini Society, Capital Resources (W.O.L.V.E.S)</p> <p>M.E. Economics Competition</p> <p>ALSF Marketplace</p>



**GRADE 4**

Month	Reading	Writing	Math	Science	SS
September	<p>Interpreting Characters (Book 1)</p> <p>EI WOLVES: Tiger Rising</p> <p>SI WOLVES: Álvaro a su aire.</p> <p>RL4.1, RL4.2, RL4.3, RL4.7, RL4.10</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>The Arc of Story: Writing Realistic Fiction (Book 1)</p> <p>W4.3, W4.3a, W4.3b, W4.3c, W4.3d, W4.3e</p> <p>W4.4, W4.5, W4.6, W4.10</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Responsive classroom &amp; Prerequisite skills: Mental Math &amp; Number Sense</p> <p>Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction</p> <p>4.OA.A.3, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4</p>	<p>(4 weeks) Organism Structures and Behavior [4-L51-1, 4-L51-2]-</p>	<p>(2 weeks) [Geography 1a, 4a] WOLVES S Geography Book</p>
October	<p>Interpreting Characters (Book 1)</p> <p>Paper Bag Character Project (In School)</p> <p>Mapa Mental de escritura.</p> <p>SI WOLVES: Tomás es distinto a los demás.</p> <p>RL4.1, RL4.2, RL4.3, RL4.7, RL4.10</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>The Arc of Story: Writing Realistic Fiction (Book 1)</p> <p>Publishing Party (Celebration in School)</p> <p>Publicación de escrituras "Celebración"</p> <p>W4.3, W4.3a, W4.3b, W4.3c, W4.3d, W4.3d</p> <p>W4.4, W4.5, W4.6, W4.10</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Module 2: Unit Conversions and Problem Solving with Metric Measurement</p> <p>4.MD.A.1, 4.MD.A.2</p>	<p>Organism Structures and Behavior [4-L51-1, 4-L51-2]</p> <p>(12 weeks) Changes Over Time to Earth's Surface and Resources [4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-1, 4-ESS3-2]</p>	
November	<p>Reading the Weather, Reading the World (Book 2)</p> <p>EI WOLVES: Everything Weather</p> <p>SI WOLVES: Comprender el calentamiento global con Max Axiom.</p> <p>Weather Station Field Trip</p> <p>Proyecto y presentación de reciclaje</p> <p>RI4.1, RI4.2, RI4.3, RI4.4, RI4.5, RI4.6, RI4.7, RI4.8, RI4.9, RI4.10</p> <p>W4.2, W4.2a, W4.2b, W4.2c, W4.2d, W4.2e</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6.</p>	<p>Boxes and Bullets: Personal and Persuasive Essays (Book 2)</p> <p>W4.1, W4.1a, W4.1b, W4.1c, W4.1d, W4.4, W4.5, W4.6, W4.10</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Module 2: Unit Conversions and Problem Solving with Metric Measurement</p> <p>4.MD.A.1, 4.MD.A.2</p>	<p>Changes Over Time to Earth's Surface and Resources [4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-1, 4-ESS3-2]</p>	
December	<p>Reading the Weather, Reading the World (Book 2)</p> <p>IAB: Block 1- Read Literary Texts</p>	<p>Boxes and Bullets: Personal and Persuasive Essays (Book 2)</p> <p>W4.1, W4.1a, W4.1b, W4.1c, W4.1d, W4.4, W4.5, W4.6, W4.10</p>	<p>Module 3: Multi-Digit Multiplication and Division</p> <p>IAB: Operations and Algebraic Thinking</p>	<p>Changes Over Time to Earth's Surface and Resources [4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-1, 4-ESS3-2]</p>	

	<p>RI4.1, RI4.2, RI4.3, RI4.4, RI4.5, RI4.6, RI4.7, RI4.8, RI4.9, RI4.10</p> <p>W4.2, W4.2a, W4.2b, W4.2c, W4.2d, W4.2e</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6.</p>	<p>W4.4, W4.5, W4.6, W4.10</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>2X2 Multiplication Project</p> <p>4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.B.4, 4.NBT.B.5, 4.NBT.B.6, 4.MD.A.3</p>	
January	<p>Reading the Weather, Reading the World (Book 2)</p> <p>Weather Report Video w/ Green Screen (Celebration in School)</p> <p>IAB: Block 2- Read Informational Texts (Beginning of Jan)</p> <p>RI4.1, RI4.2, RI4.3, RI4.4, RI4.5, RI4.6, RI4.7, RI4.8, RI4.9, RI4.10</p> <p>W4.2, W4.2a, W4.2b, W4.2c, W4.2d, W4.2e</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6.</p>	<p>Boxes and Bullets: Personal and Persuasive Essays (Book 2)</p> <p>W4.1, W4.1a, W4.1b, W4.1c, W4.1d, W4.4, W4.5, W4.6, W4.10</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Module 4: Angle Measure and Plane Figures</p> <p>IAB: Numbers and Operations in Base 10 (after module 3)</p> <p>4.MD.C.5, 4.MD.C.6, 4.MD.C.7, 4.G.A.1, 4.G.A.2, 4.G.A.3</p>	<p>[Civics: 1a, 1b, 2b, 4b]- W.O.L.V.E.S- We the People: Founding Documents</p>
February	<p>Reading History: The American Revolution (Book 3)</p> <p>EI WOLVES: Liberty!</p> <p>SI WOLVES: La revolución estadounidense. (not a WOLVES book but could be)</p> <p>History Anchor Standard One: 4-5a</p> <p>History Anchor Standard Two: 4-5b</p> <p>RI4.1, RI4.2, RI4.3, RI4.4, RI4.5, RI4.6, RI4.7, RI4.8, RI4.9, RI4.10</p> <p>W4.2, W4.2a, W4.2b, W4.2c, W4.2d, W4.2e</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Bringing History to Life (Book 3)</p>	<p>Module 5: Fraction Equivalence, Ordering, and Operations</p> <p>A Taste of Fractions Project (Celebration in School)</p> <p>4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.MD.A.2, 4.MD.B.4, 4.OA.C.5</p>	<p>[History: 1a, 2b, 4a]- W.O.L.V.E.S Delaware book</p>
March	<p>Reading History: The American Revolution (Book 3)</p> <p>EI WOLVES: Liberty</p> <p>American Revolution Museum Philly TBD</p>	<p>Test Readiness Unit</p> <p>IAB: Block 3-Brief Writes</p>	<p>Module 6: Decimal Fractions</p> <p>Living a Minimum Lifestyle on Minimum Wage Project (In School)</p> <p>IAB: Numbers and Operations in Fractions</p>	<p>Using Energy Transformations [4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-1, 4-ESS3-2]</p>

