



Agenda of Board of Education Meeting

The Board of Directors Girard School District

A Board of Education Meeting of the Board of Directors of Girard School District will be held Monday, August 24, 2026, beginning at 5:45 PM Girard High School Auditorium, 1135 Lake Street, Girard, PA 16417.

1. Meeting Opening

- 1.1. Call to Order
- 1.2. Pledge to the Flag
- 1.3. Silent Meditation
- 1.4. Roll Call - Members

Description:

BOARD MEMBERS

___ Richard Brown, President
 ___ Mike McConnell, Vice President
 ___ Joseph Legnasky, Treasurer
 ___ Kelly Fisher
 ___ Daniel Maher
 ___ Joseph Meka
 ___ Brady Sager
 ___ Melissa Smith

- 1.5. Notation of Items to be added, deleted, or corrected to the Agenda

Description:

NOTE: Items noted with an asterisk will be included on the Consent Agenda.
 Any item may be removed from the Consent Agenda at the request of any member.

- 1.6. Agenda Approval

Recommended Motion(s):

Resolution to approve the Agenda as presented.

1.7. Sean Dunn - Resignation

Recommended Motion(s):

Resolution to accept the resignation of School Board Member Sean Dunn from the Girard School District Board of Education effective August 24, 2026.

2. Recognition of Visitors

2.1. Recognition of Visitors

3. Public Comments

3.1. Public Comments

4. Committee Reports

4.1. Education Committee - Joseph Meka

4.2. Technology Committee - Kelly Fisher

4.3. Erie County Technical School - Joseph Legnasky

4.4. Facilities Committee - Mike McConnell

4.5. Girard Foundation - Brady Sager

4.6. Human Resources - Melissa Smith

4.7. I.U. Board - Joseph Meka

4.8. Policy Committee - Mike McConnell

4.9. PSBA Report - Richard Brown

4.10. Recreation Board - Melissa Smith

4.11. Student Affairs/Activities - Daniel Maher

4.12. Finance Committee - Joseph Legnasky

5. Superintendent's Report

5.1. Superintendent's Report

6. Minutes

6.1. *Board Meeting Minutes - July 27, 2026

Recommended Motion(s):

Resolution to approve the July 27, 2026 Board of Education Meeting minutes.

7. Administration

7.1. *K-12 School Guidance Plan

Recommended Motion(s):

Resolution to approve Girard School District's K-12 School Guidance Plan (formerly known as Chapter 339), as required by Pennsylvania Department of Education, as presented.

7.2. *Approval of Curriculum Revisions

Recommended Motion(s):

Resolution to approve the following Curriculum revisions, as presented.

Description:

- Kindergarten English Language Arts
- Kindergarten Social Studies
- Kindergarten Math
- K-5 Art

- K-4 Music
- 6th Grade Content Literacy Social Studies
- 6th Grade Content Literacy Science
- 7th Grade Content Literacy Social Studies
- 7th Grade Content Literacy Science
- 8th Grade Content Literacy Social Studies
- 8th Grade Content Literacy Science
- 8th Grade STEM Innovation Lab
- Foundations of Keyboarding
- Foundations of Ukulele

7.3. *Schoolwide Title I School Plan

Recommended Motion(s):

Resolution to acknowledge the Schoolwide Title I School Plan for 2026-2027 school year, as presented.

7.4. *Title I Teacher Equity Plan

Recommended Motion(s):

Resolution to approve the required annual Title I Teacher Equity Plan for 2026-2027 school year, as presented.

7.5. *Title I LEA Parent and Family Engagement Policy

Recommended Motion(s):

Resolution to approve the Title I LEA Parent and Family Engagement Policy 2026-2027, as presented.

7.6. *Title I EVES Parent and Family Engagement Policy

Recommended Motion(s):

Resolution to approve the Title I EVES Parent and Family Engagement Policy 2026-2027, as presented.

7.7. *2026-2027 Fort LeBoeuf School District - Agreement for Title I Services

Recommended Motion(s):

Resolution to approve a letter of agreement for Title I Services effective retroactive to August 15, 2026 through June 30, 2027 between Fort LeBoeuf School District and Girard School District, as presented.

7.8. *Northwest Tri-County IU5 - SAP Mental Health Liaison Letter of Agreement

Recommended Motion(s):

Resolution to approve a Letter of Agreement for the Northwest Tri-County IU5 Student Assistance Program Mental Health Liaison Program for the 2026-2027 school year, as presented.

7.9. *Gannon University - Advanced Certification/Student Teacher Candidates Agreement

Recommended Motion(s):

Resolution to approve an Advanced Certification/Student Teacher Candidates Agreement between Gannon University and Girard School District, as presented.

7.10. *Board Policy - Second Reading and Approval

Recommended Motion(s):

Resolution to approve the second reading and approval of the following Board Policy, as presented.

Description: Policy 338 - Sabbatical Leave

7.11. *Competitive Cheer Cooperative Sponsorship

Recommended Motion(s):

Resolution to approve participation by Girard School District as a member school in the cooperative sponsorship of PIAA Competitive Cheer for 2026-2027 school year hosted by Fairview School District. Cost to the district is \$100. Students will provide their own transportation for this sport.

7.12. *Student Transportation of America - New Bus Driver

Recommended Motion(s):

Resolution to approve new hire bus driver with Student Transportation of America (STA) for the 2026-2027 school year, as presented.

Description:

Daniel Kochera - effective retroactive to August 4, 2026

7.13. *List of Buses and Bus Routes

Recommended Motion(s):

Resolution to approve the list of buses and bus routes for the 2026-2027 school year, as presented. (Bus Routes are on file in the Administration Office.)

7.14. *2026-2027 Base Hourly Rates and Assignments - Cafeteria

Recommended Motion(s):

Resolution to appoint Cafeteria personnel for the 2026-2027 school year in accordance with the Non-Instructional Contract, as presented.

7.15. 2026-2027 Base Salaries and Assignments - Professional Employees

Recommended Motion(s):

Resolution to approve the 2026-2027 base salaries and assignments of Professional Employees under the terms and conditions of the Professional Employee's Contract, as presented. (Mike McConnell to abstain and state reason.)

7.16. 2026-2027 Base Hourly Rates and Assignments - Aides

Recommended Motion(s):

Resolution to appoint Non-Instructional Aide personnel for the 2026-2027 school year in accordance with the Non-Instructional Contract, as presented. (Mike McConnell to abstain and state reason.)

8. Business, Finance & Property

8.1. *Treasurer's Report

Recommended Motion(s):

Resolution to approve Treasurer's Report as of July 2026.

8.2. *Financial Report

Recommended Motion(s):

Resolution to approve General Fund Report as of August 14, 2026.

8.3. *Activity Reports

Recommended Motion(s):

Resolution to approve Activity Reports for:

Description:

EVES - July 2026

RAMS - July 2026

GHS - July 2026

8.4. *Athletic Report

Recommended Motion(s):

Resolution to approve Athletic Report as of July 2026.

8.5. *Cafeteria Report

Recommended Motion(s):

Resolution to approve Cafeteria Report for July 2026.

8.6. *Investment Report

Recommended Motion(s):

Resolution to approve Investment Report for July 2026.

8.7. *Payment of Bills Excluding Check# 120928

Recommended Motion(s):

Resolution to approve the payment of bills excluding check # 120928.

Description:**General Fund Checks**

Check # 120810 - #120810, Dated and Mailed 07/24/2026

Check # 120811 - #120821, Void Printer Issue

Check # 120822 - #120831, Dated and Mailed 07/24/2026

Check # 120832 - #120835, Dated and Mailed 07/27/2026

Check # 120836 - #120847, Dated and Mailed 07/31/2026

Check # 120848 - #120859, Dated and Mailed 08/07/2026

Check # 120860 - #120868, Dated and Mailed 08/14/2026

Check # 120869 - #120945, Dated 08/25/2026

Cafeteria Fund Checks

Check # 11623 - #11623, Dated and Mailed 07/28/2026

Check # 11624 - #11625, Dated and Mailed 08/20/2026

8.8. *Activity Accounts - Trustees and Co-Signers

Recommended Motion(s):

Resolution to approve designation of the following persons as Trustees and Co-signers respectively for the Activity Accounts for 2026-2027 school year and authorization to secure a performance bond for each of them.

Description:

Accounts	Trustee	Co-Signers	Backup Co-Signer
Girard High School	Eric Louis	Emily Knorr	Jacob Hagmaier
Rice Avenue Middle School	Michael Trudnowski	Jennifer Schlosser	Jacob Hagmaier
Elk Valley Elementary School	Shannon Holley	Andrea Fails	Jacob Hagmaier

8.9. *Petty Cash - Staff Designation

Recommended Motion(s):

Resolution to approve assignment of the following persons for responsibility for the various Petty Cash funds to be maintained on an imprest basis:

Description:

Accounts	Trustee	Amount
Girard High School	Eric Louis	\$100
Rice Avenue Middle School	Michael Trudnowski	\$100
Elk Valley Elementary School	Shannon Holley	\$100
Administration Office	Jacob Hagmaier	\$100

8.10. *Surplus Items

Recommended Motion(s):

Resolution to declare items surplus to the needs

of the district and delegation of authority to the Superintendent and Director of Business to dispose of same as listed:

Description:**GHS Volleyball**

- 5 warmup jackets (1990s)
- 50 jerseys (1990s)
- 44 jerseys (early 2000s)
- 1 damaged volleyball storage bag
- 14 damaged volleyball team bags (1990s)

Golf

- 6 white men's golf t-shirts (dated 2016)

Basketball

- 10 miscellaneous basketball shorts (1990s)

Football

- 50 worn pairs of shoulder pads (early 2000s)

EVES

- 1 broken exam table (attached)

GHS

- English Dept. Novels:
 1. 103 copies of *To Kill a Mockingbird*. Harper Lee. Warner Books, 2003.
- Math Dept. Texts:
 1. Algebra 1: 85 copies of Holt McDougal, ISBN: 978-0-547-64703-6
 2. Algebra 1: 35 copies of Pearson, ISBN: 0-13-052316-x
 3. Algebra 2: 85 copies of Holt McDougal, ISBN: 978-0-547-64704-4
 4. Geometry: 85 copies from Holt McDougal, ISBN: 978-0-547-64709-8
 5. Geometry: 30 copies of Pearson ISBN: 0-13-062560-4
 6. Common Core Math: Holt McDougal, 978-0-547-71069-3
 7. Prentice Hall Workbooks: 5 copies of 0-13-180763-3

8.11. Payment of Bills - Check # 120928

Recommended Motion(s):

Resolution to approve the Payment of Bills - Check #120928.

Description:

Check # 1209282 Dated 08/25/2026 — Rabe Environmental System
(Rich Brown to abstain and state the reason)

9. Personnel

9.1. *Michael Hlebik - Family Medical Leave

Recommended Motion(s):

Resolution to acknowledge the intermittent Family Medical Leave request of Michael Hlebig (RAMS Teacher) effective retroactive to August 19, 2026 through June 9, 2027, not to exceed 60 days.

9.2. *John Simkovitch - Armed Event Security Guard for Girard School District

Recommended Motion(s):

Resolution to approve the Armed Event Security Guard Employment Agreement between Girard School District and John Simkovitch, effective August 24, 2026 through June 30, 2027, as presented.

9.3. *Brian Beebe - Part-Time Recess Aide

Recommended Motion(s):

Resolution to appoint Brian Beebe as Part-Time Recess Aide at Elk Valley Elementary School, effective 2026-2027 school year with a start date to be determined, pending receipt and approval of all required clearances, 3.25 hours per day, \$16.15 per hour. Pay and benefits in accordance with the Non-Instructional Contract. Assignment may be in any school building and is subject to change. (Vacancy is due to the voluntary transfer of Lisa Alexander.)

9.4. *Jim Funk - Mentor for Zachary Young

Recommended Motion(s):

Resolution to appoint Jim Funk as Mentor I/II for Zachary Young (GHS Technology Education Teacher) for the 2026-2027 school year at a salary of \$750 and the 2027-2028 school year at a salary of \$500.

9.5. *Greg Proper - Mentor for Kasey Short

Recommended Motion(s):

Resolution to appoint Greg Proper as Mentor I/II for Kasey Short (RAMS Special Education Teacher) for the 2026-2027 school year at a salary of \$750 and the 2027-2028 school year at a salary of \$500.

9.6. *Erica Ratkowski - Mentor for Casie Morettini

Recommended Motion(s):

Resolution to appoint Erica Ratkowski as Mentor I/II for Casie Morettini (RAMS School Counselor) for the 2026-2027 school year at a salary of \$750 and the 2027-2028 school year at a salary of \$500.

9.7. *Randy Styborski - Mentor for Ashley Griffith

Recommended Motion(s):

Resolution to appoint Randy Styborski as Mentor II for Ashley Griffith (RAMS 8th Grade Science Teacher) for the 2026-2027 school year at a salary of \$500.

9.8. *Desirae Andrzejczak - Mentor for John Susnik

Recommended Motion(s):

Resolution to appoint Desirae Andrzejczak as Mentor I/II for John Susnik (EVES Special Education Teacher) for the 2026-2027 school year at a salary of \$750 and the 2027-2028 school year at a salary of \$500.

9.9. *Melissa Koma - Mentor for Emily Esterline

Recommended Motion(s):

Resolution to appoint Melissa Koma as Mentor I/II for Emily Esterline (EVES Music Teacher) for the 2026-2027 school year at a salary of \$750 and the 2027-2028 school year at a salary of \$500.

9.10. *Erin Benson - Mentor for Hunter Wade

Recommended Motion(s):

Resolution to appoint Erin Benson as Mentor II for Hunter Wade (EVES Health and Physical Education Teacher) for the 2026-2027 school year at a salary of \$500.

9.11. *Cyber Course Monitors for 2026-2027

Recommended Motion(s):

Resolution to appoint the following as Cyber Course Monitors for the 2026-2027 school year paid by a one-time stipend of \$2,100 for professionals willing to use multiple certifications to balance rosters with the goal of not exceeding 30 each, as presented.

Should the student enrollment exceed 30 students for any one cyber monitor, an additional \$225 will be paid to that monitor. If no students enroll in a content area, no stipend will be paid.

Description:

Secondary English	Jeff Paslowski (Vacancy due to the resignation of Karen Kobierski.)
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9.12. *Homebound Instructors and Instructional Tutors

Recommended Motion(s):

Resolution to appoint all Girard School District Professional Personnel as Homebound Instructors, Instructional Tutors, and After-School Academic Enhancement Activity Personnel for the 2026-2027 school year and delegation of authority to the Superintendent to make assignments as needed.

9.13. *Title I Parent Involvement Activities

Recommended Motion(s):

Resolution to appoint all Girard School District Professional Personnel for parent involvement Title I activities for the 2026-2027 school year and delegation of authority to the Superintendent to make assignments as needed.

9.14. *Kindergarten Kickoff (EVES) Teacher Aides

Recommended Motion(s):

Resolution to retroactively approve the following teacher aides for Kindergarten Kickoff at Elk Valley Elementary School, August 17 and 18, 2026, for three (3) hours per session. Total of six (6) hours in accordance with the non-instructional contract pending enrollment numbers.

Description:

Chloe Barnes

Christy Barnes

Melanie Bova

Jessica Durante - approved at June 22, 2026 Board Meeting

Lauren Korb - approved at June 22, 2026 Board Meeting

Tina Twichel - approved at June 22, 2026 Board Meeting

9.15. *Hunter Wade - Resignation from Weightlifting Supervision

Recommended Motion(s):

Resolution to accept the resignation of Hunter Wade from Weightlifting Supervision for the 2026-2027 school year effective retroactive to August 4, 2026.

9.16. *AmeriCorps Service Members at EVES for 2026-2027 School Year

Recommended Motion(s):

Resolution to acknowledge three (3) full-time AmeriCorps Service Members for Elk Valley Elementary School for 2026-2027 school year with start date of September 1, 2026, as presented.

Description:

Brianne Misoff
Brooke Proper
Haley Weber

9.17. *Appoint Athletic Supplemental Positions for 2026-2027 School Year

Recommended Motion(s):

Resolution to appoint the following Athletic Supplemental Positions and Salaries as shown for the 2026-2027 school year in accordance with the Professional Contract as presented. Salaries for Athletic Supplemental Positions will be prorated in the event of a season being interrupted for any reason.