	<p>RI4.1, RI4.2, RI4.3, RI4.4, RI4.5, RI4.6, RI4.7, RI4.8, RI4.9, RI4.10</p> <p>W4.2, W4.2a, W4.2b, W4.2c, W4.2d, W4.2e</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>4.NF.C.5, 4.NF.C.6, 4.NF.C.7, 4.MD.A.2</p>	<p>(9 weeks) Communicating Using Wave Energy [4-PS4-1, 4-PS4-2, 4-PS4-3]</p>	
<p>April</p>	<p>Historical Fiction Clubs (Book 4)</p> <p>Penpal Project</p> <p>EI WOLVES: Number the Stars</p> <p>SI WOLVES: Mi primer libro sobre Cervantes,</p> <p>RL4.1, RL4.2, RL4.3, RL4.4, RL4.7, RL4.8, RL4.10</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Test Readiness Unit</p> <p>IAB: Block 11- Narrative Performance Task</p> <p>Module 7: Exploring Measurement with Multiplication</p> <p>4.MD.A.1, 4.MD.A.2, 4.OA.A.1, 4.OA.A.2, 4.OA.A.3</p>	<p>Communicating Using Wave Energy [4-PS4-1, 4-PS4-2, 4-PS4-3]</p>	<p>[Economics: 3a]- W.O.L.V.E.S- Money Matters</p>
<p>May</p>	<p>Historical Fiction Clubs (Book 4)</p> <p>RL4.1, RL4.2, RL4.3, RL4.4, RL4.7, RL4.8, RL4.10</p> <p>SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6</p> <p>L4.1, L4.2, L4.3, L4.4, L4.5, L4.6</p>	<p>Test Readiness Unit</p>	<p>Test Readiness Unit</p>	<p>[Economics: 3a]- W.O.L.V.E.S- Money Matters</p>

**GRADE 5**

Month	Reading	Writing	Math	Science	SS
September	<p>SI Interpretation Book Club: Analyzing Theme (Book 1)</p> <p>SI WOLVES: El hijo del jardinero</p> <p>Unit 1 - SLA</p> <p>RL 5.1, RL 5.2, RL 5.3, RL 5.4, RL 5.5, RL 5.6, RL 5.7, RL 5.9</p> <p>EI Interpretation Book Club: Analyzing Theme (Book 1)</p> <p>EI WOLVES: Home of the Brave</p> <p>EI Standards Unit 4 Narrative</p> <p>RI 5.1, RL 5.2, RI 5.3, RL 5.4, RL 5.5, RL 5.6, RI 5.7, 5.10</p>	<p>Narrative Craft (Book 1)</p> <p>UNIT 1 - SLA</p> <p>W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10</p>	<p>Responsive Classroom &amp; Prerequisite Skills</p> <p>Module 1: Place Value and Decimal Fractions (32 days)</p> <p>5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.A.5, 5.NBT.A.7, 5.MD.A.1</p>	<p>(6 weeks) Human Impact on the Earth's Systems [5-ESS2-1, 5-ESS2-2, 5-ESS3-1]</p>	<p>(1-2 weeks) [Civics: 2a, 3a, 4a]- President, Election poll worker, Congressman, State Senator, Mayor, Juror, City Councilman, Union Representative</p>
October	<p>Interpretation Book Club: Analyzing Theme (Book 1)</p> <p>EI Standards Unit 1 Fantasy</p> <p>RI 5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.6, RI 7</p> <p>IAB: Block 1- Read Literary Texts</p>	<p>Narrative Craft (Book 1)</p> <p>Publishing of Narratives via Google Docs</p> <p>EI Standards Unit 1 Fantasy</p> <p>SL 5.3</p> <p>W.5.6, W.5.10</p>	<p>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (29 days)</p> <p>5.OA.A.1, 5.OA.A.2, 5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.6, 5.NBT.B.7, 5.MD.A.1</p>	<p>Human Impact on the Earth's Systems [5-ESS2-1, 5-ESS2-2, 5-ESS3-1]</p>	<p>(9 weeks) Matter and Energy Flow in an Ecosystem [5-PS3-1, 5-LS1-1, 5-LS2-1]</p>

November	<p>Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)</p> <p>EIWOLVES: Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean</p> <p>SIWOLVES: La selva amazónica.</p>	<p>The Lens of History: Research Reports (Book 2)</p>	<p>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (29 days)</p> <p>Module 3: Addition and Subtraction of Fractions (16 days)</p> <p>4.NF.A.1, 4.NF.B.3, 5.NF.A.1, 5.NF.A.2</p>	<p><b>Matter and Energy Flow in an Ecosystem</b> [5-PS3-1, 5-LS1-1, 5-LS2-1]</p>	<p><b>(1-2 weeks)</b> [History: 2a, 3a, 4b]- Digital Anthropologist, Civil Rights Activist, Campaign Manager, Investigative Journalist, Forensic Scientist, YouTuber, News Reporter, Archivist, Archaeologist</p>
December	<p>Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)</p>	<p>The Lens of History: Research Reports (Book 2)</p>	<p>Module 3: Addition and Subtraction of Fractions (16 days)</p> <p>4.NF.A.1, 4.NF.B.3, 5.NF.A.1, 5.NF.A.2</p>	<p><b>(8 weeks) Interactions in Matter</b> [5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4]</p>	
January	<p>Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)</p> <p>IAB: Block 2 - Read Informational Texts (End of Jan)</p> <p><b>UNIT 2 SLA -</b></p> <p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.9, RI.5.10, SL.5.2, SL.5.4, SL.5.5, L.5.1, L.5.3, L.5.4, L.5.5.</p> <p><b>EI Standards Unit 2 -</b></p> <p>RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7</p> <p>RF.5.4</p> <p><b>SL.5.1, SL.5.2</b></p>	<p>The Lens of History: Research Reports (Book 2)</p> <p>Publish research projects</p> <ul style="list-style-type: none"> <li>EI: Careers</li> <li>SI: Ecosystems</li> </ul> <p><b>UNIT 2 - SLA</b></p> <p>W.5.2, W.5.5, W.5.7, W.5.8, W.5.9,</p> <p><b>EI Standards Unit 2 -</b></p> <p>W.5.2, W.5.5, W.5.7, W.5.9</p> <p><b>L.5.2</b></p>	<p>Module 4: Multiplication and Division of Fractions and Decimal Fractions (33 days)</p> <p>5.OA.A.1, 5.OA.A.2, 5.NBT.B.7, 5.NF.B.3, 5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7, 5.MD.B.2, 5.MD.A.1</p>	<p><b>Interactions in Matter</b> [5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4]</p>	
February	<p>Argument and Advocacy: Researching Debatable Issues (Book 3)</p> <p>Public Service Announcements project</p>	<p>The Research-Based Argument Essay (Book 3)</p> <p><b>IAB: Block 3- Brief Writes</b></p>	<p>Module 4: Multiplication and Division of Fractions and Decimal Fractions (33 days)</p> <p>5.OA.A.1, 5.OA.A.2, 5.NBT.B.7, 5.NF.B.3, 5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7, 5.MD.B.2, 5.MD.A.1</p>		<p><b>(1-2 weeks)</b> [Geography: 2a, 3a]- W.O.L.V.E.S TBD</p>