Description:

Contract Supplement B-2
(Athletic Positions)

Girls' Basketball

(Total allocated by 2026-2027 Professional Contract is \$23,266)

Assistant Varsity Coach (Split)	(OPEN) Adam Suscheck - retroactive to August 10, 2026	Salary \$ 1,500
RAMS 7th Grade Coach (Split)	(OPEN) Adam Suscheck - retroactive to August 10, 2026	Salary \$ 2,200
Head Coach	Sean Murphy *approved at July 27, 2026 Board Meeting	Salary \$10,168
Assistant Varsity Coach (Split)	Andy Pratt *approved at July 27, 2026 Board Meeting	Salary \$ 3,000
Assistant Varsity Coach (Split)	(OPEN)	Salary \$ 2,798
RAMS 8th Grade Coach (Split)	Mark Amenta *approved at July 27, 2026 Board Meeting	Salary \$ 1,800
RAMS 8th Grade Coach (Split)	Greg Amenta *approved at July 27, 2026 Board Meeting	Salary \$ 1,800

9.18. *Appoint Volunteer Assistants for 2026-2027 School Year

Recommended Motion(s):

Resolution to appoint the following as Volunteer Assistants for the 2026-2027 school year at a salary of \$1.00:

Description:

Boys Basketball Volunteer	Greg Majchrzak - retroactive to August 4, 2026
Girls Basketball Volunteer	Rylee Schwartz - retroactive to August 5, 2026
Football Volunteer	Mathew Burnside - retroactive to August 5, 2026

Volleyball Volunteer	Ashlynn Rictor - retroactive to August 17, 2026
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9.19. *The Nutrition Group Employees for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve The Nutrition Group employees for the 2026-2027 school year, as presented.

Description:

Nicole Henning - retroactive to July 1, 2026

Janel Messmer - retroactive to August 18, 2026

9.20. *ESS Northeast, LLC., School Psychologist Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., School Psychologist Substitutes for the 2026-2027 School Year:

Description:

Rachel Converse - retroactive to July 28, 2026

9.21. *ESS Northeast, LLC., Certified Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., Certified Substitute Teachers for the 2026-2027 School Year:

Description:

Greg Holland - retroactive to August 5, 2026

9.22. *ESS Northeast, LLC., Emergency Permit Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., Emergency Permit Substitutes for the 2026-2027 School Year:

Description:

Traci Adiska - retroactive to August 5, 2026

Evgenia Bayramgalin - retroactive to August 5, 2026

Jill Blaga-Walz - retroactive to August 5, 2026

Cynthia Dropcho - retroactive to August 5, 2026

Kevin Louis - retroactive to August 5, 2026

Tammy Ransom - retroactive to August 5, 2026

Liam Santry - retroactive to August 5, 2026

Priya Sharma - retroactive to August 5, 2026

Maryann Udoh - retroactive to August 5, 2026

Reese Wetzel - retroactive to August 5, 2026

Leslie Yurcak - retroactive to August 5, 2026

Matthew Michaels - retroactive to August 18, 2026

Keri Ackerman - retroactive to August 21, 2026

Kate Littlefield (nurse) - retroactive to August 21, 2026

9.23. *ESS Northeast, LLC., Non-Instructional Substitutes for 2026-2027 School Year

Recommended Motion(s):

Resolution to approve the following ESS Northeast, LLC., Non-Instructional Substitutes for the 2026-2027 School Year:

Description:

Tavia Dewit (nurse) - retroactive to August 11, 2026

9.24. David Koma - 2025-2026 Superintendent Evaluation

Recommended Motion(s):

Resolution to acknowledge receipt of a proficient evaluation rating from the Board of Directors for Mr. David Koma, Superintendent of Schools, for the 2025-2026 school year.

9.25. Appoint Unified Strength & Conditioning Team Coaches

Recommended Motion(s):

Resolution to appoint Melissa Howells and Melissa Spaulding as Unified Strength & Conditioning Team Coaches at a salary of \$387 each for the 2026-2027 school year. (Mike McConnell to abstain and state reason.)

10. New Business

10.1. New Business

11. Students

11.1. *PIAA High School Girls Wrestling Team

Recommended Motion(s):

Resolution to approve the establishment of a PIAA high School Girls Wrestling program effective 2026-2027 school year.

11.2. *Penn State Survey Participation

Recommended Motion(s):

Resolution to approve the participation of RAMS 6th Grade students in the Penn State CORE Mentoring Program surveys.

12. Consent Items

12.1. Approval of Consent Items

Recommended Motion(s):

Resolution to approve Consent Agenda Items as presented:

Description:

Minutes:

6.1

Administration:

7.1 to 7.14

Business, Finance & Property:

8.1 to 8.10

Personnel:

9.1 to 9.23

Students:

11.1 to 11.2

13. Correspondence

13.1. I.U. Board Minutes - N/A

13.2. Erie County Technical School Minutes - June 25, 2026

13.3. Other

14. Adjournment

14.1. Adjournment

Recommended Motion(s):
Resolution for Adjournment.

**Girard School District Board of Education
Board Meeting Minutes
Monday, July 27, 2026
5:45 p.m.
Girard High School Auditorium**

1. Meeting Opening

Procedural: 1.1 Call to Order

Board President, Mr. Rich Brown, called the July 27, 2026 Board of Education Meeting to order at 5:46 p.m.

Procedural: 1.2 Pledge to the Flag

Mr. Rich Brown led the *Pledge of Allegiance* to the American flag.

Procedural: 1.3 Silent Meditation

A moment of silent meditation was observed.

Procedural: 1.4 Roll Call - Members

Roll call was called and the following Board Members were present: Rich Brown, Mike McConnell, Joseph Legnasky, Sean Dunn, Kelly Fisher, Daniel Maher, Joseph Meka, Melissa Smith

Absent: Brady Sager

Action, Procedural: 1.5 Notation of Items to be added, deleted, or corrected to the Agenda

Board Secretary, Mr. Hagmaier, announced the following changes were made to the Board Agenda on Friday, July 24, 2026:

- Resolution 9.9 – added 14 blue chairs and 4 green chairs to EVES surplus list
- Resolution 10.23 –clarified that Mr. Trudnowski and Mr. Brasington will split the RAMS Intramurals position
- Resolution 10.26 - added Ailene Hosack to the resolution
- Resolution 10.28 – added Jamie Bowersox to the resolution
- Resolution 10.32 - added Avery Van Dyke to the resolution
- Resolution 11.2 added to agenda – Zachary Young – Appoint Technology Education Teacher

Mr. Hagmaier also noted that Resolution 11.3 Amanda Chamberlain – Resignation was added to the agenda on Saturday, July 25, 2026.

Prior to the agenda approval, Resolution 8.2 was removed from Consent Items to be an action item at the request of Board Member Kelly Fisher. Resolution 13.1 Consent Items was updated to reflect this change.

Action: 1.6. Agenda Approval

Resolution: Resolution to approve the Agenda as presented.

This motion, made by Melissa Smith and seconded by Joseph Legnasky, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

2. Recognition of Visitors

Procedural: 2.1. Recognition of Visitors

Board President Brown welcomed visitors in attendance and thanked them for coming.

Others Present: Superintendent David Koma, Jacob Hagmaier, Solicitor Pat Kennedy, Michelle Doritty, Mary Ann Mook, Curt Cardman, Dave Ashton, Carson Seneta, Tom Craig, Angel Ghastin, Clinton Southworth, Meagan Birkner, Nathan Birkner, Earl Jones, Heather Pier, Caleeann Blarr, Cassandra LaFata, Natalie Dixon, Jeff Brasington, Cheryl Krachkowski, Mike Trudnowski, Greg Proper, Shannon Holley, Jamie Greig, Melissa Greig, Nicole Walker, Renee Jerge, Eric Louis, Lisa Rowe, Emory Rowe, Jeanne Miller, Jason Johnson

3. Public Comments

Informational: 3.1. Public Comments

Board Secretary Jacob Hagmaier announced Heather Pier requested to be added to the agenda to speak to the Board prior to posting. Curt Cardman and Caleeann Blarr signed up at the meeting.

Informational: 3.2. Heather Pier

Dr. Heather Pier, District Athletic Director, presented a proposal to establish a PIAA Girls Wrestling Team. Dr. Pier explained that the PIAA now recognizes Girls Wrestling as a separate sport and stated there is strong student participation and coaching interest to support the program. She also addressed Title IX considerations related to the addition of the sport. To allow the team to participate in the upcoming winter season, Board approval would be required no later than the September Board meeting.

Curt Cardman, Head Wrestling Coach, continued the discussion by highlighting the scholarship opportunities now available for female wrestlers. He also outlined the expanded opportunities for advancement and competition that have developed with Girls Wrestling becoming a recognized PIAA sport.

Caleann Blarr, coach and Girard School District alumna, shared her experiences as a former female wrestler at GHS. She discussed some of the challenges girls face when competing as part of a predominantly male team and noted that there are currently 16 girls wrestling teams in District 10. Ms. Blarr stated that Girard has the opportunity to be a leader in the continued growth of this rapidly expanding sport.

Board members decided to discuss this topic further at their August 10, 2026 Board Workshop.

At 6:01 p.m. Mr. Rich Brown called Board Members to Executive Session to discuss personnel and legal matters.

The Board Meeting resumed following Executive Session and Board President Brown announced Board Members met in Executive Session from 6:01 p.m. to 6:26 p.m. to discuss personnel and legal related items.

4. Committee Reports

Informational: 4.1. Education Committee - Joseph Meka

Mr. Joseph Meka said there is no new report at this time.

Informational: 4.2. Technology Committee - Sean Dunn

Mr. Sean Dunn reported that the IT Department remains on track to meet its major summer goals, with a continued focus on strengthening district infrastructure and preparing classrooms for the upcoming school year. Repairs and hardware upgrades are progressing as scheduled. Network optimization is approximately 75% complete. Student and staff laptops are ready for deployment, and software audits have been completed. The IU5 has named Josh Hamlin as the Cybersecurity Specialist. Additional work continues on advanced firewall configurations, documentation updates, and summer testing of the district's backup systems.

Informational: 4.3. Erie County Technical School - Joseph Legnasky

Mr. Joseph Legnasky noted there was no meeting in July. The Joint Operations Committee will meet next on August 13, 2026.

Informational: 4.4. Facilities Committee - Mike McConnell

Mr. Mike McConnell reported that the Maintenance Department continues to make excellent progress on summer projects, with work at all three district buildings nearing completion. The gym floor refinishing project is underway and will remain closed until the floors have fully cured. Landscaping improvements at the front of RAMS are progressing and are expected to be completed upon the arrival of the remaining materials. Repairs to the soccer concession stand sewer line have been completed successfully. Concrete restoration is pending, but the repair was completed without issue, and no further sewer backups are anticipated. The district's new zero-turn mower has performed exceptionally well and Mr. Southworth requests the Board's consideration of purchasing the second zero-turn mower that had been previously proposed.

Informational: 4.5. Girard Foundation - Brady Sager

No report.

Informational: 4.6. Human Resources - Melissa Smith

Mrs. Melissa Smith said there is no new report at this time.

Informational: 4.7. I.U. Board - Joseph Meka

Mr. Joseph Meka reported on several recent I.U. Board highlights, including the 4th Annual Northwest PA C.L.A.S.S. Act Emerging Leader Banquet held in mid-June 2026. The event recognized outstanding high school students from Erie, Crawford, and Warren Counties who exemplify Character, Leadership, Attitude, Service, and Selflessness. He also noted that the final scholarship recipient was selected from Union City. Mr. Meka reported that the SunBucks meal program is underway and that staff continue to actively pursue grant opportunities.

Informational: 4.8. Policy Committee - Mike McConnell

Mr. Mike McConnell said there is no new report at this time.

Informational: 4.9. PSBA Report - Richard Brown

Mr. Richard Brown reported that PSBA hosted a webinar on July 14 regarding a comprehensive review of the state budget and its potential implications for public schools.

Informational: 4.10. Recreation Board - Melissa Smith

Mrs. Melissa Smith shared that a new director has joined the Elk Creek Recreation Board. The Board reported that the Gators recently held their end-of-year swim party to celebrate the season. Discussion also included potential opportunities to introduce community programming, including the addition of bingo events for residents.

Informational: 4.11. Student Affairs/Activities - Daniel Maher

Mr. Daniel Maher said the transition from Apex to Edmentum was completed effective July 1. Cyber monitors have been assigned, courses are loaded for scheduling, and enrollment materials and parent/student guides have been updated for the 2026-2027 school year. Returning cyber families received updated information regarding the new system, progress monitoring, attendance procedures, truancy requirements, and scheduling.

The Athletic Department has transitioned from Schedule Star to Arbiter for scheduling and official assignments. Fall schedules have been published. A boys soccer co-op agreement with Northwestern is pending final board approvals. The agreement would allow Northwestern athletes to participate at GHS at no cost to the district. Co-op discussions also occurred regarding boys and girls golf and girls soccer but are not being pursued at this time. Existing co-ops with Erie High (boys and girls tennis) and McDowell (boys and girls water polo) have been renewed. The department is also exploring whether existing shot clocks from the previous scoreboard system can be utilized in preparation for future PIAA shot clock requirements. Additional updates included the purchase of automated watering timers for the soccer fields and implementation of cellphone-based concussion testing beginning with the fall sports season. Fall practices begin August 10 for football and golf, with all other fall sports beginning August 17.

Informational: 4.12. Finance Committee - Joseph Legnasky

Mr. Joseph Legnasky reviewed the District's monthly bills, totaling slightly over \$1.2 million. He noted that the majority of the expenses were related to annual renewals of licenses and the purchase of teacher supplies.

5. Superintendent's Report

Informational: 5.1. Superintendent's Report

Superintendent David Koma thanked the YMCA for allowing the District to rent pool space at Montessori and Erie High School for practices and competitions.

Mr. Koma then introduced new hires and staff transfers. For those unable to attend, he provided background information regarding their experience and roles. Attending individuals thanked the Board for their consideration and shared their backgrounds and vision for their positions. The appointments included:

- * Zachary Young – Technology Education Teacher
- * Lindsey Miller – SAP Counselor through the Achievement Center
- * Shannon Holley – Transfer from EVES Assistant Principal to Principal
- * Cheryl Krachkowski – EVES Assistant Principal
- * Carson Seneta – Controller
- * Earl Jones – Part-Time Armed School Security Guard
- * Bill Naughton – Armed Event Security Guard

6. Minutes

Action (Consent), Minutes: 6.1. *Board Workshop Minutes - June 8, 2026

Resolution: Resolution to approve the June 8, 2026 Board of Education Workshop minutes.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent), Minutes: 6.2. *Board Meeting Minutes - June 8, 2026 (Recessed May 26, 2026 Board Meeting)

Resolution: Resolution to approve the June 8, 2026 (Recessed May 26, 2026 Board Meeting) Board of Education Meeting minutes.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent), Minutes: 6.3. *Board Meeting Minutes - June 22, 2026

Resolution: Resolution to approve the June 22, 2026 Board of Education Meeting minutes.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

7. Receipt of Bids

Action: 7.1. Elk Valley Elementary Playground Fence — Receipt of Bids

Resolution: Resolution to acknowledge the receipt of bids for Elk Valley Elementary Playground Fence.

This motion, made by Melissa Smith and seconded by Joseph Legnasky, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

8. Administration

Action (Consent): 8.1. *Memorandum of Understanding Between Girard School District and Girard Federation of Teachers

Resolution: Resolution to approve the Memorandum of Understanding by and between the Girard School District and Girard Federation of Teachers, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action: 8.2. Child Development Centers, Inc. - Commercial Lease Agreement

Resolution: Resolution to approve the Commercial Lease Agreement with Child Development Centers, Inc., for four (4) Classrooms located at Elk Valley Elementary School from August 1, 2026 through July 31, 2027, as presented.

This motion, made by Melissa Smith and seconded by Dan Maher, Carried.

Brady Sager: Absent, Kelly Fisher: Abstain (With Conflict), Richard Brown: Yea, Sean Dunn: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 7, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Mrs. Kelly Fisher abstained and cited employer conflict.

Action (Consent): 8.3. *YMCA of Greater Erie Agreement Addendum

Resolution: Resolution to approve an addendum to the five-year agreement between the YMCA of Greater Erie and Girard School District for the use of a classroom at Elk Valley Elementary School to conduct a state-licensed Child Care Program, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.4. *Penn State University - Affiliation Agreement

Resolution: Resolution to approve an Affiliation Agreement for Initial Certification Field Experience/Practicum and Student Teaching Placements with Penn State University, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.5. *Epic Communications E-Rate Agreement FY 2027 (2027-2028)

Resolution: Resolution to approve an agreement between Girard School District and Epic Communications for E-Rate FY 2027 (2027-2028), as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.6. *American Red Cross - Facility Use Agreement

Resolution: Resolution to approve a Facility Use Agreement with the American Red Cross for sheltering and delivering services during a disaster at Girard High School, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.7. *Host Site Agreement with Keystone Smiles AmeriCorps

Resolution: Resolution to approve the request by Girard School District to be a host site for the Keystone Smiles AmeriCorps program for up to three (3) members at EVES; two (2) members at RAMS; and 5,450 hours for student volunteer members at GHS for the 2026-2027 school year at a total stipend not to exceed the amount of \$94,500, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.8. *Sponsor Agreement - Velocity Network, Inc.