March	<p>Argument and Advocacy: Researching Debatable Issues (Book 3)</p> <p> <a href="#">EI Standards Unit 3</a>  <a href="#">RI.5.6, RI.5.8, RI.5.8</a>  <a href="#">SL.5.4, SL.5.2</a> </p>	<p>The Research-Based Argument Essay (Book 3)</p> <p> <a href="#">EI Standards Unit 3</a>  <a href="#">SL.5.4, SL.5.5, SL.5.6</a>  <a href="#">L.5.2</a>  <a href="#">W.5.1, W.5.2, W.5.10</a> </p>	<p>Module 5: Addition and Multiplication with Volume and Area (21 days)</p> <p>5.G.B.3, 5.G.B.4, 5.NF.B.4, 5.NF.B.6, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5</p>		[Economics 1a, 1b, 2a, 4a]; J.A. Biz Town
April	<p>EI Interpretation Book Club: Analyzing Theme (Book 1)</p> <p>EI WOLVES: Home of the Brave</p> <p>SI Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)</p> <p>SI WOLVES: La escuela de los piratas; la princesa vestida con una bolsa de papel</p>	<p>Test Readiness Unit</p> <p>IAB: Block 11- Narrative Performance Task</p>	<p>Module 6: Problem Solving with the Coordinate Plane (34 days)</p> <p>IAB: Numbers and Operations in Base 10</p> <p>IAB: Numbers and Operations in Fractions</p> <p>IAB: Performance Task</p> <p>5.OA.A.2, 5.OA.B.3, 5.NF.A.2, 5.NF.B.3, 5.NF.B.6, 5.NF.B.7, 5.MD.A.1, 5.MD.C.5, 5.G.A.1, 5.G.A.2</p>	(7 weeks) Observing Our Sky [5-ESS1-1, 5-ESS1-2, 5-PS2-1]	[Economics 1a, 1b, 2a, 4a]; J.A. Biz Town
May	<p>EI Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)</p> <p>EI WOLVES: Mufaro's Beautiful Daughters</p> <p>SI Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)</p> <p>SI WOLVES: La escuela de los piratas; la princesa vestida con una bolsa de papel</p> <p>Happily Ever After Fantasy Stations/ Stories (Celebration with Fifth Grade Classes)</p>	<p>Test Readiness Unit</p> <p>EI Writing Standards Unit 4</p> <p> <a href="#">W.5.3, W.5.5, W.5.9</a>  <a href="#">L.5.2, L.5.6</a> </p>	<p>Module 6: Problem Solving with the Coordinate Plane (34 days)</p> <p>5.OA.A.2, 5.OA.B.3, 5.NF.A.2, 5.NF.B.3, 5.NF.B.6, 5.NF.B.7, 5.MD.A.1, 5.MD.C.5, 5.G.A.1, 5.G.A.2</p>	<p>Observing Our Sky [5-ESS1-1, 5-ESS1-2, 5-PS2-1]</p>	J.A. Biz Town Field Trip

**GRADE 6**

Month	English Humanities	English Writing	Spanish Humanities	Spanish Writing	Math	STEMscopes
September	<p>Preliminary Unit: Success in the first weeks-What do good readers do? Reading Strategies</p> <p><b>Unit 1: Geography-US and Canada</b></p> <p><b>Geography 1</b> Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Understanding Culture and the elements of culture</p> <p><i>-maps-features, geography (Geography 1, 8.3-8.4)</i></p> <p>Geography Focus: US and Canada</p>	<p><b>Unit 2a: Personal Narrative writing</b></p> <p><u>CCSS.ELA-LITERACY.W.6.3</u>-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>CCSS.ELA-LITERACY.W.6.3.A</u>-Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><u>CCSS.ELA-LITERACY.W.6.3.B</u>-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><u>CCSS.ELA-LITERACY.W.6.3.C</u>-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><u>CCSS.ELA-LITERACY.W.6.3.D</u>-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><u>CCSS.ELA-LITERACY.W.6.3.E</u>-Provide a conclusion that follows from</p>			<p>Responsive Classroom &amp; Prerequisite Skills</p> <p><b>Chapter 1</b> - Numeric Expressions, Powers, LCM, GCF</p> <p>6.EE.A.1, 6.NS.B.4</p>	<p>Newton's Third Law of Motion (PS)</p> <p><b>MS-ETS1-1</b></p> <p><b>MS-PS2-1</b></p> <p><b>MS-ETS1-2</b></p> <p>Changes in force and Motion (PS)</p> <p><b>MS-PS2-2</b></p>
	<p><b>Geography 2-4 (current)</b></p> <p><b>G.2</b> Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p><b>G.3</b> Students will analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.</p>					

<p><b>G.4a</b> Students will understand the processes affecting the location of economic activities in different world regions.</p> <p><b>G.4b</b> Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.</p> <p><b>Unit 2b: Citizenship/Immigration/Character Analysis/Reading Personal Narratives</b></p> <p><u>CCSS.ELA-LITERACY.RL.6.1</u>-cite evidence in literature</p> <p><u>CCSS.ELA-LITERACY.RL.6.2</u>-determine theme, central idea, summarize</p> <p><u>CCSS.ELA-LITERACY.RL.6.3</u>-sequence of events, how characters and plot change over time</p> <p><u>CCSS.ELA-LITERACY.RL.6.4</u>-importance of word usage and meaning.</p> <p><u>CCSS.ELA-LITERACY.RL.6.5</u>-describe how events structure of story determines theme, setting, plot</p> <p><u>CCSS.ELA-LITERACY.RL.6.6</u>-explain narrator's, character's point of view</p> <p><u>CCSS.ELA-LITERACY.RL.6.7</u>-compare and contrast stories from different media</p>	<p>the narrated experiences or events.</p> <p><u>CCSS.ELA-LITERACY.W.6.4</u> -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.6.5</u></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>CCSS.ELA-LITERACY.W.6.6</u></p> <p>Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.6.7</u></p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>CCSS.ELA-LITERACY.W.6.8</u></p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><u>CCSS.ELA-LITERACY.W.6.9</u></p>	
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	<p><u>CCSS.ELA-LITERACY.RL.6.9-</u> compare/contrast literature in different genres with similar themes and topics</p> <p><u>CCSS.ELA-LITERACY.RL.6.10-</u>read and comprehend different forms of literature on grade level</p> <p>Monthly Book Report Project (Ongoing at Home)</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.W.6.9.A-</u>Apply <i>grade 6 Reading standards to literature</i> (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>Range of Writing: <u>CCSS.ELA-LITERACY.W.6.10</u></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
<p>October</p>	<p>Unit 2b: Citizenship/Immigration/Character Analysis/reading Personal Narratives</p>	<p><b>Unit 2a: Personal Narrative writing</b></p> <p><b>Unit 2c: Argument essays-analyzing characters</b></p> <p><u>CCSS.ELA-LITERACY.W.6.1</u> -Write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>CCSS.ELA-LITERACY.W.6.1.A-</u>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><u>CCSS.ELA-LITERACY.W.6.1.B-</u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>		<p><b>Chapter 1 - Numeric Expressions, Powers, LCM, GCF</b> (ended first week of October)</p> <p><b>Chapter 2 - Dividing Fractions &amp; Decimal Operations</b></p> <p>6.EE.A.1, 6.NS.B.4 6.NS.A.1, 6.NS.B.3</p>	<p>Electric and Magnetic Forces (PS)</p> <p><b>MS-PS2-3</b></p> <p><b>MS-PS2-5</b></p> <p>Gravitational Forces (PS)</p> <p><b>MS-PS2-4</b></p> <p><b>MS-PS2-5</b></p>