Resolution: Resolution to approve a Sponsor Agreement between Girard School District and Velocity Network, Inc., as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.9. *Board Policy - First Reading

Resolution: Resolution to approve the first reading of the following Board Policies, as presented:

Policy 338 - Sabbatical Leave

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.10. *School Physicians for 2026-2027

Resolution: Resolution to approve Community Health Net as the provider of school physicians for the 2026-2027 school year.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.11. *School Dentists for 2026-2027

Resolution: Resolution to approve Community Health Net and O'Leary Dental Group as the school dentists for the 2026-2027 school year.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.12. *Application for Enrollment for 2026-2027 School Year

Resolution: Resolution to approve the application for enrollment of tuition paying students who are children of a Girard School District employees for the 2026-2027 school year, as presented.

Student #2026-2027 (P)	Grade 2
Student #2026-2027 (Q)	Grade 1

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.13. *Water Polo Cooperative Sponsorship

Resolution: Resolution to approve participation by Girard School District as a member school in the cooperative sponsorship of a PIAA Water Polo sport for 2026-2027 school year hosted by Millcreek Township School District, at no cost to the District. Participation costs will be determined by Millcreek Township School District and paid by student participants. Students will provide their own transportation for this sport.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.14. *Boys Soccer Cooperative Sponsorship

Resolution: Resolution to approve participation by Girard School District as the host school in the cooperative sponsorship of PIAA Boys High School and Middle School Soccer for the 2026-2027 school year with Northwestern School District, at a cost of \$0 to the District. Any cooperative fees through the PIAA to be paid by the Northwestern School District. Students will provide their own transportation for this sport.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.15. *Allegheny Intermediate Unit - Digital Trust Hub Membership Agreement

Resolution: Resolution to approve agreement between Girard School District and Allegheny Intermediate Unit for Digital Trust Hib Membership, as presented

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 8.16. List of Bus Drivers for 2026-2027

Resolution: Resolution to approve the list of bus drivers for the 2026-2027 school year, as presented.

This motion, made by Joseph Meka and seconded by Kelly Fisher, Carried.

Brady Sager: Absent, Dan Maher: Abstain (With Conflict), Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 7, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Mr. Dan Maher abstained and cited family member conflict.

Action (Consent): 8.17. Award Contract for Elk Valley Elementary Playground Fence

Resolution: Resolution to award a contract to HI - T Fence Systems, Inc in the amount of \$71,610.00 for Elk Valley Elementary Playground Fence for Base Bid and Alternate Bid 1. (Project funded by PCCD Grant.).

This motion, made by Mike McConnell and seconded by Dan Maher, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

9. Business, Finance & Property

Action (Consent): 9.1. *Treasurer's Report

Resolution: Resolution to approve Treasurer's Report as of June 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.2. *Financial Report

Resolution: Resolution to approve General Fund Report as of July 17, 2026

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.3. *Activity Reports

Resolution: Resolution to approve Activity Reports for:

EVES - June 2026

RAMS - June 2026

GHS - June 2026

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.4. *Athletic Report

Resolution: Resolution to approve Athletic Report as of June 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.5. *Cafeteria Report

Resolution: Resolution to approve Cafeteria Report for June 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.6. *Investment Report

Resolution: Resolution to approve Investment Report for June 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.7. *Payment of Bills

Resolution: Resolution to approve the payment of bills.

General Fund Checks

Check # 120649 - #120662, Dated and Mailed 06/19/2026
Check # 120663 - #120672, Dated and Mailed 06/26/2026
Check # 120673 - #120704, Dated and Mailed 06/30/2026
Check # 120705 - #120735, Dated and Mailed 07/01/2026
Check # 120736 - #120736, Dated and Mailed 07/06/2026
Check # 120737 - #120750, Dated and Mailed 07/10/2026
Check # 120751 - #120767, Dated and Mailed 07/17/2026
Check # 120768 - #120809, Dated 07/28/2026

Cafeteria Fund Checks

Check # 11620 - #11620, Dated and Mailed 06/30/2026
Check # 11621 - #11622, Dated and Mailed 07/1/2026

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.8. *Cafeteria Prices for 2026-2027 School Year

Resolution: Resolution to approve Cafeteria Prices for 2026-2027 school year, as presented.

	GHS	RAMS	EVES
Student Lunch	Free (CEP)	Free (CEP)	Free (CEP)
Student Breakfast	Free (CEP)	Free (CEP)	Free (CEP)
Adult Lunch	\$5.05	\$5.05	\$5.05
Adult Breakfast	\$3.05	\$3.05	\$3.05
Student Milk	\$.65	\$.65	\$.65
Adult Milk	\$.65	\$.65	\$.65

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.9. *Surplus Items

Resolution: Resolution to declare items surplus to the needs of the district and delegation of authority to the Superintendent and Director of Business to dispose of same as listed:

GHS

- 3 FlipVideo cameras
- 1 Konica Minolta 5PM digital camera
- 3 Canon PowerShot SX130IS digital cameras
- 1 unbranded USB webcam
- 8 unbranded rechargeable battery AA battery chargers
- 4 Panasonic camera batteries
- 2 Panasonic DMC FZ30 DSLR cameras
- 2 generic branded basic digital handheld camcorders
- 6 charger cords to go with the above generic branded camcorders
- 1 non-operational Canon Powershow SX510 HS digital point and shoot camera

EVES

- 1 non-operational Advance Aqua Clean St, Model # aqua clean 16st, Serial # 1886633, Part # 5625003
- 16 cracked maroon chairs
- 44 cracked blue chairs
- 4 cracked green chairs

Boys Soccer

- 2 goalie jerseys
- 1 jersey

Girls Soccer

- 34 shorts
- 81 jerseys

Girls Basketball

- 194 jerseys (late 1990s through mid-2010s)
- 187 shorts (late 1990s through mid-2010s)
- 48 practice pinnies (late 1990s-early 2000s)

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 9.10. 2026-2027 Athletic Ticket Prices

Resolution: Resolution to approve ticket prices for the 2026-2027 school year as follows:

Football, Volleyball, Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, Wrestling, Swimming

Adults	\$ 4.00
Students	\$ 2.00
Adult Sport Pass (for all home games)	\$ 40.00
Student Sport Pass (for all home games)	\$ 20.00
Senior Citizens (Age 62 or older)	Free with proof of age

*One ticket to any winter sport occurring at Girard High School will allow access to all athletic events occurring on that specific date.

This motion, made by Joseph Legnasky and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan

Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action: 9.11. Multimodal Transportation Fund Grant Matching Commitment

Resolution: Resolution to acknowledge the funding commitment of 30% for the Multimodal Transportation Fund Grant if the district is awarded the grant. The district will either use assigned fund balance or issue a bond to cover the matching requirements of the grant.

This motion, made by Joseph Meka and seconded by Richard Brown, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action: 9.12. Multimodal Transportation Fund Grant - Authorized Official Resolution

Resolution: Resolution to approve the Multimodal Transportation Fund Grant Authorized Official Resolution, as presented.

This motion, made by Melissa Smith and seconded by Mike McConnell, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

10. Personnel

Action (Consent): 10.1. *2026-2027 Superintendent Salary

Resolution: Resolution to acknowledge Superintendent of Girard School District Mr. David Koma's 2026-2027 salary in accordance with the Superintendent Contract.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.2. *Renee Jerge – Resignation

Resolution: Resolution to accept the resignation of Renee Jerge (EVES Principal) effective end of day August 14, 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.3. *Salary Adjustment for Professional Employee

Resolution: Resolution to approve a salary adjustment for the following Professional Employee:

Yvonne Conley - from M17 + 3 to M17 + 16

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.4. *David Koma - Interim Supervisor of Special Education

Resolution: Resolution to appoint David Koma as the Interim Supervisor of Special Education effective August 14, 2026, and lasting until the appointment of a Director of Pupil Services, who will then assume such responsibilities. If a Director of Pupil Services is not appointed within thirty (30) days, then the Board will revisit this appointment.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.5. *Greg Proper - Consultant

Resolution: Resolution to hire Greg Proper as a consultant, paid hourly at a rate of \$50.00/hour for up to 120 hours.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.6. *Shannon Holley - Appoint as Principal at Elk Valley Elementary School

Resolution: Resolution to appoint Shannon Holley as the Principal at Elk Valley Elementary School, effective August 17, 2026, at a salary of \$99,500 with benefits in accordance with the Administrative Compensation Plan A, Act 93 Agreement. (Vacancy is due to the resignation of Renee Jerge.)

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.7. *Cheryl Krachkowski - Appoint as Assistant Principal at Elk Valley Elementary School

Resolution: Resolution to appoint Cheryl Krachkowski as the Assistant Principal at Elk Valley Elementary School, effective 2026-2027 school year, with a start date to be determined, at an annual salary of \$89,200 with benefits in accordance with the Administrative Compensation Plan A, Act 93 Agreement. (Vacancy is due to the anticipated transfer of Shannon Holley.)

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.8. *Lisa Alexander – Transfer to Full-Time Teacher Aide

Resolution: Resolution to acknowledge the voluntary transfer of Lisa Alexander from EVES Part-Time Recess Aide to EVES Full-Time Teacher Aide effective 2026-2027 school year. Assignment may be in any school building and is subject to change. (Vacancy due to the resignation of Krista Lybrook.)

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.9. *Carson Seneta – Controller

Resolution: Resolution to appoint Carson Seneta as Controller, effective 2026-2027 school year with a start date retroactive to July 13, 2026, at a salary of \$45,000 with benefits in accordance with the Administrative Compensation Plan C. (New position.)

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.10. *Earl Jones - Part-Time School Security Personnel for Girard School District

Resolution: Resolution to appoint Earl Jones as part-time School Security Personnel for Girard School District with a start date of August 1, 2026 and an end date of June 30, 2027 at a rate of \$28.00 per hour in accordance with the agreement, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.11. *Bill Naughton - Armed Event Security Guard for Girard School District

Resolution: Resolution to approve the Armed Event Security Guard Employment Agreement between Girard School District and Bill Naughton, effective August 1, 2026 through June 30, 2027, as presented.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.12. *Courtney Edwards - GHS Scheduling Assistance

Resolution: Resolution to appoint GHS Guidance Counselor, Courtney Edwards, to assist GHS Administrators with scheduling needs for the 2026-2027 school year, paid at ancillary rate for up to 50 hours.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.13. *Additional Guidance Counselor Days

Resolution: Resolution to approve up to six (6) additional days at per diem for Erin Benson, guidance counselor at Elk Valley Elementary School, to begin and end the 2026-2027 school year and approval of up to ten (10) additional days at per diem for Courtney Edwards, Jessica Hadbavny, Erica Ratkowski, and Casie Morettini, guidance counselors at Girard High School and Rice Avenue Middle School, to begin and end the 2026-2027 school year and to prepare for state mandated tests. Counselors to be supervised and days assigned by each building principal.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.14. *Appoint Teacher Aides for 2025-2026 Extended School Year

Resolution: Resolution to retroactively appoint the following Teacher Aides for the 2025-2026 Extended School Year at their hourly pay rate (Summer 2026), as presented.

5 Teacher Aides - Aides for Life Skills Support Extended School Year classes, 10 sessions, 2 hours per session. June 16, 17, 18, 23, 24, 25; July 28, 30; Aug. 4, 6. Total of 20 hours in accordance with the non-instructional contract pending enrollment numbers.

1. Christy Barnes *approved at May 26, 2026, Board Meeting
2. Chloe Barnes *approved at May 26, 2026, Board Meeting
3. OPEN Harvey Carnahan
4. OPEN
5. OPEN

5 Teacher Aides - Aides for Autistic Support Extended School Year class, 10 sessions, 2 hours per session. June 16, 17, 18, 23, 24, 25; July 28, 30; Aug. 4, 6. Total of 20 hours in accordance with the non-instructional contract pending enrollment numbers.

1. Jessica Durante *approved at May 26, 2026, Board Meeting
2. OPEN Melanie Bova
3. OPEN
4. OPEN
5. OPEN

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.15. *Heather Pier - Resignation Model UN Advisor – GHS

Resolution: Resolution to acknowledge the resignation of Heather Pier as Model UN Advisor - GHS effective retroactive to July 8, 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.16. *Jessica Hadbavney - Resignation Link Crew (GHS) Faculty Coordinator

Resolution: Resolution to acknowledge the resignation of Jessica Hadbavny as Link Crew (GHS) Faculty Coordinator effective retroactive to July 13, 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.17. *Alicia Hricz - Resignation Secondary Mathematics Cyber Course Monitor

Resolution: Resolution to acknowledge the resignation of Alicia Hricz as Secondary Mathematics Cyber Course Monitor effective retroactive to July 18, 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.18. *Karen Kobierski - Resignation Secondary English Cyber Course Monitor

Resolution: Resolution to acknowledge the resignation of Karen Kobierski as Secondary English Cyber Course Monitor effective retroactive to July 22, 2026.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.19. *Karen Andrews- Link Crew (GHS) Faculty Coordinator

Resolution: Resolution to approve Karen Andrews as a Link Crew (GHS) Faculty Coordinator for the 2026-2027 school year at a salary of \$500.00 effective July 28, 2026 (Vacancy due to the resignation of Jessica Hadbavny).

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.20. *Lindsey Miller - Achievement Center Mental Health Liaison

Resolution: Resolution to acknowledge Lindsey Miller as Achievement Center Mental Health Liaison assigned to Girard School District effective 2026-2027 school year.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.21. *Cyber Course Monitors for 2026-2027

Resolution: Resolution to appoint the following as Cyber Course Monitors for the 2026-2027 school year paid by a one-time stipend of \$2,100 for professionals willing to use multiple certifications to balance rosters with the goal of not exceeding 30 each, as presented. Should the student enrollment exceed 30 students for any one cyber monitor, an additional \$225 will be paid to that monitor. If no students enroll in a content area, no stipend will be paid.

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.22. *Special Education Liaisons for 2026-2027

Resolution: Resolution to appoint the following as Special Education Liaisons for the 2026-2027 school year paid by a one-time stipend of \$2,500, as presented.

Special Education Liaison: Elementary K-6	Nicole Konieczki
Special Education Liaison: Secondary 7-12	Kelsea Kloecker

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.23. *Appoint Non-Athletic Supplemental Positions for 2026-2027 School Year

Resolution: Resolution to appoint the following Non-Athletic Supplemental positions and salaries for the 2026-2027 school year, as presented. Salaries for Non-Athletic Supplemental Positions will be prorated in the event of interruption of services.

Supplemental Positions:

Intramurals - RAMS (Split)	(OPEN) Michael Trudnowski	Salary \$1,182
Intramurals - RAMS (Split)	(OPEN) Jeffrey Brasington	Salary \$1,182
Model UN Advisor - GHS	Heather Pier Matthew Duffy	Salary \$ 618

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.24. *Appoint Athletic Supplemental Positions for 2026-2027 School Year

Resolution: Resolution to appoint the following Athletic Supplemental Positions and Salaries as shown for the 2026-2027 school year in accordance with the Professional Contract as presented. Salaries for Athletic Supplemental Positions will be prorated in the event a season being interrupted for any reason.

Contract Supplement B-2

(Athletic Positions)

Girls' Basketball

(Total allocated by 2026-2027 Professional Contract is \$23,266)

Head Coach	Sean Murphy	Salary \$10,168
Assistant Varsity Coach (Split)	Andy Pratt	Salary \$ 3,000
Assistant Varsity Coach (Split)	(OPEN)	Salary \$ 2,798
Assistant Varsity Coach (Split)	(OPEN)	Salary \$ 1,500
RAMS 8th Grade Coach (Split)	Mark Amenta	Salary \$ 1,800
RAMS 8th Grade Coach (Split)	Greg Amenta	Salary \$ 1,800
RAMS 7th Grade Coach (Split)	(OPEN)	Salary \$ 2,200

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan

Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.25. *Appoint Volunteer Assistants for 2026-2027 School Year

Resolution: Resolution to appoint the following as Volunteer Assistants for the 2026-2027 school year at a salary of \$1.00:

Marching Band Volunteers

Marching Band Volunteer	Matthew Killian
Marching Band Volunteer	Matt Jones
Marching Band Volunteer	Ann Wentling

Football Volunteers

Football Volunteer	Craig McKelvey
Football Volunteer	Ryan Tewell

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.26. *The Nutrition Group Employees for 2026-2027 School Year

Resolution: Resolution to approve The Nutrition Group employees for the 2026-2027 school year, as presented.