	<p><u>CCSS.ELA-LITERACY.W.6.1.C</u>-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>CCSS.ELA-LITERACY.W.6.1.D</u>-Establish and maintain a formal style.</p> <p><u>CCSS.ELA-LITERACY.W.6.1.E</u>-Provide a concluding statement or section that follows from the argument presented.</p> <p><u>CCSS.ELA-LITERACY.W.6.4</u> -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.6.5</u></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>CCSS.ELA-LITERACY.W.6.6</u></p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.6.7</u></p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>CCSS.ELA-LITERACY.W.6.8</u></p> <p>Gather relevant information from multiple print and digital</p>						
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		<p>sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><u>CCSS.ELA-LITERACY.W.6.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS ELA-<u>LITERACY.W.6.9.A</u>-Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p>			
November	<p>Unit 2b: Citizenship/Immigration/Character Analysis/reading Personal Narratives</p> <p>IAB - Claim 1 Reading Target #1 Key Details (6-8 ReadLit IAB)</p>	<p>Range of Writing: CCSS ELA-<u>LITERACY.W.6.10</u></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>		<p><b>Chapter 2 - Dividing Fractions &amp; Decimal Operations</b></p> <p>6.NS.A.1, 6.NS.B.3</p>	<p>Earth, Sun, and Moon System (ESS)</p> <p><b>MS-ESS1-1</b></p> <p>Formation and Motion of Galaxies (ESS)</p> <p><b>MS-ESS1-2</b></p>
December	<p>Unit 2b: Citizenship/Immigration/Character Analysis/reading Personal Narratives</p>	<p><b>Unit 2c: Argument essays- analyzing characters</b></p>		<p><b>Chapter 3 - Expressions</b></p> <p>6.EE.A.2.a, 6.EE.A.2.b, 6.EE.A.2.c, 6.EE.A.3, 6.EE.A.4</p>	<p>The Solar System (ESS)</p> <p><b>MS-ESS1-2</b></p>

<p><b>Unit 3a :history</b></p> <p><b>1. civil rights, 2. Vietnam Era, 3. A Troubled Nation- Nixon-2nd Bush, 4. War on Terror - 21st century</b></p> <p><b>SS Standards:</b></p> <p><b>Civics 3a</b> Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p><b>Civics 4a</b>-Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.</p> <p><b>Geography 2</b>-Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p><b>G.3</b>-Students will analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.</p> <p><b>G.4</b>-Students will understand the processes affecting the location of economic activities in different world regions.</p> <p><b>History 1a</b>-Students will examine historical materials relating to a particular region, society, or theme; analyze change over time,</p>	<p><u>CCSS ELA-LITERACY.W.6.2</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.A</u>-Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.B</u>-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.C</u>-Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.D</u>-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.E</u>-Establish and maintain a formal style.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.F</u>-Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><u>CCSS.ELA-LITERACY.W.6.4</u></p> <p>-Produce clear and coherent writing in which the development, organization,</p>	<p><b>MS-ESS1-3</b></p> <p>Bodies and Systems (ESS)</p> <p><b>MS-LS1-3</b></p>
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<p>and make logical inferences concerning cause and effect.</p> <p>H.2.a-Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>H.2.b-Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>H.3-Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p>	<p>and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.6.5</u></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>CCSS.ELA-LITERACY.W.6.6</u></p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.6.7</u></p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>CCSS.ELA-LITERACY.W.6.8</u></p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><u>CCSS.ELA-LITERACY.W.6.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.W.6.9.B-</u> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument</p>	
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	<p>and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p>Range of Writing:  <u>CCSS.ELA-LITERACY.W.6.10</u></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					
<p>January</p>	<p><b>Unit 3a :history</b></p> <p>1. civil rights, 2. Vietnam Era, 3. A Troubled Nation- Nixon-2nd Bush, 4. War on Terror - 21st century</p> <p>Black History Project (class celebration)</p> <p>IAB Interim Claim 1:  Reading Target 12: Analysis across text (6-8 IAB Readinfo)</p>	<p><b>Unit 3b:</b></p> <p>1. Nonfiction reading 2. Informational essay writing- Social Issues 3. argument essays and social issue projects</p> <p><u>CCSS.ELA-LITERACY.W.6.2</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.A</u>-Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.B</u>-Develop the topic with relevant facts, definitions, concrete details,</p>			<p><b>Chapter 3 - Expressions</b>  (ended first week of Jan)</p> <p><b>Chapter 5 - Ratios</b></p> <p>6.EE.A.2.a, 6.EE.A.2.b,  6.EE.A.2.c, 6.EE.A.3,  6.EE.A.4</p> <p>6.RP.A.1, 6.RP.A.3</p>	<p>Sensory Receptors (LS)</p> <p><b>MS-LS1-8</b></p> <p>Energy Flow in Organisms (LS)</p> <p><b>MS-LS1-7</b></p>

	<p>quotations, or other information and examples.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.C</u>-Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.D</u>-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.E</u>-Establish and maintain a formal style.</p> <p><u>CCSS.ELA-LITERACY.W.6.2.F</u>-Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><u>CCSS.ELA-LITERACY.W.6.4</u> -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.6.5</u></p>				<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>CCSS.ELA-LITERACY.W.6.6</u></p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Research to Build and Present Knowledge.</p>
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	<p><u>CCSS.ELA-LITERACY.W.6.7</u></p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>			
	<p><u>CCSS.ELA-LITERACY.W.6.8</u></p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>			
	<p><u>CCSS.ELA-LITERACY.W.6.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
	<p><u>CCSS.ELA-LITERACY.W.6.9.B</u>- Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>			
	<p>Range of Writing: <u>CCSS.ELA-LITERACY.W.6.10</u></p>			
	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
	<p>Black History Project (class celebration)</p>			



February	<p><b>Unit 3b:</b></p> <p>1. Nonfiction reading 2. Informational essay writing-Social Issues 3. argument essays and social issue projects</p> <p>IAB - Claim #4 Writing Research Target 2 Analyze/Integrate Information (6-8 IAB-Research)</p>	<p><b>Unit 3b:</b></p> <p>1. Nonfiction reading 2. Informational essay writing-Social Issues 3. argument essays and social issue projects</p>			<p><b>Chapter 4 - Geometry</b></p> <p>6.G.A.1</p>	<p>Fossil Record (LS)</p> <p><b>MS-LS4-1</b></p> <p>Geologic History of Earth (ESS)</p> <p><b>MS-ESS1-4</b></p> <p>Plate Tectonics (ESS)</p> <p><b>MS-ESS2-3</b></p>
March	<p><b>Unit 3b:</b></p> <p>1. Nonfiction reading 2. Informational essay writing-Social Issues 3. argument essays and social issue projects</p> <p>Social Issues/Water project/Digital Publishing Project (Class Celebration)</p>	<p><b>Unit 3b:</b></p> <p>1. Nonfiction reading 2. Informational essay writing-Social Issues 3. argument essays and social issue projects</p> <p>Social Issues/Water project/Digital Publishing Project (Class Celebration)</p> <p><b>Test Readiness</b></p>			<p><b>Chapter 5 - Rates, Percents</b></p> <p>6.RP.A.2, 6.RP.A.3.a, 6.RP.A.3.b, 6.RP.A.3.c</p>	<p>Seafloor Spreading (ESS)</p> <p><b>MS-ESS2-3</b></p> <p>Earth Materials (ESS)</p> <p><b>MS-ESS2-1</b></p> <p>Weathering and Erosion (ESS)</p> <p><b>MS-ESS2-2</b></p>
April	<p><b>Unit 4:Government and Economics</b></p> <p><b>Civics 1a/b</b></p> <p>C1a Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense</p> <p>C1b Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government</p>	<p><b>Test Readiness</b></p>			<p><b>Chapter 6 - Integers</b></p> <p>6.NS.C.5, 6.NS.C.6, 6.NS.C.6.A, 6.NS.C.6.B, 6.NS.C.6.C, 6.NS.C.7, 6.NS.C.7.A, 6.NS.C.7.B, 6.NS.C.7.C, 6.NS.C.7.D, 6.NS.C.8</p>	<p>Geoscience Processes (ESS)</p> <p><b>MS-ESS2-2</b></p> <p>Natural Hazard Predictions (ESS)</p> <p><b>MS-ESS3-2</b></p>

<p>employs.</p> <p>Economics Standard 2a Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p> <p>History 2a/b (current)</p> <p>H2.a Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>H2 b Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History 3a (current) Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p>					
<p>May</p> <p><b>Unit 5: Poetry and Figurative Language</b></p> <p>CCSS.ELA-LITERACY.RL.6.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Unit 5: Poetry and Figurative language</b></p> <p>CCSS.ELA-LITERACY.W.6.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.3.D</p>			<p><b>Chapter 7 - Equations &amp; Inequalities</b></p> <p><b>SBAC &amp; iReady Review and Testing</b></p> <p>6.EE.B.5, 6.EE.B.7, 6.EE.B.6, 6.EE.B.8</p>	<p>Human Dependence on Natural Resources (ESS)</p> <p><b>MS-ESS3-1</b></p>

	<p>CCSS.ELA- LITERACY.RL.6.2</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details</p> <p>CCSS.ELA- LITERACY.RL.6.5</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Poetry Cafe (Class Celebration)</p>	<p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Poetry Cafe (Class Celebration)</p>				
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**GRADE 7**

Month	English Humanities	English Writing/ Literature	Spanish Humanities	Spanish Writing	Math	STEMscopes
September	<p>First Days</p> <p><b>Unit 1 Expansion Plan</b></p> <p><a href="#">CCSS.RI.7.3</a></p> <p><a href="#">CCSS.W.7.3.B</a></p> <p><a href="#">CCSS.L.7.1</a></p> <p><a href="#">CCSS.SL.7.4</a></p> <p><a href="#">CIVICS ANCHOR STANDARD THREE</a></p>	<p><b>WRITING</b></p> <p>NARRATIVE: PERFECT CLASSROOM</p> <p><a href="#">ELA-LITERACY/W/7/3/D/</a></p> <p>GOAL SETTING</p> <p>POLITICAL CARTOONS</p> <p><a href="#">ELA-LITERACY/W/7/1/C/</a></p> <p><b>LITERATURE CONNECTION</b></p> <p>THE AMERICAN ROMANTIC &amp; TRANSCENDENTAL MOVEMENT</p> <p>EMERSON'S NATURE</p> <p><a href="#">ELA-LITERACY/RL/6/2/</a></p>	<p>Standards Use in each units</p> <p><b>WOL</b></p> <p><a href="#">World - readiness Standards</a></p> <p><a href="#">activities -Standards World of Readiness</a></p> <p><a href="#">SS Standards Breakdown-Humanities</a></p> <p><b>Unit 1</b></p> <p><b>Expansion plan</b></p> <p><b>Bills of Rights</b></p> <p><b>George Washington Heritage</b></p> <p><b>Proyecto de hispanidad</b></p> <p><b>Brief information about the independence of Mexico and Other Spanish Speaking Countries</b></p> <p><b>Unit 1 Standards</b></p> <p><b>Civics Anchor Standard One - A:</b></p> <p>Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for</p>	<p>informational</p>	<p>Responsive Classroom &amp; Prerequisite Skills</p> <p><b>Chapter 1 &amp; 2 - Integers &amp; Rational Numbers</b></p> <p>(Integer Game)</p> <p>7.NS.A.1, 7.NS.A.1.A, 7.NS.A.1.B, 7.NS.A.1.C, 7.NS.A.1.D, 7.NS.A.2, 7.NS.A.2.A, 7.NS.A.2.B, 7.NS.A.2.C, 7.NS.A.2.D, 7.NS.A.3</p>	<p><b>Structure, Function, &amp; Information Processing:</b></p> <p>Cells</p> <p>MS-LS1-1</p> <p>Anatomy of a Cell</p> <p>MS-LS1-2</p> <p>Bodies &amp; Systems</p> <p>MS-LS1-3</p>