Althof, Susan	Claypoole, Bryn	Leuschen, Ashley
Baney, Elizabeth	Cross, Caitlynn	Long, Joselyn
Beardsley, Ambre	Dinger, Natalie	Musolff, Victoria
Blount, Jamie	Glass, Kimberly	Olson, Alecia
Boldorff, Penny	Godfrey, Bonnie	Owens, Susan
Burge, Jody	Godfrey, Stephanie	Panunzio, Cindy
Cannon, Maria	Haffley, Tyra	Pursell, Stacey
Carter, Andrea	Kavelish, Susan	Stewart, Julia
Hosack, Ailene	Kinley, Heather	

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.27. *ESS Northeast, LLC, Retired Administrator Substitute for 2026-2027 School Year

Resolution: Resolution to approve the following ESS Northeast, LLC, Retired Administrator Substitute for the 2026-2027 School Year:

Korb, Betsy

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.28. *ESS Northeast, LLC., Emergency Permit Substitutes for 2026-2027 School Year

Resolution: Resolution to approve the following ESS Northeast, LLC., Emergency Permit Substitutes for the 2026-2027 School Year:

Boyles, Carly	Eighmy, Susan	Risto, Aurora
Bruno, Nicholas	Frey, Lance	Romanosky, Jennifer
Chai, Cherry	Glass, Donald	Schneider, Jeffrey

Cooper, Stacey	Iszkula, Clarissa	Tramontano, John
Edwards, Sydney	Leonard, Alexandria	Bowersox, Jamie

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action (Consent): 10.29. *ESS Northeast, LLC., Non-Instructional Substitutes for 2026-2027 School Year
Resolution: Resolution to approve the following ESS Northeast, LLC., Non-Instructional Substitutes for the 2026-2027 School Year:

Alsayed, Salma	Howard-Piano, Jessica	Mallette, Grace	Simkovitch, Richard
Carr, Jamie	Jackman, Karen	Mason, Ryan	Thomas, Kelsey
Catania-Waide, Leslie	Kelsey, Tina	McAllister, Mindy	Thomas, Tonya
Duke, Lisa	Kibler, Colleen	Perry, Beverly	Timon, Jeanine
Franz, Ryan	Kindle, Calista	Port, Alyssa	Vannucci, Karen
Giannelli-Quinones, Arianna	Kuhn, Jessica	Raffensberger, Sandra	Jackson, Charles
Herman, Robin	Lilley, Joshua	Rzeszutek, Melissa	Converse, Sarah
Romansky, Jennifer			

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action: 10.30. Student Bus Supervision

Resolution: Resolution to approve all Girard School District Professional Personnel and Non-Instructional Aides to ride the bus with students needing assistance during transportation to and from school for the 2026-2027 school year and delegation of authority to the Superintendent to make assignments as needed.

(Mike McConnell to abstain and state reason).

This motion, made by Joseph Legnasky and seconded by Kelly Fisher, Carried.

Brady Sager: Absent, Mike McConnell: Abstain (With Conflict), Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 7, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Mr. Mike McConnell abstained and cited family member conflict.

Action: 10.31. Event Staffing Assignments for 2026-2027

Resolution to approve all Girard School District employees for appointment for the following event assignments: Game Manager, Ticket Taking, Ticket Selling, Time Keeping, Score Keeping, and Security for the 2026-2027 school year and delegation of authority to the Superintendent to make assignments as needed.

(Mike McConnell to abstain and state reason).

This motion, made by Melissa Smith and seconded by Joseph Legnasky, Carried.

Brady Sager: Absent, Mike McConnell: Abstain (With Conflict), Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 7, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Mr. Mike McConnell abstained and cited family member conflict.

Action: 10.32. ESS Northeast, LLC., Certified Substitutes for 2026-2027 School Year

Resolution: Resolution to approve the following ESS Northeast, LLC., Certified Substitute Teachers for the 2026-2027 School Year:

Amendola, Eric	Henley, Chelsea	Rastatter, Juliet
Bowes, Juliana	Hipwell, Devin	Seneta, Grace
Collins, Thomas	Koma, Lauren	Taylor, Jacques
Corrales, Natalia	Korb, Betsy	Tomasic, Marianne
Corsi, Cynthia	McConnell, Sheree	Tomlinson, Douglas
Dudas, Kimberly	McLaren, Thomas	Totleben, Janice
Hauser, Lisa	Miller, Denise	Tramontano, Tanner
Heath, Marsha	Mook, Samantha	Woodward, Kyleen
Van Dyke, Avery	Newman, Susan	

(Mike McConnell to abstain and state reason)

This motion, made by Melissa Smith and seconded by Kelly Fisher, Carried.

Brady Sager: Absent, Mike McConnell: Abstain (With Conflict), Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 7, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Mr. Mike McConnell abstained and cited family member conflict.

11. New Business

Discussion: 11.1. New Business

None.

Action: 11.2. Zachary Young - Appoint Technology Education Teacher

Resolution: Resolution to appoint Zachary Young as a Temporary Professional Employee, Technology Education Teacher with current assignment at Girard High School, at salary step M4, in accordance with the Professional Contract, effective 2026-2027 school year, with a start date of August 19, 2026. Assignment may be in any district building and is subject to change. (Vacancy is due to the retirement of John Bochicchio.).

This motion, made by Joseph Legnasky and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

Action: 11.3. Amanda Chamberlain - Resignation

Resolution: Resolution to accept the resignation of Amanda Chamberlain, 8th-Grade Science Teacher, in accordance with Section 1121 of the Public School Code, effective September 20, 2026, or such earlier date as the Superintendent, in his discretion, determines that all open positions caused by Mrs. Chamberlain's resignation are satisfactorily filled.

This motion, made by Melissa Smith and seconded by Joseph Legnasky, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea
Yea: 8, Nay: 0, Absent: 1

12. Students

13. Consent Items

Action (Consent): 13.1. Approval of Consent Items

Resolution: Resolution to approve Consent Agenda Items as presented:

Minutes:

6.1 to 6.3

Administration:

8.1 and 8.3 to 8.15

Business, Finance & Property:

9.1 to 9.9

Personnel:

10.1 to 10.29

This motion, made by Mike McConnell and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

14. Correspondence

Informational: 14.1. I.U. Board Minutes - May 27, 2026

Informational: 14.2. Erie County Technical School Minutes - May 21, 2026

Discussion, Informational: 14.3. Other

Board President Brown announced that Board Members will return to Executive Session after recess of the July 27, 2026 Board Meeting to discuss personnel and legal matters. No action will be taken.

Action: 14.4 Motion Amend the Agenda.

Motion to amend the agenda to add approval of the construction of the RAMS Conference Room wall to be completed by the School District Maintenance employees, not to exceed \$1,500.00, to be completed before school starts.

This motion, made by Mike McConnell and seconded by Joseph Legnasky, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

Action: 14.5 Resolution to Approve Construction

Resolution: Resolution to approve the construction of the RAMS Conference Room wall to be completed by the School District Maintenance employees, not to exceed \$1,500.00, to be completed before school starts.

This motion, made by Joseph Legnasky and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

15. Adjournment

Action: 15.1. Adjournment

Resolution for Adjournment.

This motion, made by Sean Dunn and seconded by Melissa Smith, Carried.

Brady Sager: Absent, Richard Brown: Yea, Sean Dunn: Yea, Kelly Fisher: Yea, Joseph Legnasky: Yea, Dan Maher: Yea, Mike McConnell: Yea, Joseph Meka: Yea, Melissa Smith: Yea

Yea: 8, Nay: 0, Absent: 1

The July 27, 2026 Girard School District Board of Directors Meeting adjourned at 7:12 p.m.

Respectfully Submitted,

Jacob Hagmaier, Board Secretary

March 27, 2026

Girard School District K-12
339 Guidance Plan



Girard School District

1203 Lake Street
Girard, PA 16417
www.girardsd.org
814-774-5666

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Chapter 339

K-12 School-Counseling Plan

Girard School District Administration

Administration	Position	Email
Mr. David Koma	Superintendent	David.koma@girardsd.org
Mrs. Angel Ghastin	Director of Curriculum and Special Programs	Angel.ghastin@girardsd.org
Mr. Greg Proper	Special Education Director	Greg.proper@girardsd.org
Mr. Eric Louis	High School Principal	eric.louis@girardsd.org
Mr. Dave Ashton	High School Principal	David.ashton@girardsd.org
Mr. Michael Trudnowski	Rice Avenue Middle School Principal	Michael.trudnowski@girardsd.org
Mr. Jeffery Brasington	Rice Avenue Middle School Assistant Principal	Jeffery.brasington@girardsd.org
Ms. Renee Jerge	Elk Valley Elementary Principal	renee.jerge@girardsd.org
Ms. Shannon Holley	Elk Valley Elementary Assistant Principal	shannon.holley@girardsd.org

School Counselors and Assignments

School	Grade Level	Counselor/Email	Ratio
Elk Valley Elementary	K-4	Erin Benson Erin.benson@girardsd.org	1:480
Rice Avenue Middle School	5-8	Erica Ratkowski Erica.ratkowski@girardsd.org	2:429
		Jessica Hadbavny Jessica.hadbavny@girardsd.org	
Girard High School	9-12	Courtney Edwards Courtney.edwards@girardsd.org	2:467
		Darrin Mayes Darrin.mayes@girardsd.org	

Girard School District Mission

The Girard School District values inclusivity, welcomes diversity, encourages creativity and innovation to inspire achievement, personal growth, and life readiness for every student within our community.

School Counseling Department Mission Statement

The mission of the Girard School District School Counseling program is to provide a comprehensive, developmental plan that addresses the academic, personal, social, and career needs of our students. The structure of the program is consistent with the framework of the American School Counselor Association and is also intended to fully address the learning objectives set forth by the Pennsylvania Career Education and Work Standards.

As collaborators and consultants, school counselors strive to partner with parents, teachers, and community agents to support the well-being and development of their students. As advocates, school counselors recognize the innate diversity of all students and strive to meet their unique personal and educational needs. The career component in partnership with parents and the community, is to provide opportunities that will assist all students in their transition toward becoming responsible, self-directed, caring, and contributing members of an ever-changing society. These programs are designed to enhance learning, assist decision-making, and facilitate personal, academic, and career success.

Vision

Girard School District fosters a welcoming, supportive, and inspiring environment that encourages every student to succeed and become contributing members of society.

Shared Values

- Students come first.
- All students will have the opportunity to learn, thrive, and engage in their communities.
- Students' unique skills and talents contribute to their continued lifelong learning.
- Education is a shared responsibility amongst all stakeholders, including students, educators, parents, and the community.
- Ensuring a safe and engaging learning environment is a collective commitment of all stakeholders, including students, educators, parents, and the community.

Program Goals

Elementary School

Academic: PSSA Reading scores for grades 3–4 have not met state goals. By actively monitoring student progress through MAP assessments, Firefly testing, targeted interventions, and ongoing data review meetings, the percentage of students scoring Proficient or Advanced will increase by 5%. Scores for all students who complete the annual PSSA ELA assessment will be compared to their achievement from previous years to determine growth or decline in the number of students performing at the Proficient or Advanced levels in grades 3–4. A two-year data comparison will be used to measure overall progress and trends.

Career Awareness: All students in grades K–4 will participate in Smart Futures career lessons to build awareness of post-secondary education and career opportunities. Through these lessons, students will develop an emerging understanding of various career pathways. By the end of 4th grade, students will be able to identify at least three personal career interests, as measured by activities completed within Smart Futures.

Social/Emotional: Students will increase their understanding of the character traits needed to be successful at home, at school, and in the community. Students will have the opportunity to earn paper Bee Tickets in recognition of positive behavior (being safe, responsible, caring). Bee Tickets are distributed by staff and administrators, and students in all grade levels can be recognized for demonstrating positive behavior. This system emphasizes prevention, explicit instruction in social skills, and data-based decision-making to reduce problem behaviors and improve academic performance. As a result, 75% of students will earn enough Bee Tickets to receive a Level 1 prize.

Middle School

Academic: Student academic data will be collected three times yearly through use of the MAP Growth or other benchmarking assessments. In addition, each student will participate in the annual PSSA ELA and Math assessments. Student goals are centered on progressive growth in MAP scores throughout the course of each school year. Building goals are focused on an increasing number of students reaching the Proficient/Advanced level on the PSSA each consecutive school year.

Career Awareness: By the end of each school year, 100% of 8th grade students will complete an Individualized Career Plan (or similar adapted artifact) to guide their high school course selection and to fulfill the requirements of their evidence collection portfolio. The Plan will require self-assessment and contain elements of career research, secondary course planning, and post-secondary planning.

Social/Emotional: Students at Rice Avenue Middle School will demonstrate social and emotional growth by recognizing and applying the strategies and tools they have learned through PBIS, mentoring, and other school-based supports when responding to challenges they encounter during the school day. Through these programs and guided reflection, all students will develop the ability to identify personal barriers to success—such as attendance concerns, apathy, or difficulty completing tasks—and articulate the strategies they use to address and overcome those barriers through an end of the year survey. By strengthening students' awareness of their own behaviors and choices, RAMS will support students in building the confidence, responsibility, and leadership skills necessary to succeed socially and emotionally within the school community.

High School

Academic: Students will be encouraged to enroll in Dual Enrollment opportunities at GHS through the Robert Morris University College in the High School Program. Participants will be encouraged to enroll in the program for college credits with the school district assisting with financial responsibilities when possible.

Career Awareness: Our goal during the year will be to have students in the Career Exploration class identify three career goals and interests. With the assistance of teachers and School Counselors students will complete the career readiness activities through the SmartFutures program.

Social/Emotional: Many of today's youth lack empathy for the struggles of those in their community and around the world. The national Boomerang Project "Link Crew" program relies on trained upper classmen mentors leading freshmen orientation and monthly program refreshers. The Link Crew is our transition and freshmen orientation. Students will increase their understanding of the need for community service and philanthropy.

Stakeholders

Students: The students of Girard School District will receive a curriculum focused on academic, career, and personal/social skills in order to make educated and reasonable decisions that will lead to their successful future. Students will also participate in individual student planning to develop goals related to their interests and abilities. All GSD students (Grades 3-11) will produce pieces of evidence for their career portfolio according to the GSD Chapter 339 Evidence Collection Plan which is located in the Individualized Academic/Career Plan section.

Elk Valley Elementary will focus on career awareness through the implementation of the following programs:

- Daily social emotional learning through classroom community character education program, The Toolbox™ (required for all students K-4)
- Instruction and reinforcement of leadership traits through the EVES PBIS program (school-wide)
- Leadership capacity building through Student Council (4th grade students)
- Classroom collection of career-related evidence for GSD career portfolio for grades K-4 through Smart Futures.
- Education related to careers through Smart Futures lessons for grades K-4.
- Exploration of career choices through STEM lab engineering and design (K-4th grade students)

Rice Avenue Middle School will deepen students' understanding of careers through implementation of the following programs:

- Exploration of career choices through Grade 5 Family & Consumer Science (required for all Grade 5 students)
- Research related to career training programs and an individualized career plan through Grade 8 Family & Consumer Science (required of all Grade 8 students)
- Instruction and reinforcement of leadership traits through the RAMS PBIS program
- Opportunities for exploration of post-secondary educational opportunities (ECTS, local universities, etc) and interaction with industry professionals (career fairs, Career Street presentations, etc).
- Integration of all Smart Futures lessons and career benchmarks throughout multiple courses at RAMS.

Girard High School will utilize the following academic areas to focus on Career Exploration:

- Freshmen in Digital Literacy; Introduction to Algebra

- Sophomores in Drivers' Ed and English 10
- Juniors in Career Exploration, Personal Finance and English 11
- Students who enroll in Erie County Technical School will complete the artifacts through ECTS other than Smart Futures activities 3, 13 and 14.
- Career Pathways are incorporated into every course offered at Girard High School and will be measured through administrative review of lesson plans, classroom observations and also the collection of artifacts through the Smart Futures Program.
- Seniors will revisit activities 9, 10, 11 and a resume update in English 12

Parents: Parents have a pivotal role in helping their children as they move forward through career exploration to career/college choices. Parents will be informed of opportunities, standards, and options for their children so they can communicate these opportunities and help plan the future with their children. They will also be advocates for their children in the choices they make. Parents will be made aware of ongoing school counseling services throughout the students' school years. Parents are stakeholders in their children's academic lives by participating in student decision-making choices regarding course selections, career and college exploration. School efforts to make students and parents aware of opportunities will be measured by attendance and response to the following events:

- Yellow Jacket Showcase each spring to prepare incoming 8th grade students to see scheduling options as well as club and sport availability
- Financial Aid Nights (Spring and Fall) and FAFSA Workshops
- Dual Enrollment Parent Information Night
- Diversified Occupations and Americorps/Cooperative Education Information Night
- Meet the Teacher Night/Parent Conferences
- Access to Infinite Campus parent portal, allowing parents full access to their student's schedules, grades, attendance, and overall academic progress
- Elk Valley Elementary provides family information nights including: Family Math, Literacy, STEM Night, and Title 1 nights, Family Science Night
- Weekly Parent Informational emails that may include updates on Career Exploration at Elk Valley Elementary.
- Parents are involved in Parent/Teacher Organizations at both the middle and elementary schools.