October	<p><b>Unit 1 Expansion Plan</b></p> <p>CCSS RL 7.3, 7.7</p> <p>CCSS RI 7.4</p> <p>CCSS W 7.2</p> <p>CCSS W 7.7</p> <p>CCSS W 7.8</p> <p><u>HISTORY STANDARD FOUR:</u></p> <p><u>CIVICS STANDARD TWO</u></p> <p><u>HISTORY STANDARD ONE:</u></p>	<p><b>WRITING</b></p> <p>NARRATIVE ESSAY</p> <p>POE ALTERNATIVE ENDING</p> <p><u>ELA-LITERACY/W/7/3/E/</u></p> <p><b>LITERATURE</b></p> <p>THE RAVEN</p> <p>FIELD TRIP: 5 GREAT PLAYS (POE TRAVELING THEATER)</p> <p><u>ELA-LITERACY/RI/7/1/</u></p>	<p>national defense.</p> <p><b>Civics Anchor Standard Two - A:</b></p> <p>Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections afforded those minorities in the American political system.</p> <p><b>Civics Anchor Standard Two - B:</b></p> <p>Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.</p> <p><b>Civics Anchor Standard Three - A:</b></p> <p>Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are</p>	<p><b>Narrative</b></p>	<p><b>Chapter 1 &amp; 2 - Integers &amp; Rational Numbers</b></p> <p><b>Chapter 3 - Expressions &amp; Equations (last week in October)</b></p> <p>7.NS.A.1, 7.NS.A.1.A, 7.NS.A.1.B, 7.NS.A.1.C, 7.NS.A.1.D, 7.NS.A.2, 7.NS.A.2.A, 7.NS.A.2.B, 7.NS.A.2.C, 7.NS.A.2.D, 7.NS.A.3</p> <p>7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4.A</p>	<p><b>Growth &amp; Development of Organisms:</b></p> <p>Reproduction in Plants &amp; Animals</p> <p>MS-LS1-4</p> <p>Growth of Organisms</p> <p>MS-LS1-5</p>
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November	<p>Unit 1 Expansion</p> <p><a href="#">CCSS RI 7.5</a></p> <p><a href="#">CCSS W 7.6</a></p> <p><a href="#">HISTORY STANDARD ONE:</a></p> <p><a href="#">CIVICS STANDARD FOUR:</a></p> <p><a href="#">MICROECONOMICS 1A</a></p>	<p>LITERATURE</p> <p>EXCERPTS WHITMAN, DICKINSON</p> <p><a href="#">ELA-LITERACY/RI/7/2/</a></p>	<p>essential protections for United States citizens.</p> <p><b>Civics Anchor Standard Four - A:</b></p> <p>Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office</p> <p><b>History Anchor Standard Four - A:</b></p> <p>Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <ul style="list-style-type: none"> <li>-- Three worlds meet (Beginnings to 1620)</li> <li>-- Colonization and Settlement (1585-1763)</li> <li>-- Revolution and the New Nation (1754-1820s)</li> <li>-- Expansion and Reform (1801-1861)</li> <li>-- Civil War and Reconstruction (1850-1877)</li> </ul>		<p><b>Chapter 3 - Expressions &amp; Equations</b></p> <p>7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4.A</p>	<p><b>Inheritance &amp; Variation of Traits:</b></p> <p>Genes &amp; Proteins</p> <p>MS-LS3-1</p> <p><b>Chemical Reactions:</b></p> <p>Structure of Matter</p> <p>MS-PS1-1</p>
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December	<p><b>Unit 2 North &amp; South</b></p> <p><a href="#">CCSS ELA-LITERACY.R.7.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.R.7.5</a></p> <p><a href="#">ECONOMICS ANCHOR STANDARD.1A</a></p> <p><a href="#">HISTORY ANCHOR STANDARD.1A</a></p>	<p><b>WRITING</b></p> <p>POETRY/ SPOKEN WORD</p> <p><a href="#">FREEDOM SONG</a></p> <p><a href="http://www.corestandards.org/ELA-LITERACY/7/7/1/">HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/7/7/1/</a></p> <p><b>LITERATURE</b></p> <p>TO BUILD A FIRE</p> <p><a href="#">ELA-LITERACY/RL/7/2/</a></p>	<p><b>History Anchor Standard Two - B:</b></p> <p>Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>Unit 2 North &amp; South</p> <p>Reconstruction</p> <p>Economic-lesson</p> <p><b>Economics Anchor Standard One - A:</b></p> <p>Students will analyze how changes in supply and demand interact in competitive markets to determine or change the price of goods and services</p>		<p><b>Chapter 3 - Expressions &amp; Equations</b></p> <p>7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4.A</p> <p><b>Chapter 4 - Inequalities</b></p> <p>7.EE.B.4.B</p>	<p><b>Chemical Reactions:</b></p> <p>Physical and Chemical Properties</p> <p>MS-PS1-2</p>
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January	<p><b>Unit 2 North and South</b>  <a href="#">ELA-Literacy/RI.7.5/</a>  <a href="#">ELA-Literacy/RI.7.6/</a>  <a href="#">ELA-Literacy/RI.7.4/</a></p>	<p><b>WRITING</b>            POETRY/ SPOKEN WORD  <a href="#">FREEDOM SONG</a>  <a href="#">ELA-LITERACY/RI.7.1/</a>            GOAL SETTING-PLAYSETTING  <a href="#">ELA-LITERACY/L.7.1/</a>            MULTIMEDIA INFORMATION  <a href="#">AFRICA PROJECT</a>  <a href="#">ELA-LITERACY/W.7.1/</a>            LITERATURE            EXCERPTS: TRUTH, DOUGLAS, SHUKAR  <a href="#">ELA-LITERACY/RI.7.2/</a></p>	<p>Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies</p> <p><b>Economics Anchor Standard Four - A:</b>            Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>	<p><b>Chapter 4</b> - Inequalities            7.EE.B.4.B</p>	<p><b>Chemical Reactions:</b>            Synthetic Materials            MS-PS1-3            Characteristics of Chemical Reactions            MS-PS1-2            Modeling Conservation of Mass            MS-PS1-5</p>
February	<p><b>Unit 3 Westward Expansion &amp; Industrial Age</b>  <a href="#">CCSS.ELA-LITERACY.RI.7.3</a>  <a href="#">CCSS.ELA-LITERACY.RI.7.6</a>  <a href="#">CCSS.ELA-SPEAKING AND LISTENING.7.1.3.5</a>  <a href="#">CCSS.ELA-LITERACY.RI.7.3</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>  <a href="#">HISTORY ANCHOR 2AB.1A.4A</a></p>	<p><b>WRITING</b>            INFORMATIVE ESSAY  <a href="#">CIVIL WAR</a>  <a href="#">ELA-LITERACY/W.7.1/A/</a>            LITERATURE            EXCERPTS: HUGHES, WHITMAN  <a href="#">ELA-LITERACY/RI.7.2/</a></p>	<p>Unit 2 North &amp; South  <a href="#">7th Grade SLA S&amp;S template</a>            Unit 2 North &amp; South            Unity Project            Standards  <b>History Anchor Standard Four - A:</b>            Students will develop an understanding of pre-industrial United States history and its connections to</p>	<p><b>Chapter 5</b> - Rates, Proportions, Constant of Proportionality            7.RP.A.1, 7.RP.A.2, 7.RP.A.2.A, 7.RP.A.2.B, 7.RP.A.2.C, 7.RP.A.2.D</p> <p><b>Chapter 6</b> - Percents            7.RP.A.3</p>	<p><b>Structure &amp; Properties of Matter:</b>            Heat and Matter            MS-PS1-4            Changes in Energy on the Molecular Level            MS-PS1-4            Thermal Energy in Chemical Reactions            MS-PS1-6            MS-ETS1-3</p>