Educators: Teachers, administrators, and school staff will be asked to promote the beliefs and mission of the school counseling program. This will be accomplished through:

Administrators will

- Provide professional development opportunities for teachers and school counselors.
- Communicate with the school board, post-secondary partners and business partners through the bi-annual Advisory Council meetings.
- Facilitate Student Assistance Program.
- Oversee the Positive Behavior in Schools program (PBIS); Link Crew; Key Club; Student Council; Jacket Pride Student Team; ToolBox; Second Step; and Bus Buddies.

Teachers will

- Communicate with students and parents about various opportunities in the area of college and career readiness
- Integrate PA CEW standards in their classes
- Advise clubs and student organizations
- Provide ongoing feedback to parents on student progress
- Participate in data meetings with administrators
- Participate in parent/teacher conferences and student led conferences
- Participate in career-related field trips

Business/Community: The business community will benefit from the guidance program by having access to employees who have an understanding of the value of positive social interactions, teamwork, goal-setting, communication, and the academic skills needed in the workforce. As partners, members of the business community will provide opportunities to students to job shadow and provide support of guidance curriculum in the areas of workplace expectations. An employer/industry advisory group specific for GSD will be maintained. In addition, Girard School District is a leader among the Erie County Career Pathways Alliance which is currently working to initiate five industry advisory groups for Erie County public schools, one for each of the five Career Pathways recognized in PA.

- Provide job shadowing and field trip experiences for our students.
- Provide work co-op opportunities for our students.
- Relationship between businesses and school.
- Create an advisory council to meet two times a year and discuss employability skills needed from students.
- Erie County Career Pathways Alliance which supports the five Career Pathways recognized in PA
- GSD has teamed up with PA CareerLink to provide students/community members for job employment opportunities.

Post-Secondary: The Girard High School guidance office will welcome military, college recruiters, and representatives of apprenticeships/trades. Group presentations with students, classroom presentations where applicable, and lunchtime access in the cafeteria will be scheduled. Local secondary education institutes will be invited to participate in the Erie County Career Pathways Alliance Industry Advisory Groups within each pathway. The high school guidance department works to enroll eligible students in the following programs so that students can earn college credits while attending high school:

- Robert Morris University College in the High School Classes Information Night
- Regional Choice Initiative (RCI)
- Erie County Technical School (ECTS), our students benefit from the ECTS articulation agreements.
- Administration will hold community, parent, and student information nights regarding dual enrollment.
- Gannon, PennWest, Mercyhurst, and Penn State Behrend for the dual enrollment of students.
- Hosting career fairs and recruiters from trades/apprenticeship programs.

Role of the School Counselor

The school counselor's role is to encourage personal responsibility in students as they work toward becoming successful citizens in an ever-changing global society. School Counselors are leaders, advocates, collaborators, and agents of systemic change.

Leader

The Girard School District's counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. The GSD counselors work with school staff, students, parents, and the community to create a climate that promotes academic success.

As leaders, counselors:

- Manage and implement a comprehensive and developmental school counseling program.
- Assist students in achieving academic success.
- Work in collaboration with administration, teachers, parents/guardians, and the community.
- Support the school as a safe and welcoming environment.

Advocate

The Girard School District's counselors promote student achievement by advocating for their students' academic, career, and personal/social developmental needs. As advocates, the counselors encourage students to challenge themselves to reach their full potential academically and ethically in preparation for their future goals. This advocacy is demonstrated by:

- Providing individual, small group, and large group counseling and lessons, to eliminate barriers to students' success.
- Partnering with parents to offer opportunities for collaboration through home and school.
- Assessing the need for internal and external mental health and drug and alcohol referrals.
- Providing prompt and professional services during a crisis situation.

Collaborator

The Girard School District's counselors collaborate with stakeholders in the educational realm and surrounding community to support the personal growth and post-secondary achievement of their students.

The GSD counselors demonstrate collaboration through participation in ongoing communication with teachers and parents regarding student achievement and barriers to success.

- Serve as members of the GSD Advisory Council in order to provide opportunities for communicating with post-secondary career providers.
- Work with military programs as well as various levels of post-secondary training and education.
- Work with teachers to bring career awareness/readiness programs into the classrooms.
- Assist with alternative education programs so that students remain on track for graduation.
- Work with the Erie County Technical School to afford technical training to students when it is not available at their home school.

Agent of Systemic Change

The Girard School District's counselors serve as agents of systemic change through their professional responsibilities of identifying and removing barriers to student academic, personal, and career achievement. The GSD school counselors are specialists in understanding the wide range of social, economic, environmental, and educational obstacles that impact students.

- Demonstrate systemic change through appropriate interventions at the school-based and community-based levels.
- Use individual and school-wide student data to recommend programs and/or interventions that support positive student outcomes.
- Understand the impact of societal changes (social media, etc.) on the development of students and providing positive, supportive instruction to meet the needs of students in an ever-changing society.
- Participate in continuing education programs that allow them to have access to the latest advances in career awareness and readiness programs.
- Attended training for programs such as college applications, financial aid, standardized testing, and work co-op programs.

Advisory Council

Insert Date

«Name»

«Company»

«Street_Address»

«City», «St» «Zip»

Dear «Name»

The Girard School District is in the process of creating a District Advisory Council. The purpose of the Advisory Council is to:

- Serve in a leadership role to support the mission and goals of the school counseling program, specifically in the career development domain.
- Provide a communication link between the school counseling program and the five stakeholder groups that include students, parents/guardians, educators/administrators, business/community members, and postsecondary representatives.
- Act as a resource and support for the school counseling program.
- Review data and provide feedback on the effectiveness of the school counseling program.

If you are interested in participating on this advisory council, please email Mrs. Yvonne Conley @ yvonne.conley@girardsd.org by December 1, 20--. We will meet approximately twice a year. Our first meeting will be a dinner at the high school sometime in January. The date and time for our dinner meeting will be forthcoming. We look forward to your participation.

Sincerely

David Koma

Eric Louis

Yvonne Conley

Superintendent
Facilitator

Girard High School Principal

Career Development

Counseling for Career Success Advisory Committee

Girard School District

Name	Title	Company	Address	Phone #	Stakeholder Group
Scott & Emma Jones	Owners	3:23 Athletics KMI Industries	10637 Hemlock Lane Girard, PA 16417	814-434-3350	Business Owner
Mike Williams	Marketing Manager	Widget Financial		mwilliams@widgetfinancial.com	Business
Heather Evans/ Mark Hedlunch	HR Manager hevans@porterie.com	Port Erie Plastics	909 Troupe Road Harborcreek, PA 16421	899-7602 x320	Business
Janelle Shollenberger	Business Manager jshollenberger@techworx.io	TechWorx, LLC www.techworx.io	1525 Industrial Drive Erie PA 16505	814.806.3228	Business
Eric Louis	High School Principal	Girard School District	1135 Lake Street Girard, PA 16417	814-774-5607	Educator
Yvonne Conley	Diversified Occupations Coordinator	Girard High School	1135 Lake Street	814-774-5607	Educator

			Girard, PA 16417		
Lori Buren	STEM Teacher	RAMS	1100 Rice Avenue Girard, PA 16417	814-774-5604	Educator
Autumn Dewey	Career Exploration Teacher	Girard High School	1135 Lake Street Girard, PA 16417	814-774-5607	Educator
Erica Ratkowski	School Counselor	Rice Avenue Middle School	1100 Rice Ave Girard, PA 16417	814-774-5604 x6302	Educator
Jessica Hadbavny	School Counselor	Rice Avenue Middle School	1100 Rice Ave Girard, PA 16417	814-774-5604 x6308	Educator
Courtney Edwards	School Counselor	Girard High School	1135 Lake Street Girard, PA 16417	814-774-5607	Educator
Darrin Mayes	School Counselor	Girard High School	1135 Lake Street Girard, PA 16417	814-774-5607	Educator
Erin Benson	School Counselor	Elk Valley Elementary	2556 Maple Avenue Lake City, PA 16423	814-774-5666	Educator

David Koma	Superintendent	Girard School	1135 Lake Street	814-774-5607	Educator
Students	2 Upperclassmen Grady Bonnett, Gavin Smith, Addison Fitzpatrick, Ashlee Ehret	GHS	Girard, PA 16417		Updated Yearly
	2 Juniors	GHS	Girard, PA 16417		Updated Yearly
Antonella Spinelli	Director of Educational Relations	ACES	2222 Filmore Avenue, Suite 600 Erie, PA 16506	814-456-7007 Ext. 3	Business
Crystal Viveralli	Human Resources	Snap-Tite	6424 West Ridge Rd., Erie, PA 16506	814-812-1219	Business
Jen Pontzer	Director	Career Street	2501 W. 12th Street #603 Erie, PA 16505	(814)572-0419	Business
Melissa Grimm	Senior Admissions Counselor	Penn State Behrend	4851 College Drive Erie, PA 16563	mlg5@psu.edu	University
David Benson	Fundamental Flight Training	EVES	703 Nevada Drive Erie, PA 16505	814-397-9783	Parent

Rena McCartney	Admissions Counselor Email: admissions@pennwest.edu	PennWest	200 East Normal Street Edinboro, PA 16444	Phone: (814) 732-2761 or (888) 8GO-BORO (888-846-2676)	Higher Education
Tammy Rader	Community School Director, EVES	United Way	Tammy.rader@girardsd.org		Education/ Community
Jennifer Agnelo	Director	Elk Creek Rec Board	140 Myrtle Street Girard, PA 16417		Community
Mike McConnell	School Board Member			mikemc83@gmail.com	School Board
Melissa Smith	School Board Member		10309 Robertson Drive Girard, PA 16417	814-450-6230	School Board
Joe Legnasky	School Board Member	Joseph.legnasky@girardsd.org	10631 N. Edgewood Drive, Lake City, PA 16423		School Board
Mike Daniels	Cooperative Education Coordinator	Corry High School		(814)665-8297 x3132	Educator
Nicole Lehr	Human Resources	Wegmans		#(814)860-5300 ext #80-75-475	Business
Rachel Miller	Plastikos	Plastikos		rmiller@plastikoserie.com	Business

1st Proposed Meeting Date October 2nd Proposed Meeting Date May

Monthly Guidance Service Calendar

Girard School District

(Elk Valley Elementary, Rice Avenue Middle School, Girard High School)

Ongoing- Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)		Individual Academic Career Counseling	System Support	Non-counselor Related
K-4		- Title 1 Night - Student Academic/Personal/Social Needs Individually and Group - Threat Assessments - Caring Adults - CICO		504 Meetings IEP Meetings	- Tier 2 Meeting - SAP Meeting - BLT Meeting - SWPBIS Meetings - Crisis Response and Referrals	- Lunch Room Support - AM/PM Duty - Monitor Cyber Students - Student/Family Tours as Needed
5-8		Student academic/personal/social needs, individually and in groups		504s/IEPs monitoring and meetings	- Schedule Changes - PLC, SAP, MTSS meetings - Crisis Response and referrals	Cyber student enrollment, orientation and monitoring
9-12		Tardiness and truancy		IEP/504 meetings	- SAP - Crisis Response and Referrals	

Ongoing - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	Smart Futures Lessons		Smart Futures Lessons		
5-8	Smart Futures Lessons			Coordinate Career Artifacts	
9-12	Smart Future Lessons			ECTS Counselor Meeting	

Ongoing- Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	• Character Education: Toolbox • Character Education: Second Step • School Wide Lessons	• Student Academic/Personal/Social Needs Individually and Group • Threat Assessments • Caring Adult • CICO • Monthly Debriefing Meetings for Achievement Center Services		• Tier 2 Meeting • SAP Meeting • BLT Meeting • SWPBIS Meetings • Crisis Response and Referrals	• Lunch Room Support • AM/PM Duty
5-8		Student academic/person/social needs, individually and in groups		• PLC, SAP, MTSS meetings • Crisis response and referrals	
9-12		• Crisis Counseling • SAP Meetings • Link Crew Events			• Office Coverage • Dress Code

September - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	• Kindergarten Introduction Lesson • PBIS Kick-Off Assembly	• Title 1 Night			
5-8	• PBIS kick-off Assembly • Classroom presentations			• Schedule Changes	
9-12	• 9th grade orientation • Scheduling • AP test advertising	• Financial Aid Night	• Class meetings	• Enrollments • Professional Development	

September - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8				Coordinate Career Artifacts	
9-12	- ASVAB Interpretation - ASVAB		Military/ College Presentations		

September - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12					

October- Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4		- OLSAT-2nd Grade - Title 1 Night	504 Meetings - IEP Meetings		
5-8		Progress Reports	504s/IEPs monitoring and meetings	- Schedule Changes	
9-12	- PSAT - AP test advertising	- Progress Reports	- SAT registration - Class meetings	- Advisory Committee - PSAT Administration - SAT Administration	

October - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12		- ECTS visit - Rapid Admissions - PennWest	Military/ college presentations	- ECTS Counselor Meeting - Manufacturing Day	

October- Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					Red Ribbon Week
5-8	Red Ribbon Week			Holiday Needs	
9-12	Red Ribbon Week			Holiday Needs	- Homecoming - Office Coverage - Dress Code

November- Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4			Parent/ Teacher Conferences		
5-8	1st Quarter academic recognition	Report cards/ meetings	Parent Conferences	Schedule Changes	
9-12	Class Meetings	- Incomplete meetings - Report Cards	Parent Conferences	NHS Tutoring	

November- Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8	Classroom presentations				
9-12		• NOCTI Pre-test	• ECTS Open House • Military /College Presentations • SAT/PSAT results	• AHN Explorers • PSU Women in Engineering	

November - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	• PAYS Jr. Survey 4th Grade • Children's Grief Awareness Day			• Winter Wishes: Holiday Needs	
5-8	Children's Grief Awareness Day			• Holiday Needs • Parent-teacher conferences	• Committee Work for Veteran's Day and Winter Wishes
9-12				• Holiday Needs	• Honors Recognition • Office Coverage • Dress Code

December- Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8			•	• Schedule Changes	
9-12	• Scheduling		• Class Meetings	• Keystone set up	

December- Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12		ECTS half day visits	Military/ College Presentations	JA Titan Business Competition	

December- Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4		-		- Winter Wishes:- Holiday Needs - Shop with a Hero	
5-8				Holiday Needs	Committee Work for Talent Show and Winter Wishes
9-12				Holiday needs	

January - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	PBIS Mid Year Assembly	Report Cards			
5-8	2nd quarter academic recognition	Report Cards		Schedule Changes	
9-12	- Student schedules - Class Meetings - AP test Advertising	- Failure Letters - Report Cards - Incomplete meetings	- Dual Enrollment Night - SAT Registration	- Faculty Meetings - D.E. Enrollment	

January - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12			Military presentations		

January - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8				•	
9-12			Parent/ Student Meetings		

February - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8			Report Card Meetings		
9-12	- AP test Advertising - Course selection meetings	Progress Reports	SAT Registration	Professional Development	PGT Update

February - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12		- PFEW - Business Week	Military Presentations		

February- Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					2nd qtr Recognition
9-12			Student/ Parent Meetings		Course Selection book

March - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	Kindergarten Registration				
5-8	Classroom presentations			PSSA Prep	
9-12	Scheduling meeting with 8th grade	Progress Reports	- School Day SAT - PSAT 10	Yellowjacket Showcase	

March- Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4				Coordinate 339	
5-8	Middle School Trades Fair			Coordinate 339	
9-12			Military lunches	Coordinate 339	

March - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	Coalition Pathways Lessons				
5-8					
9-12					

April - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4		Retention Discussion			
5-8	3rd quarter academic recognition	Report Cards			
9-12	Incomplete meetings	Report Cards		Advisory Committee	

April - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4				Inventory Artifacts	
5-8				Inventory Artifacts	
9-12			Military Presentations	- Career Fair - Skilled Trade Fair - NOCTI - Inventory Artifacts	

April - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8				•	• 3rd qtr recognition
9-12	• Social Media Postings			• Link recruiting Presentation	• Honors Breakfast

May - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	• PBIS End of Year Assembly • Retention: Complete Lights Retention Scales • 4th Grade Transition			• PSSA Make Up Testing	4th Grade Celebration PSSA Play Day
5-8	• 4th grade transition • 8th grade move up				
9-12	• Class meetings • Credit Counts	• Endanger of failing notifications • Summer School	• IEP/504s • Graduation Requirements • Recommendation letters	• Student record review • AP Administration • Keystone set up	

May - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4				• Inventory Artifacts	
5-8				• Inventory Artifacts	
9-12			• Summer Jam	• Inventory Artifacts	

May - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8		Close SAP			Honors Recognition
9-12	May Day for Link Crew	Close SAP			Honors Banquet

June - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	- Retention: Complete Lights Retention Scale 4th Grade Transition				
5-8	- Retentions - Promotions 4th grade transition activities	- Failure letters - Report Cards			
9-12	- Retentions - Promotions	- Failure letters - Report Cards - Summer School	Graduation	Finalize student records	

June - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12	Final recommendation s and transcripts		References for Summer Jam		

June - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	Character Education: Second Step			Submit SAP Data	
5-8				Submit SAP Data to Safe Schools	
9-12				Recognition assembly	Safe Schools Report

July - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12	- Enrollments - Schedule changes			Transcripts	

July - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12			Summer Jam		Asst with D.O. program set up

July - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4					
5-8					
9-12	Orientation Invites	Summer SAP Renewal	Link Crew Training invites		

August - Academic

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	- New Family Orientation - Kindergarten Kickoff - Summer Academy			Meet the Teacher Event	
5-8	- Schedule changes - New Student Orientation			Meet the Teacher event	
9-12	- Enrollments - Schedule changes		Transcript Review		

August - Career

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	Summer Academy				
5-8					
9-12					

August - Social/Emotional

Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic Career Counseling	System Support	Non-counselor Related
K-4	Summer Academy				
5-8	New Student Orientation				
9-12	Freshman Orientation	- Meet the Teacher - Freshman Parent meeting		Link Crew Training	

Program Delivery

Comprehensive School Counseling Program Delivery

Elementary

Guidance Curriculum <i>Provides developmental comprehensive guidance program content in a systematic way to all students grade K -12</i>	Prevention, Intervention, and Responsive Services <i>Addresses school and student needs</i>	Individual Student Planning <i>Assists students and parents in development of academic and career plans</i>	System Support <i>Includes programs, staff and school activities and services</i>
Purpose <i>Student awareness, skill development, and application of skills needed to achieve academically and be career and college ready by graduation</i>	Purpose <i>Prevention, Intervention and Responsive services to groups and/or individuals</i>	Purpose <i>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions</i>	Purpose <i>Program delivery and support</i>

Academic · PBIS school-wide events · PSSA kick-off/motivation events · 4th Grade Transition	Academic	Academic	Counselor Related · Input, distribute, and communicate 504 plans to necessary staff · Parent-teacher-counselor conferences · Partner with community agencies for holiday assistance · Monthly BLT Meetings · 504 development, meetings, and reviews · Consultation and collaboration with community agencies (therapists/behavior specialists, etc) · PBIS team meetings and data review · Childline referrals · Collaborate with teachers regarding student needs · Attend IEP meetings as necessary · Participate in ongoing counselor-related professional development
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			Organize retention meetings, complete retention scale
Career Career lessons by grade level	Career	Career	
Personal/Social - PBIS school-wide events - Red Ribbon Week programming	Personal/Social - Caring Place grief support group - Individual counseling - Group Counseling - Tier 2 Groups - Character Education Groups: The ToolBox™ - Character Education: The ToolBox™ - Crisis response (supervision, communication, referral, and planning) - Participate in intake and	Personal/Social	Non-counselor Role - PSSA coordination: scheduling, planning, training - Girls 4th grade puberty talk

	discharge meetings for local mental health agencies		
Percentage of Time 10%	Percentage of Time 20%	Percentage of Time 10%	Percentage of Time 60%

Comprehensive School Counseling Program Delivery

Middle School

Guidance Curriculum <i>Provides developmental comprehensive guidance program content in a systematic way to all students grade K -12</i>	Prevention, Intervention, and Responsive Services <i>Addresses school and student needs</i>	Individual Student Planning <i>Assists students and parents in development of academic and career plans</i>	System Support <i>Includes programs, staff and school activities and services</i>
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Purpose	Purpose	Purpose	Purpose
<i>Student awareness, skill development, and application of skills needed to achieve academically and be career and college ready by graduation</i>	<i>Prevention, Intervention and Responsive services to groups and/or individuals</i>	<i>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions</i>	<i>Program delivery and support</i>

Academic	Academic	Academic	Counselor Related
· PBIS school-wide events · Quarterly academic recognition · PSSA kick-off/motivation events · 4th grade transition to RAMS activities · Honors Reception recognition event	· Meet with students who are in danger of course failure	· Meet with students regarding schedules and course selection · Schedule and orient new students to RAMS · Individual report card meetings	· Input, distribute, and communicate 504 plans to necessary staff · Input schedules · Parent-teacher-counselor conferences · Develop and send letters for danger of course failure · Final grade calculations · Notify parents of summer school recommendations · Partner with community agencies for holiday assistance · Bi-weekly SAP core team meetings · Weekly SAP PLC meetings with grade levels · Conners Behavior Screenings · 504 development, meetings, and reviews · Consultation and collaboration with community agencies (therapists/behavior specialists, etc) · Complete SAP referrals

			· PBIS team meetings and data review · Childline referrals · Collaborate with teachers regarding student needs · Attend IEP meetings as necessary · Monitor attendance and participate in truancy elimination interventions as necessary · Participate in ongoing counselor-related professional development · Produce and submit state SAP report
Career	Career	Career	· Coordinate/disseminate career artifact collection information
Personal/Social · PBIS school-wide events · Community speakers (drug/alcohol prevention, cyber topics, etc) · Red Ribbon Week programming	Personal/Social · Individual counseling · Crisis response (supervision, communication, referral, and planning) · Participate in intake and discharge meetings for local	Personal/Social	Non-counselor Role · PSSA coordination: scheduling, planning, training · Managing/troubleshooting in Infinite Campus

	mental health agencies · NTAC and suicide threat assessments in Navigate 360		
Percentage of Time 20%	Percentage of Time 40%	Percentage of Time 10%	Percentage of Time 30%

Comprehensive School Counseling Program Delivery

High School

Guidance Curriculum <i>Provides developmental comprehensive guidance program content in a systematic way to all students grade K -12</i>	Prevention, Intervention, and Responsive Services <i>Addresses school and student needs</i>	Individual Student Planning <i>Assists students and parents in development of academic and career plans</i>	System Support <i>Includes programs, staff and school activities and services</i>
Purpose <i>Student awareness, skill development, and application of skills needed to achieve academically and be career and college ready by graduation</i>	Purpose <i>Prevention, Intervention and Responsive services to groups and/or individuals</i>	Purpose <i>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions</i>	Purpose <i>Program delivery and support</i>

Academic	Academic	Academic	Counselor Related
○ 9th grade orientation ○ PSAT ○ Student schedules ○ Course selection meetings ○ Credit counts 9 – 12 ○ Class meetings ○ AP testing advertising ○ Dual Enrollment meeting	○ Endanger failure notification ○ Tardiness, absences, school avoidance, truancy, and drop outs ○ Financial Aid night ○ Parent Conferences	○ IEP/504 meetings ○ Schedule changes ○ SAT registration ○ Class meetings ○ ACT registration ○ New student registration and orientation ○ Graduation requirement review ○ Graduation ○ Recommendation letters	○ Interpreting student records ○ Development and implementation of 339 ○ School counseling professional development ○ Advisory committee ○ Integration of career standards across the curriculum ○ Keystone set up ○ AP test administration ○ PSAT administration ○ SAP ○ Professional Development ○ Faculty meetings ○ Dual Enrollment

Career	Career	Career	
○ ASVAB ○ ASVAB interpretation	○ ECTS visit ○ PFEW ○ Rapid Admissions – Penn West Edinboro ○ Business Week	○ Senior Meetings ○ Junior Meetings ○ Recommendation letters ○ Manufacturing Day ○ Women in Engineering ○ Women in Business ○ Ethics Symposium ○ PSAT interpretation ○ SAT results ○ ACT results ○ Job shadowing coordination ○ Military presentations	

Personal/Social ○ Guidance Newsletter	Personal/Social ○ Crisis Counseling ○ SAP meetings ○ Link Crew Events ○ Grief, loss, abuse, stress, anxiety, substance abuse ○ Divorce	Personal/Social ○ IEP/504 meetings ○ CYS referrals ○ Parent Meetings ○ Student meetings	Non-counselor Role ○ Ongoing therapy ○ Master schedule responsibilities ○ Coverage for main office and guidance office ○ Course selection book ○ Online schedule set up
Percentage of Time 20%	Percentage of Time 30%	Percentage of Time 30%	Percentage of Time 20%

Curriculum Action Plan

See Appendix B

Organizing Career/Postsecondary Resources

<u>Resource Types</u>	<u>List Resources</u>
Organizations/Agencies	Intermediate Unit #5, Edinboro PA Career Link, Erie
Intermediary Organizations	
Umbrella Organizations	Girard/Lake City Chamber of Commerce
Community/State Agencies	PA CareerLink Erie County Vocational Technical School Regional Career & Technical Center United Way OVR
Networking Opportunities	Mary Bula, Erie Together
Individual Contacts	
Community/Business Meetings	Erie County Career Pathways Alliance
Community Events	Girard School District Career Fair
Online/ Onland	O'Net

Internet Based Links	Career Safe Everfi SmartFutures BLS.gov
Media/Advertising	West County Journal Erie Times News Facebook, Instagram, School District Website
Publications/Documents	Community Updates

Orientation to Career and Technical Options

ECTS representative at GHS Meet the Teacher	August	Parents
Keystone Smiles - AmeriCorp Signing		Students
Start Employment/Sign PDE AEEO	September	Students/Employers
9 th grade career interest Inventory	October	Students, faculty/staff
9 th grade ECTS presentations		Students, faculty/staff
OAC Dinner		OAC Committee Members
9 th grade field trip/tours to ECTS	November	Students, faculty/staff
ECTS Open House	November	Students, faculty/staff, parents
ECTS Application Session	December	Students
Recruitment program for Juniors	January	Students/D.O. Representative
Diversified Occupations and ECTS representatives at Yellowjacket Showcase	March	Parents, students

ECTS new student welcome	April	Students, faculty/staff
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ECTS Senior Portfolio Evaluations	May	Staff/faculty, parents, students
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OAC Breakfast and signing for D.O. Program		Staff/Parents/Students/ OAC members
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ECTS meet the teacher dinner		Parents, students
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Individualized Academic/Career Plan

The attached evidence collection plan for the district outlines the methods used to ascertain artifacts through grade band levels. That data collected will be used to measure the rate of completion for each grade level.

GSD Chapter 339 Evidence Collection Plan

GRADE 3-5 BAND				
	Career Awareness and Preparation 13.1	Career Acquisition (Getting a Job) 13.2	Career Retention and Advancement 13.3	Entrepreneurship 13.4
Grade 3	13.1 Smart Futures: Preparation for Careers Smart Futures: The Importance of Planning	13.2 Smart Futures: Researching Job Opportunities Smart Futures: Writing a Personal Letter Smart Futures: The Importance of Planning	13.3 Smart Futures: Successful Attitudes and Work Habits Smart Futures: The Importance of Planning Smart Futures: The Importance of Planning	
Grade 4	13.1 Smart Futures: Interests & Abilities Smart Futures: Six Career Paths	13.2 Smart Futures: Writing a Business Letter	13.3 Smart Futures: Interests & Abilities Smart Futures: Cooperation in Group Settings Part II Smart Futures: My Personal Schedule	13.4 Smart Futures: Risks and Rewards of Entrepreneurship Smart Futures: Steps of Creating a Good or Service

Grade 5	13.1 Smart Futures Lessons: #7: What is a Career Plan? #8: Choosing a Career #9: Career Training Programs	13.2 Smart Futures Lessons: #5: Applying Successful Attitudes and Work Habits #7: What is a Career Plan? #10: Speaking Skills #12: Researching Job Opportunities	13.3 Smart Futures Lessons: #5: Applying Successful Attitudes and Work Habits #10: Speaking Skills #15: Budgeting	13.4 Smart Futures Lessons: #13: Character Traits of Real Entrepreneurs
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GRADE 6-8 BAND				
	Career Awareness and Preparation 13.1	Career Acquisition (Getting a Job) 13.2	Career Retention and Advancement 13.3	Entrepreneurship 13.4
Grade 6	13.1 Smart Futures Lesson: #13: Changing Workplace	13.2	13.3 Smart Futures Lessons: #12: Learning Style Inventory #13: Changing Workplace	13.4 Smart Futures Lesson: #14: My Business Plan

Grade 7	13.1 Smart Futures Lesson: #3: Conflict Resolution	13.2 Smart Futures Lessons: #2: My Resume Activity #3: Conflict Resolution #10: Career Acquisition Documents	13.3 Smart Futures Lessons: #3: Conflict Resolution #9: Budgeting	13.4 Smart Futures Lesson: #4: Learning from Entrepreneurs
Grade 8	13.1 Smart Futures Lessons: #1: Career Clusters and Pathways #5: My Interest Survey #6: My Work Values Survey #7: Knowledge Skill Ability Survey #15: Economics of Jobs #16: Explore Your CTC	13.2 Smart Futures Lessons: #8: Career Research #11: Goal Setting	13.3 Smart Futures Lesson: #11: Goal Setting	13.4

GRADE 9-11 BAND				
	<u>Career Awareness and Preparation 13.1</u>	<u>Career Acquisition (Getting a Job) 13.2</u>	<u>Career Retention and Advancement 13.3</u>	<u>Entrepreneurship 13.4</u>

Grade 9	13.1.11.A – Relate careers to individual interests, abilities, and aptitudes *Grade 9 Digital Literacy SmartFutures Grade Band 9-11 Activity #1, 2, 5, 6, 7	13.2.11.B- Apply research skills in searching for a job *Grade 9 Digital Literacy SmartFutures Grade Band 9-11	13.3.11.D- Develop a personal budget based on career choice *Balanced budget assignment *Introduction to Algebra Grade 9 SmartFutures Grade Band 9-11 Activity #15	
Grade 10	13.1.11.D- Evaluate school-based opportunities for career awareness/ preparation: *Work-based learning such as career interviews *Driver's Education SmartFutures Grade Band 9-11 Activity #4	13.2 Driver's Ed SmartFutures Grade Band 9-11 Activity #8	13.3 English 10 SmartFutures Grade Band 9-11 Activity #13	

Grade 11	13.1.11.E – Justify the selection of a career *ASVABS 13.1.11.F- Analyze the relationship between career choices and career preparation opportunities *Career Exploration Course SmartFutures Grade Band 9-11 Activity #10 & 11 Update #7	13.2.11.C- Develop and assemble, for career portfolio placement, career acquisition documents: (Job Application) *Career Exploration Course SmartFutures Grade Band 9-11 Activity #3, 6, 9, 12, 16	13.3.11.D- Develop a personal budget based on career choice *Balanced budget assignment *Grade 11 Personal Finance SmartFutures Grade Band 9-11 Activity #15	13.4.11.C- Develop a business plan for an entrepreneurial concept of personal interest and identify available resources through *Business Week activities, events, and assignments or through lessons on entrepreneurship. *Grade 11 Career Exploration SmartFutures Grade Band 9-11 Activity #14
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GSD 339 EVIDENCE COLLECTION PLAN LIFE SKILLS/AUTISTIC SUPPORT GRADES K-12			
	EVES	RAMS	GHS
13.1	Grade 3 LSS - Student can point to community or job helpers .--choose an activity at break	LSS Grade 5-8 Daily Living Skills classroom AS Grade 7 Level A- SF K-3 #5 eration in Group Settings Level B- SF 4-5 #3 eration in Group Settings [	Grade 9 Level A - Match careers to with pictures Point to munity helpers within the munity sites Level B -Explain what ifications are needed for ific careers Student participates skills inventory

		Level C - SF 6-8 #3 eting AS Grade 8 Level A - SF K-3 #1 My sts; #3 Preparation for rs Level B - SF 4-5 #4 My nal Schedule Level C- SF 6-8 #5 My st Survey; # 7 Knowledge Ability Survey	
13.2	Grade 3 LSS - Calendar/group meeting A.S.-follow daily schedule	LSS Grade 5 ng Career Unit LSS Grade 7 ng Job Assessment ey LSS Grade 8 ng Job Exploration ect AS Grade 5 Level A - SF K-3 How to Be An RA Good Listener; uccessful Attitudes Work Habits Level B - SF 4-5 Speaking Skills; #5 lying Successful ude and Work its AS Grade 6 Level A - SF K-3 ooperation in Group ngs	Grade 10 Level A - Selects/writes basic mation within a simple job ication. Choose attire based on a k situation Level B - Complete a job ication. Create and follow an on plan for a specific job (dbank)

		Level B- SF 4-5 #3 operation in Group ings Part II Level C - SF 6-8 onflict Resolution	
13.3	Grade 4 LSS - Student will select his/her personal interests by choosing a toy, book, movie, or activity that they enjoy A.S.-follow a schedule	LSS Grade 8 Workplace and community social s AS Grade 5 Level A - SF #14 How to Be LTRA Good ener; #6 uccessful Attitudes Work Habits Level B- SF #10 Speaking s; #5 Applying uccessful Attitude Work Habits AS Grade 6 Level A - SF #9 Lifelong ning Level B - SF #9 Career ning Programs Level C - SF #12 Learning e Survey AS Grade 7 Level A - SF #5 Cooperation roup Settings; #8 r Is Money d? Level B - SF #1 Cooperation roup Settings II; #15 getting	Grade 11 Level A - Following daily schedule (matching specific activities to schedule) Student will exchange money for a specific service (haircut) Level B -Completing a checking account activity (Delux Banking) Student works within a peer group within a community volunteer opportunity --cooperative constructive criticism