		<p>MS-ETS1-4</p>	<p>Delaware history, including:</p> <ul style="list-style-type: none"> <li>-- Three worlds meet (Beginnings to 1620)</li> <li>-- Colonization and Settlement (1585-1763)</li> <li>-- Revolution and the New Nation (1754-1820s)</li> <li>-- Expansion and Reform (1801-1861)</li> <li>-- Civil War and Reconstruction (1850-1877)</li> </ul> <p><b>Geography Anchor Standard One - A:</b></p> <p>Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements</p> <p>Unit 3 Westward Expansion &amp; Industrial Age</p> <p><b>Geography Anchor Standard Three - A:</b></p> <p>Students will analyze patterns of cultural activity</p>
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March	<p><b>Unit 3 Westward Expansion &amp; Industrial Age</b></p> <p><a href="#">CCSS.ELA-READING LITERACY 7.1.7.6</a></p> <p><a href="#">CCSS.ELA-READING INFORMATIONAL 7.1</a></p> <p><a href="#">CCSS.ELA-SPEAKING AND LISTENING 7.1.7.3, 7.6</a></p> <p><a href="#">CCSS.ELA-LISTENING 7.1-6</a></p> <p><a href="#">ECONOMIC ANCHOR STANDARD 3A</a></p> <p><a href="#">GEOGRAPHY ANCHOR STANDARD 2.3.4</a></p> <p><a href="#">HISTORY ANCHOR STANDARD 1-4</a></p>	<p><b>WRITING</b></p> <p>INFORMATIVE ESSAY</p> <p>CIVIL WAR, CONT.</p> <p>ELA-<a href="#">LITERACY/W/7/1A/</a></p> <p>CCSS.ELA-WRITING <a href="#">7.6, 7.9, 7.10</a></p> <p><b>LITERATURE</b></p> <p>YA FICTION-MAYBE HE JUST LIKES YOU BOOK CLUB</p> <p>ELA-<a href="#">LITERACY/RL/7/10/</a></p>	<p>Unit 3 Westward Expansion &amp; Industrial Age</p> <p><a href="#">7th Grade SLA S&amp;S template</a></p> <p>Standards</p> <p>SS Standards <a href="#">Breakdown-Humanities</a></p> <p><b>History Anchor Standard Two - B:</b></p> <p>Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p>	<p>associated with different world regions in order to explain the reasons for the cultural development of a place.</p>	<p><b>Chapter 6 - Percents</b></p> <p>7.RP.A.3</p> <p><b>Chapter 7 - Geometry (Angles &amp; Circles)</b></p> <p>7.G.B.4, 7.G.B.5</p>	<p><b>Inheritance and Variation of Traits:</b></p> <p>Genes &amp; Proteins</p> <p>MS-LS3-1</p> <p>Mutations</p> <p>MS-LS3-1</p> <p>Inheritance &amp; Genetic Variation</p> <p>MS-LS3-2</p>
April	<p><b>Unit 4 World Wars</b></p> <p><a href="#">ELA-LITERACY/SL/7/1/</a></p> <p><a href="#">CCSS.ELA-LITERACY.L.7.5</a></p>	<p><b>WRITING</b></p> <p>ARGUMENTATIVE ESSAY</p>	<p>World War 1</p> <p><a href="#">SS Standards Breakdown-Humanities</a></p> <p><b>History Anchor</b></p>	<p>Persuasive writing</p>	<p><b>Chapter 7 - Geometry Angles &amp; Circles</b></p> <p>7.G.B.4, 7.G.B.5</p>	<p><b>Evidence of Common Ancestry:</b></p> <p>Fossil Record</p> <p>MS-LS4-1</p>

	<p><a href="#">ELA-LITERACY/RH/6-8/5/</a>  <a href="#">/ELA-LITERACY/RH/6-8/7/</a>  <a href="#">GEOGRAPHY ANCHOR STANDARD THREE</a>  <a href="#">ECONOMICS ANCHOR STANDARD ONE.</a>  <a href="#">HISTORY ANCHOR STANDARD ONE.</a>  <a href="#">HISTORY ANCHOR STANDARD TWO</a></p>	<p><a href="#">ATOMIC BOMB JUSTIFIED</a>  <a href="#">CCSS.ELA-LITERACY.W.7.7</a></p> <p><b>LITERATURE</b>  HANA'S SUITCASE  <a href="#">CCSS.ELA-LITERACY.RL.7.1</a>  <a href="#">CCSS.ELA-LITERACY.RL.7.3</a>  <a href="#">CCSS.ELA-LITERACY.RL.7.4</a>  <a href="#">CCSS.ELA-LITERACY.RL.7.5</a></p>	<p><b>Standard Two - B:</b>  Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.  Anne Frank</p>	<p>Persuasive Essays</p>	<p><b>Chapter 7 - Geometry</b>  Circle, Volume, Surface Area  7.G.B.4, 7.G.B.5, 7.G.B.6  Year End Review and Testing</p>	<p>Evolutionary History &amp; Relationships  MS-LS4-2  Embryonic Similarities  MS-LS4-3</p>
<p>May</p>	<p><b>Unit 4 World War</b>  <a href="#">CCSS.ELA-LITERACY.RL.7.6</a>  <a href="#">CCSS.ELA-LITERACY.L.7.5</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.7</a>  <a href="#">CIVICS ANCHOR STANDARD ONE</a>  <a href="#">ECONOMICS ANCHOR STANDARD FOUR.</a>  <a href="#">GEOGRAPHY ANCHOR STANDARD FOUR.</a>  <a href="#">CCSS.ELA-LITERACY.RI.7.6</a>  <a href="#">CCSS.ELA-LITERACY.RI.7.8</a>  <a href="#">CCSS.ELA-LITERACY.L.7.3</a>  <a href="#">HISTORY ANCHOR STANDARD TWO.</a>  <a href="#">HISTORY ANCHOR STANDARD FOUR</a></p>	<p><b>WRITING</b>  ARGUMENTATIVE ESSAY  ATOMIC BOMB  <a href="#">CCSS.ELA-LITERACY.W.7.1</a></p> <p><b>COMPREHENSIVE REVIEW</b></p>	<p>Unit 4 World Wars  7th Grade SLA S&amp;S template  SS Standards Breakdown-Humanities  <a href="#">HISTORY ANCHOR STANDARD FOUR</a>  <a href="#">CIVICS ANCHOR STANDARD ONE</a>  <a href="#">ECONOMICS ANCHOR STANDARD FOUR.</a>  <a href="#">GEOGRAPHY ANCHOR STANDARD FOUR</a></p>	<p>Evolutionary History &amp; Relationships  MS-LS4-2  Embryonic Similarities  MS-LS4-3</p>	<p><b>Changes in Organisms Over Time:</b>  Natural Selection  MS-LS4-4  MS-LS4-6  Artificial Selection  MS-LS4-5</p>	

	Year Review								
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**GRADE 8**

<b>Month</b>	<b>English Humanities</b>	<b>English Writing</b>	<b>Spanish Humanities</b>	<b>Spanish Writing</b>	<b>Math</b>	<b>STEMscopes</b>
September	Unit 1: Early Humans and Ancient Empires  Economics Systems 3a Geography 2-4 (Ancient) History 1a (ancient) History 2a/b (ancient) History 3a (ancient) History 4a/b	Narrative writing through myths	Unit 1: Early Humans and Ancient Empires	Narrative writing	Responsive Classroom & Prerequisite Skills Linear Equations 8.EE.7.b	Kinetic Energy MS-PS3-1 MS-PS3-5  Potential Energy MS-PS3-2  Thermal Energy Transfer MS-PS3-3 MS-PS3-4 MS-ETS1-1 MS-ETS1-4
	RI.8.1 RI.8.3 RI.8.6 RL.8.9 RH.6-8.4 RH.6-8.8 RH.6-8.7 SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6 W.8.3 W.8.4 W.8.5					

October	W.8.6 W.8.10	Unit 1: Early Humans and Ancient Empires	Narrative writing through myths	Unit 1: Early Humans and Ancient Empires	Narrative writing	Linear Equations 8.EE.5 8.EE.6 8.F.2 8.F.4 8.F.5	Energy Transfer & Temperature MS-PS3-4  Introduction to Properties of Waves MS-PS4-1  Modeling Waves through Various Mediums MS-PS4-2
November	Unit 1: Early Humans and Ancient Empires  Field Trip - Penn Museum  Unit 2: Medieval Europe & Age of exploration (see below)	Narrative writing through myths  Informational Essay through novel Study	Unit 1: Early Humans and Ancient Empires  Unit 2: Medieval Europe & Age of exploration	Narrative writing  Informational Essay	Systems of Equations 8.EE.8.A 8.EE.8.B 8.EE.8.C 8.EE.7.A	Properties of Visible Light MS-PS4-2  Modeling Light Waves MS-PS4-2  Digital vs. Analog Signals MS-PS4-3	
December	Unit 2: Medieval Europe & Age of exploration  Economics Systems 3a	Informational Essay through novel Study	Unit 2: Medieval Europe & Age of exploration	Informational Essay	Systems of Equations 8.EE.8.A 8.EE.8.B 8.EE.8.C 8.EE.7.A	Earth's Materials MS-ESS2-1  Natural Hazards Predictions MS-ESS3-2	

<p>Geography 2-4 (Ancient)</p> <p>History 1a (ancient)</p> <p>History 2a/b (ancient)</p> <p>History 3a (ancient)</p> <p>History 4a/b</p> <p>RL.8.10</p> <p>RL.8.7</p> <p>RL.8.5</p> <p>RL.8.6</p> <p>RL.8.3</p> <p>RH.6-8.7</p> <p>SL.8.1</p> <p>SL.8.2</p> <p>SL.8.3</p> <p>SL.8.4</p> <p>SL.8.5</p> <p>SL.8.6</p> <p>W.8.2</p> <p>W.8.4</p> <p>W.8.5</p> <p>W.8.6</p> <p>W.8.9</p> <p>W.8.10</p>	<p>The Water Cycle</p> <p>MS-ESS2-4</p>					<p>Predicting Weather</p> <p>MS-ESS2-5</p> <p>Ocean Currents</p> <p>MS-ESS2-6</p>
<p>Unit 3: Colonial America &amp; The Revolutionary War</p> <p>Civics 2b, 3b</p> <p>Economics Systems 3a</p> <p>Geography 2-4 (Ancient)</p>	<p>Position Papers: Research &amp; Argumentative Essay</p> <p>Informational Research Project</p>	<p>Unit 3: Colonial America &amp; The Revolutionary War</p>	<p>Argumentative Essay</p> <p>Informational Research Project</p>	<p>Geometry: Congruence &amp; Similarity</p> <p>8.G.1.A</p> <p>8.G.1.B</p> <p>8.G.1.C</p> <p>8.G.2</p> <p>8.G.3</p>		
<p>January</p>						

<p>History 1a (ancient) History 2a/b (ancient) History 3a (ancient) History 4a/b</p> <p>SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6 W.8.1 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10</p>	<p>Position Papers: Research &amp; Argumentative Essay</p> <p>Informational Research Project</p>	<p>Unit 3: Colonial America &amp; The Revolutionary War</p> <p>Critical Nonfiction Research Across Texts, Digital &amp; Primary Sources (eBook)</p>	<p>Argumentative Essay</p> <p>Informational Research Project</p>	<p>Exponents &amp; Scientific Notation</p> <p>8.EE.1 8.EE.2 8.EE.3 8.EE.4</p>	<p>Influences of Weather &amp; Climate</p> <p>MS-ESS2-6</p> <p>Human Impact on the Environment</p> <p>MS-ESS3-3 MS-ESS3-4 MS-ETS1-3 MS-ETS1-4</p> <p>Human Activities and Global Climate Change</p> <p>MS-ESS3-5</p>
<p>February</p>	<p>Unit 3: Colonial America &amp; The Revolutionary War</p> <p>Critical Nonfiction Research Across Texts, Digital &amp; Primary Sources (eBook)</p>	<p>Unit 3: Colonial America &amp; The Revolutionary War</p> <p>Critical Nonfiction Research Across Texts, Digital &amp; Primary Sources (eBook)</p>	<p>Argumentative Essay</p> <p>Informational Research Project</p>	<p>Exponents &amp; Scientific Notation</p> <p>8.EE.1 8.EE.2 8.EE.3 8.EE.4</p>	<p>Influences of Weather &amp; Climate</p> <p>MS-ESS2-6</p> <p>Human Impact on the Environment</p> <p>MS-ESS3-3 MS-ESS3-4 MS-ETS1-3 MS-ETS1-4</p> <p>Human Activities and Global Climate Change</p> <p>MS-ESS3-5</p>



March	<p>Unit 3: Colonial America &amp; The Revolutionary War</p> <p>Field Trip: Historic Philadelphia</p>	<p>Position Papers: Research &amp; Argumentative Essay</p> <p>Informational Research Paper</p>	<p>Unit 3: Colonial America &amp; The Revolutionary War</p>	<p>Argumentative Essay</p> <p>Informational Research Project</p>	<p>Real Numbers and the Pythagorean Theorem 8.NS.1 8.NS.2</p> <p>IAB: Number System 8.G.6 8.G.7 8.G.8</p>	<p>Energy Flow in Organisms MS-LS1-7</p> <p>Competition in Ecosystems MS-LS2-1</p> <p>Organism Interactions in Ecosystems MS-LS2-1</p>	<p>Introduction to Photosynthesis MS-LS1-6</p>
April	<p>Unit 4: World Religions</p> <p>Geography S3-a History S4-b RL.8.9 RI.8.3 RI.8.9 RH.6-8.8 SL.8.1 SL.8.1.D</p>	<p>Compare/Contrast Essay or World Religions Project</p> <p>Position Papers: Research and Argument</p>	<p>Unit 4: World Religions</p>	<p>Compare/Contrast Essay</p>	<p>Functions 8.F.1 8.F.3</p> <p>Volume of Solids 8.G.9</p>	<p>Relationships in Ecosystems MS-LS2-2</p> <p>Flow of Energy in Ecosystems MS-LS2-3</p> <p>Dynamic Nature of Ecosystems MS-LS2-4</p>	
May	<p>Unit 4: World Religions</p> <p>Field Trip: 8th grade class trip</p>	<p>Compare/Contrast Essay or World Religions Project</p>			<p>Probability &amp; Statistics 8.SP.1 8.SP.2 8.SP.3 8.SP.4</p>	<p>Ecosystem Biodiversity MS-LS2-5 MS-ETS1-2 MS-ETS1-3</p>	