		Level C - SF #3 Conflict olution; #9 getting AS Grade 8 Level B - SF #1 Interests and ities	
13.4	Grade 4 LSS - Student will watch a video that shows a business or factory AS - watch a video about a variety of careers	LSS Grade 6 ng Adding money and ing change AS Grade 6 Level A - SF K-3 What Is epreneurship? Level B - SF 4-5 What Is A Career ? Level C - SF 6-8 My Business Plan	Grade 12 Level A -Participate in a luncheon fundraiser (specific job-wait staff) Student follows 2-3 step direction within a given job within a community work situation Level B -Participate in a luncheon fundraiser (specific job-wait staff) Student follows directions given by a supervisor to complete a 6-12 step task within a volunteer opportunity

Career Placement and Transition Services

For all students from school to work, Postsecondary or Military

School: Elk Valley Elementary School

Grade	# of Students	Guidance Activity that leads to...	Employment	Postsecondary Education	Military
K - 4	530	My Interests	X	X	X
K & 1	191	Community Roles	X	X	X
1 - 3	297	Using What You Learn in School	X		
2	106	How to be a Good Listener	X	X	X
2	106	Preparations for Careers	X	X	X
2	106	Changing Roles	X	X	X
2 & 4	232	Cooperation in Group Settings	X	X	X
2 & 4	232	Researching Job Opportunities	X	X	X
2	106	What is Entrepreneurship?	X	X	
3	107	Successful Attitudes and Work habits	X	X	X
3	107	Lifelong Learner	X	X	X
3	107	Character Traits of Entrepreneurs	X	X	
3	107	Importance of Planning	X	X	X
4	126	Speaking Skills	X	X	X
4	126	Six Career Paths	X	X	X
4	126	What is a Career Plan	X	X	X

School: Rice Avenue Middle School

Grade	# of Students	Guidance Activity that leads to...	Employment	Postsecondary Education	Military
5	105	Applying Successful Work Habits and Attitude	X	X	X
5-8	447	Interests and Abilities	X	X	X
5	105	Choosing a Career	X	X	X
5	105	Career Training Programs	X	X	X
5	105	Character Traits of an Entrepreneur	X	X	
5	105	Creating a Good or Services	X	X	X
6, 7	226	Learning Style Survey	X	X	X
6	112	Conflict Resolution	X	X	X
6	112	Career Clusters and Pathways	X	X	X
6	112	Economics of Jobs	X	X	X
6	112	Changing Workplace	X	X	X
7	114	Goal Setting	X	X	X
7	114	Career Research	X	X	X
7	114	Learning from Entrepreneurs	X	X	X
8	116	Explore your CTC	X		
8	116	My Resume	X		
8	116	Career Acquisition Documents	X	X	X
8	116	Skills and Ability Survey	X	X	X
8	116	My Work Values	X	X	X

School: Girard High School

Grade	# of Students	Guidance Activity that leads to...	Employment	Postsecondary Education	Military
9	123	Thinking About Career Success	X	X	X
9, 11	246	Personal Interests	X	X	X
9	123	Personality Type	X	X	X
9, 11	246	Career Clusters and Pathways	X	X	X
9	123	Abilities and Aptitude	X	X	X
10	113	Preparation for Career	X	X	X
10	113	Active Listening	X	X	X
10	113	Experiencing Careers While in School	X	X	X
11	123	Job Application	X		
11, 12	256	Setting a Career Goal	X	X	X
11, 12	256	Programs and Majors		X	
11, 12	256	School and College Survey		X	
11, 12	256	My Resume	X		
11	123	Job Interviews	X		
11, 12	256	College Tours		X	
11, 12	256	Career Presentations	X	X	X
11, 12	256	Military Talks			X
11	123	ASVAB	X		X
11, 12	30	OVR	X		
12	15	Diversified Occupations	X	X	
12	15	NOCTI	X		
11 & 12	256	College & Career Fairs	X	X	X

Job Descriptions

GIRARD SCHOOL DISTRICT

TITLE: Secondary School Counselor

QUALIFICATIONS:

1. At least three years of successful teaching experience or equivalent job experience is preferred.
2. Holds a valid Pennsylvania Secondary School Counselor Certification as set by the state authorities.
3. A valid Student Assistance Program Certification obtained within three years of assuming duties in the District.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal, Director of Special Education

JOB GOAL: To address students' educational, social, emotional needs and to guide them to a positive transition from high school to higher education or a job.

RESPONSIBILITIES:

1. Maintains a coordinated system of student records, reviews new student records and interprets records to staff, parents, and students.
2. Consults with school staff and parents regarding the assessment results of individual students.
3. Maintains educational and career information for students and parents in order to make academic and career decisions.

4. Provides proactive counseling, including individuals and group counseling, to meet the needs of each student.
5. Maintains an open door for students who may need counseling immediately.
6. Coordinates orientation activities for students new to each grade level of education and for transferring students.
7. Analyses assessment and test data to students, parents, and professional staff to make good instructional decisions that will increase student achievement.
8. Promotes the guidance program to the community through various media.
9. Makes referrals to agencies and resources available outside the school.
10. Collaborates with parents, teachers, and professional staff members to develop and improve educational plans for individual students.
11. Assists in the educational and vocational placement of students.
12. Collaborates with the professional staff and administration regarding curriculum development.
13. Consults with parents and professional staff regarding the identification and placement of exceptional students.
14. Works with students and parents to develop class schedules for students on a continual basis.
15. Designs, coordinates, and implements the district secondary guidance curriculum within the counselor's building assignment.
16. Meets a minimum of three times per year with the building principal to address issues concerning guidance.
17. Performs testing duties for assigned grade level(s) and building.
18. Coordinates the scheduling and administration of all district assessments at the building level.
19. Performs other reasonable duties as are assigned by the principal for the wellbeing of the student.

TERMS OF EMPLOYMENT: 185 work days, salary to be established by the

Superintendent and Board of Education and in accordance with the Professional Contract.

EVALUATION: Performance of this job will be evaluated annually by the Building Principal in accordance with Board policy on the evaluation of Professional Personnel and in accordance with the Professional Contract.

I have reviewed the above job description and the analysis and understand the requirements of the position.

Employee

Date

Initials of Management _____

Secondary Guidance Job Description Approved 3/26/2018

GIRARD SCHOOL DISTRICT

TITLE: Elementary School Counselor

QUALIFICATIONS:

1. At least three years of successful teaching experience or equivalent job experience is preferred.
2. Holds a valid Pennsylvania Elementary School Counselor Certification as set by the state authorities.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Elementary Building Principal

JOB GOAL: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible citizens.

RESPONSIBILITIES:

1. Maintains a coordinated system of student records, reviews new student records and interprets records to staff, parents, and students.
2. Works collaboratively with classroom teachers, special educators, Title I staff, school based coach and math/reading instructor to determine the needs of the individual students.
3. Analyze and interpret data to make good instructional decisions that will increase student achievement.
4. Consults with school staff and parents regarding the assessment results of individual students.
5. Maintains educational and career information for students and parents.
6. Provides individual and small group counseling to students.
7. Coordinates orientation activities for students to each new level of education and for transferring students.
8. Analyzes assessment data and test results to students, parents, and professional staff.
9. Promotes guidance programs to the community through various media.
10. Makes referrals to agencies and resources available outside the school.
11. Collaborates with parents, teachers, and other staff members to improve the educational prospect of individual students.
12. Assists in the educational placement of students.
13. Collaborates with the professional staff and administration regarding curriculum development.
14. Consults with parents and professional staff regarding the identification and placement of exceptional students.

15. Participates as an active member of the Core Team.
16. Designs and manages a comprehensive developmental guidance program within the counselor's building assignment.
17. Works collaboratively with other professionals to develop and implement a parenting program.
18. Meets a minimum of four times with the curriculum director to address issues concerning guidance.
19. Assists the administration in implementing all policies and or rules governing student life and conduct, and develops reasonable rules of behavior and procedures, which maintain order in the classroom in a fair and just manner.
20. Coordinates scheduling and administration of all district level assessments at the building level.
21. Performs other reasonable duties as assigned by the principal for the well-being of the student.

TERMS OF EMPLOYMENT: 185 work days, salary to be established by the Superintendent and Board of Education, and in accordance with the Professional Contract.

EVALUATION: Performance of this job will be evaluated annually by the Building Principal in accordance with Board policy on the evaluation of Professional Personnel, and in accordance with the Professional Contract.

I have reviewed the above job description and the analysis and understand the requirements of the position.

Employee _____

Date _____

Initials of Management _____

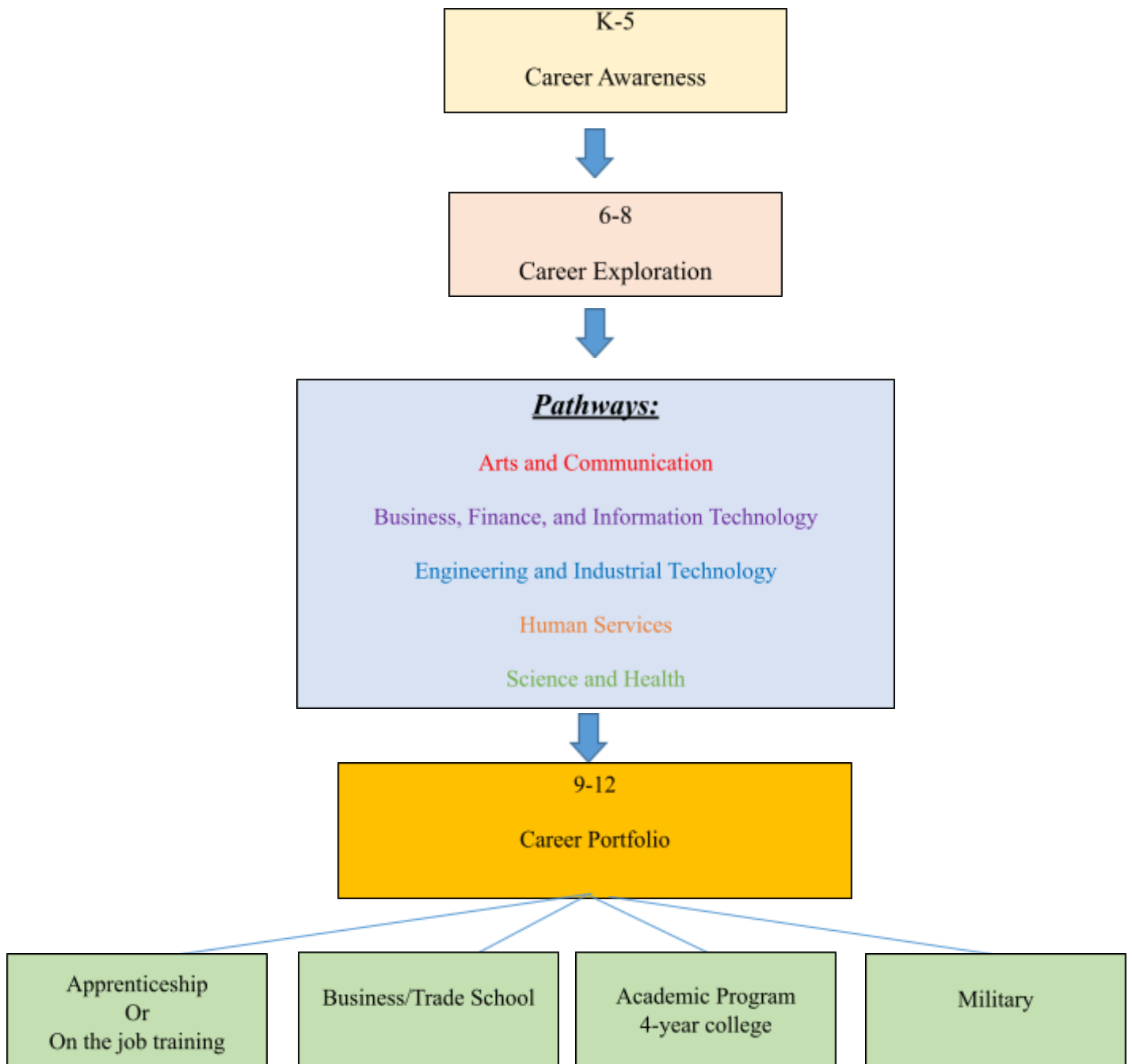
Elementary Guidance Counselor Job Description Approved March 26, 2018

Appendix A: Curriculum Action Plan

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

CAREER PATHWAY

GIRARD SCHOOL DISTRICT



Connecting Careers, Curriculum, and Character Education

What are Career Pathways?

Each pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. A chosen Pathway focuses on a student's elective courses toward preparing for a specific goal area. Career pathways provide opportunities for students to explore similarly grouped career options. They also serve as an organizing tool for schools to help focus curriculum and bring relevance into the classroom.

Why should I choose a career pathway?

- To help focus on a career area that matches interests
- To help set goals and align classes necessary to achieve those goals
- To create career awareness
- To encourage planning for workforce or postsecondary education opportunities
- To provide knowledge that relates the high school experience to the world after graduation

How do I choose a career pathway?

- You will research various career fields in middle school
- You will take a Career Explorations course in tenth grade to help guide your decision-making process
- Your counselors, parents and teachers will assist you
- You will utilize various software tools to explore and research various careers



Arts and Communications (AC)

Careers in the Arts, Audio-Video Technology and Communications involve designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

Career cluster areas:

- Audio and Video Technology and Film
- Printing Technology and Graphic Communication Technology
- Visual Arts
- Performing Arts
- Journalism and Broadcasting
- Telecommunications

Business, Finance, and Information Technology (BFIT)

Business management and administration careers encompass planning, organization, directing and evaluating business functions essential to efficient and productive business operations.

Career cluster areas:

- Marketing, Sales, and Service
- Finance
- Business Management
- Information Technology

Engineering and Industrial Technology (EIT)

This career pathway is designed to cultivate students' interest, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.

Career cluster areas:

- Architecture and Construction
- Manufacturing
- Engineering and Engineering Technology
- Transportation, Distribution, and Logistics

Human Services (HS)

This career pathway is designed to cultivate students' interests, skills and experience for employment in careers related to families and human needs.

Career cluster areas:

- Counseling and Personal Care
- Education
- Law, Public Safety, and Government
- Hospitality and Tourism

Science and Health (SH)

This career pathway is designed to cultivate students' interest in the life, physical and behavioral sciences. In addition, the planning, managing and providing of therapeutic and diagnostic services, health information and biochemistry research development.

Career cluster areas:

- Health Science
- Agriculture, Food, and Natural Resources
- Science, Technology, and Math

Arts and Communications (AC) Pathway

This Pathway is designed to cultivate students' awareness, interpretation, application, and production of visual, verbal, and written work.

Are you interested in...	Can you...	Do you enjoy...
❖ News reporting and writing ❖ Interviewing and reviewing ❖ Multi-media productions ❖ Acting ❖ Radio, TV, Film, Video ❖ Performing in a band or chorus ❖ Attending concerts ❖ Drawing, painting ❖ Artwork	❖ Sing ❖ Play an instrument ❖ Be creative ❖ Act ❖ Articulate clearly ❖ Write and conduct interviews ❖ Meet deadlines ❖ Sell ❖ Draw ❖ Sculpt	❖ Writing ❖ Making videos ❖ Working with film props ❖ Seeking creative ideas ❖ Working with sound effects ❖ Performing in front of an audience ❖ Working with computers

If you answered “yes” for many of these questions, you might consider a future in one of the sample occupations listed below.

SAMPLE CAREERS

Entry	Technical/Skilled	Professional (4+ college)
❖ Announcer ❖ Copy person ❖ Dancer ❖ Desktop publisher ❖ Film loader ❖ Floral designer ❖ Florist ❖ Model ❖ Newsroom worker ❖ Photographer	❖ Actor ❖ Animator ❖ Artist ❖ Broadway technician ❖ Choreographer ❖ Computer graphic artist ❖ Dancer ❖ Desktop publisher ❖ Disc jockey ❖ Fashion designer	❖ Advertising creator ❖ Art director ❖ Art or music teacher ❖ Cinematographer ❖ Composer ❖ Copywriter ❖ Curator ❖ Editor ❖ Fashion designer ❖ Film editor

❖ Radio operator ❖ Sound technician ❖ Stag hand ❖ Stunt performer ❖ TV, Video, and movies	❖ Illustrator ❖ Jeweler ❖ Make-up artist ❖ Musician ❖ Recording Engineer ❖ Video manager ❖ Web designer	❖ Industrial designer ❖ Interior designer ❖ Multi-media artist ❖ Music critic ❖ Music director ❖ News broadcaster ❖ News writer ❖ Producer and director ❖ Telecommunications ❖ Writer
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Schedule for Arts, AV Technology and Communications Pathway

	Grade 9:	Grade 10:	Grade 11:	Grade 12:
English Core Class:	Academic/Honors English 9	Academic/Hon. English 10	Academic/Honors English 11 RMU Argument and Research RMU Classic/Modern Lit	Academic/Honors English 12 RMU Argument and Research RMU Classic/Modern Lit
Science Core Class:	Physical Science Honors Biology	Academic/Honors Biology Honors Chemistry	Honors Physics RMU Biology RMU Chemistry A/B RMU Physics I	Science Elective RMU Biology AP Chemistry A/B RMU Physics I
History Core Class:	Academic/Honors U.S. & World History I AP Human Geography	Academic/Honors U.S. and World History II AP US Government	Academic/Honors US Government AP US Government	Academic/Honors Economics AP World History
Math Core Class:	Intro/Intermediate Algebra Honors Algebra I Honors Algebra II Honors Geometry	Academic/Honors Geometry Honors Algebra II Trigonometry	Topics in Algebra II RMU Statistics RMU Pre-Calculus Trigonometry Academic Algebra II	Trigonometry RMU Pre-Calculus RMU Calculus RMU Statistics Senior Math
Required Elective:	Health 9 Phys. Ed 9 Digital Literacy	Driver's Ed/Phys. Ed	Health 11 Phys. Ed 11 Career Exploration Personal Finance	Arts, AV Tech & Comm. Elective
Choice Elective:	Arts, AV Tech & Comm. Elective	Arts, AV Tech & Comm. Elective	Arts, AV Tech & Comm. Elective	Arts, AV Tech & Comm. Elective
Choice Elective:	General Elective /Band/Choir	General Elective /Band/Choir	General Elective /Band/Choir	General Elective Band/Choir
Choice Elective:		ECTS Program	ECTS Program RCI/Dual Enrollment	ECTS Program RCI/Dual Enrollment

Pathway Electives for Arts, AV Technology, and Communications			
Art Ceramics Concert Band Concert Chorus Marching Band Spanish I* French I* Robotics	Art Ceramics Crafts Concert Band Concert Chorus Marching Band Spanish I & II* French I&II* Robotics Intro to Engineering	Art Ceramics Crafts Concert Band Concert Chorus Marching Band Spanish I, II, III, IV French I, II, III, IV Robotics SAT/ACT Prep* Intro to Engineering	Art Ceramics Crafts Concert Band Concert Chorus Marching Band Spanish I, II, III, IV French I, II, III, IV Robotics Mass Media Revolution SAT/ACT Prep* Intro to Engineering

* Recommended for students that plan to attend a four year college

Business, Finance, and Information Technology (BFIT) Pathway

This Pathway is designed to prepare students in the world of business, finance, and information services.

Are you interested in...	Can you...	Do you enjoy...
❖ A business environment ❖ Office management ❖ Sales ❖ Computers and technology ❖ Presentations to groups ❖ Telecommunications ❖ Advertising ❖ Different work sites ❖ Record keeping	❖ Work easily with others ❖ Organize your time ❖ Work with statistics ❖ Use computers and other technology ❖ Pay attention to details ❖ Solve problems ❖ Work independently ❖ Show initiative ❖ Work on a team	❖ Meeting with groups ❖ Making budgets ❖ Organizing a project ❖ Planning an event ❖ Working with technology ❖ Selling products and services ❖ Processing numbers ❖ Preparing financial reports ❖ Following directions ❖ Learning new software programs

If you answered “yes” to many of these questions, you might consider a future in one of the sample occupations listed below.

SAMPLE CAREERS

Entry	Technical/Skilled	Professional (4+ college)
❖ Account executive ❖ Accounts payable manager ❖ Administrative assistant/Secretary ❖ Advertising sales agent ❖ Bank teller ❖ Cashier ❖ Computer operator ❖ Customer service representative	❖ Bank collection officer ❖ Claims adjuster ❖ Computer programmer ❖ Computer salesperson ❖ Computer support specialist ❖ Desktop publisher ❖ Graph designer ❖ Legal secretary ❖ Medical secretary	❖ Actuary ❖ Business analysts ❖ Certified public accountant ❖ Chief executive officer ❖ E-commerce analyst ❖ Economist ❖ Financial manager ❖ Hospital administrator ❖ Human resources manager

❖ Data entry ❖ Payroll clerk ❖ Retail sales clerk ❖ Shipping and receiving clerk ❖ Telemarketer ❖ Title searcher	❖ Paralegal ❖ Production support analyst ❖ Real estate agent ❖ Restaurant manager ❖ Retail technician ❖ Sales representative ❖ Software engineer ❖ Tax preparer	❖ Manufacturing sales ❖ Marketing manager ❖ Project manager ❖ Representative ❖ Securities sales representative ❖ Sports and entertainment agent ❖ Systems analysis ❖ Systems software engineer
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Schedule for Business, Finance & Information Technology Pathway

	Grade 9:	Grade 10:	Grade 11:	Grade 12:
English Core Class:	Academic/Honors English 9	Academic/Hon. English 10	Academic/Honors English 11 RMU Argument and Research RMU Classic/Modern Lit	Academic/Honors English 12 RMU Argument and Research RMU Classic/Modern Lit
Science Core Class:	Physical Science Honors Biology	Biology Honors Chemistry	Honors Physics RMU Biology AP Chemistry A/B RMU Physics I	Science Elective RMU Biology AP Chemistry A/B RMU Physics I
History Core Class:	Academic/Honors U.S. & World History I., AP Human Geography	Academic/Honors U.S. & World History II AP US Government	Academic/Honors US Government AP US Government	Academic/Honors Economics AP World History
Math Core Class:	Intro/Intermediate Algebra Honors Algebra I Honors Algebra II Honors Geometry	Academic/Honors Geometry Honors Algebra II Honors Geometry Trigonometry	RMU Statistics RMU Pre-Calculus Trigonometry	Trigonometry RMU Pre-Calculus RMU Calculus RMU Statistics Senior Math
Required Elective:	Health 9 Phys. Ed 9 Digital Literacy	Driver's Ed/Phys. Ed	Health 11 Phys. Ed 11 Career Exploration Personal Finance	Business, Finance & Information Elective
Choice elective:	Business, Finance & Information Elective	Business, Finance & Information Elective	Business, Finance & Information Elective	Business, Finance & Information Elective
Choice elective:	General Elective /Band/Choir	Business, Finance & Information Elective	Business, Finance & Information Elective	Business, Finance & Information Elective
Choice Elective:		General Elective /Band/Choir	General Elective /Band/Choir	General Elective /Band/Choir
		ECTS Program	ECTS Program RCI/Dual Enrollment	ECTS Program RCI/Dual Enrollment
	Pathway Electives for Business, Finance & Information Technology			
	French I* Spanish I*	Accounting I Business Law I French I & II* Spanish I & II*	Accounting I & II Business Law I & II French I, II, III & IV* Spanish I, II, III & IV* SAT/ACT Prep*	Accounting I & II Business Law I & II French I, II, III & IV* Spanish I, II, III & IV* SAT/ACT Prep*

* Recommended for students that plan to attend a four year college

Engineering and Industrial Technology (EIT) Pathway

This Pathway is designed to cultivate students' interest, awareness and application to careers related to technologies necessary to design, develop, install, and maintain physical systems.

Are you interested in...	Can you...	Do you enjoy...
❖ Building and construction ❖ Tools, equipment and materials ❖ Woodworking ❖ Math and science classes ❖ Fitness and sports ❖ Precision work ❖ Design and architecture ❖ Engineering ❖ Computer technology ❖ Production management ❖ How things work	❖ Apply science and math to the real world ❖ Read and understand directions ❖ Solve problems ❖ Understand and read maps ❖ Organize reports and people ❖ See a task through to completion ❖ Use a computer	❖ Travel ❖ Working with your hands ❖ Designing/working with projects, models, and prototypes ❖ Working in a lab ❖ Working on a team ❖ Operating tools and equipment ❖ Paying close attention to detail

If you answered "yes" for many of these questions, you might consider a future in one of the sample occupations listed below.

SAMPLE CAREERS

Entry	Technical/Skilled	Professional (4+ college)
❖ Baggage handler ❖ Carpet installer ❖ Dock worker ❖ Drywall worker ❖ Freight handler ❖ Industrial machine mechanic ❖ Laborer ❖ Machine operator ❖ Roofer	❖ Air traffic controller ❖ Auto body repair ❖ Auto mechanic ❖ Bus driver ❖ CAD/CAM technician ❖ Civil engineering technician ❖ Diesel mechanic ❖ Dispatch ❖ Electrical technician	❖ Aeronautical engineer ❖ Aerospace engineer ❖ Airline pilot ❖ Architect ❖ Astronaut ❖ Chemical engineer ❖ Civil engineering ❖ Construction manager ❖ Cost estimator

❖ Warehouse worker	❖ Grader and dozer operator	❖ Industrial engineering
Apprenticeships	❖ Laser technician	❖ Industrial production manager
❖ Brick mason	❖ Metal engineering technician	❖ Mechanical engineering
❖ Carpenter	❖ Motorcycle mechanic	❖ NASA scientist
❖ Diesel Mechanic	❖ Production and operating worker	❖ Navigator
❖ Electrician	❖ Robotics technician	❖ Nuclear engineer
❖ HVAC	❖ Supervisor	❖ Petroleum engineer
❖ Machinist	❖ Taxi driver	❖ Purchasing agent
❖ Plumber	❖ Truck driver	❖ Technical writer
❖ Surveyor	❖ Truck terminal manager	❖ Transportation engineer
	❖ Welder	

Schedule for Engineering & Industrial Technology Pathway

	Grade 9:	Grade 10:	Grade 11:	Grade 12:
English Core Class:	Academic/Honors English 9	Academic/Hon. English 10	Academic/Honors English 11 RMU Argument & Research RMU Classic/Modern Lit	Academic/Honors English 12 RMU Argument & Research RMU Classic/Modern Lit
Science Core Class:	Physical Science Honors Biology	Biology Honors Chemistry	Honors Physics RMU Biology AP Chemistry A/B RMU Physics	Science Elective RMU Biology AP Chemistry A/B RMU Physics
History Core Class:	Academic/Honors U.S. & World History I	Academic/Honors U.S. & World History II AP US Government	Academic/Honors US Government AP US Government	Academic/Honors Economics AP World History
Math Core Class:	Intro/Intermediate Algebra Honors Algebra I Honors Algebra II Honors Geometry	Academic/Honors Geometry Honors Algebra II Honors Geometry Trigonometry	Topics of Algebra II RMU Statistics Trigonometry RMU Pre-Calculus Academic Algebra II	Algebra II Senior Math Trigonometry RMU Pre-Calculus RMU Calculus RMU Statistics
Required Elective:	Health 9 Phys. Ed 9 Digital Literacy	Driver's Ed/Phys. Ed	Health 11 Phys. Ed 11 Career Exploration Personal Finance	Engineering & Ind. Technology Elective
Choice Elective:	Engineering & Ind. Technology Elective	Engineering & Ind. Technology Elective	Engineering & Ind. Technology Elective	Engineering & Ind. Technology Elective

Choice Elective:	General Elective /Band/Choir	Engineering & Ind. Technology Elective	Engineering & Ind. Technology Elective	Engineering & Ind. Technology Elective
Choice Elective:		General Elective /Band/Choir	General Elective /Band/Choir	General Elective /Band/Choir
		ECTS Program	ECTS Program RCI/Dual Enrollment	ECTS Program RCI/Dual Enrollment
Pathway Electives for Engineering & Industrial Technology				
French I* Spanish I*	French I & II* Spanish I & II*	French I, II, III & IV Spanish I, II, III & IV Construction Tech & Home Maintenance Robotics Introduction to Engineering	French I, II, III & IV Spanish I, II, III & IV Construction Tech & Home Maintenance Robotics Introduction to Engineering SAT/ACT Prep*	French I, II, III & IV Spanish I, II, III & IV Construction Tech & Home Maintenance Robotics Introduction to Engineering SAT/ACT Prep*

*** Recommended for students that plan to attend a four year college**

Human Services (HS) Pathway

This Pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.

Are you interested in...	Can you...	Do you enjoy...
❖ Working with people ❖ Owning your own business ❖ Aging adults ❖ Child development ❖ Family and social services ❖ Food preparation ❖ Teaching ❖ Counseling	❖ Organize well ❖ Plan and direct programs ❖ Be creative ❖ Communicate well ❖ Assume leadership roles ❖ Work with a team ❖ Be conscientious and dependable ❖ Plan budgets	❖ Communication services ❖ Helping and protecting others ❖ Working with people ❖ Counseling and advising people ❖ Serving other's needs ❖ Interviewing people ❖ Selling products or services ❖ Handling customer complaints ❖ Human problems

If you answered "yes" to many of these questions, you might consider a future in one of the sample occupations listed below.

SAMPLE CAREERS

Entry	Technical/Skilled	Professional (4+ college)
❖ Aerobics instructor ❖ Baker ❖ Child care worker ❖ Cosmetic representative ❖ Dry cleaning operator ❖ Home health aide ❖ Library assistant ❖ Postal services worker ❖ Security guard ❖ Teacher's assistant	❖ Barber ❖ Chef ❖ Cosmetologist ❖ Fashion designer ❖ Firefighter ❖ Flight attendant ❖ Manicurist ❖ Massage therapist ❖ Mortician ❖ Personal trainer	❖ Counselor ❖ Criminologist ❖ Executive chef ❖ FBI agent ❖ Food services manager ❖ Funeral director ❖ Hotel/motel management ❖ Lawyer ❖ Park ranger ❖ Police officer

❖ Travel agent	❖ Police officer	❖ Principal
❖ Utility worker	❖ Postmaster	❖ Professor
❖ Waitress	❖ Teacher's aide	❖ Teacher
	❖ Truck driver	❖ Therapist

Schedule for Human Services Pathway

	Grade 9:	Grade 10:	Grade 11:	Grade 12:
English Core Class:	Academic/Honors English 9	Academic/Hon. English 10	Academic/Honors English 11 RMU Argument and Research RMU Classic/Modern Lit	Academic/Honors English 12 RMU Argument and Research RMU Classic/Modern Lit
Science Core Class:	Physical Science Honors Biology	Academic/Honors Biology Honors Chemistry	Honors Physics RMU Biology AP Chemistry A/B RMU Physics	Science Elective RMU Biology AP Chemistry A/B RMU Physics
History Core Class:	Academic/Honors U.S. & World History I AP Human Geography	Academic/Honors U.S. & World History II AP US Government	Academic/Honors US Government AP US Government	Academic/Honors Economics AP World History
Math Core Class:	Intro/Intermediate Algebra Honors Algebra I Honors Algebra II Honors Geometry	Academic/Honors Geometry Honors Algebra II Honors Geometry Trigonometry	Topics of Algebra II RMU Statistics RMU Pre-Calculus Trigonometry Academic Algebra II	Senior Math Algebra II Trigonometry RMU Pre-Calculus RMU Calculus RMU Statistics
Required Elective:	Health 9 Phys. Ed 9 Digital Literacy	Driver's Ed/Phys. Ed	Health 11 Phys. Ed 11 Career Exploration Personal Finance	Human Services Pathway Elective
Choice Elective:	Human Services Pathway Elective	Human Services Pathway Elective	Human Services Pathway Elective	Human Services Pathway Elective
Choice Elective:	General Elective /Band/Choir	Human Services Pathway Elective	Human Services Pathway Elective	Human Services Pathway Elective
Choice Elective:		General Elective /Band/Choir	General Elective /Band/Choir	General Elective /Band/Choir
		ECTS Program	ECTS Program RCI/Dual Enrollment	ECTS Program RCI/Dual Enrollment
	Pathway Electives for Human Services			
	French I* Spanish I*	Business Law I French I & II* Spanish I & II*	Business Law I & II French I, II, III & IV* Spanish I, II, III & IV*	Adaptive Art Aide French I, II, III & IV* Spanish I, II, III & IV*

Teen Cuisine Criminal Justice Wellness and Nutrition	Teen Cuisine Wellness and Nutrition Criminal Justice	Teen Cuisine Adaptive Phys. Ed. Aide Criminal Justice Local & PA History SAT/ACT Prep* Psychology Sociology Wellness and Nutrition	Teen Cuisine Adaptive Phys. Ed. Aide Criminal Justice Local & PA History SAT/ACT Prep* Psychology Sociology Wellness and Nutrition Mass Media Revolution
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*** Recommended for students that plan to attend a four year college**

Science and Health (SH) Pathway

This Pathway is designed to cultivate students' interests in the life, physical and behavioral sciences. In addition, it involves planning, managing and producing therapeutic services, diagnostic services, health information and biochemistry research and development. Many of the careers involved with the food, fiber, environmental and natural resource systems fall under this pathway.

Are you interested in...	Can you...	Do you enjoy...
❖ Health care environment ❖ Science and medicine ❖ Medical research ❖ Food production ❖ Environment and conservation ❖ Pharmacy ❖ Animals ❖ Physical therapy ❖ Sports and fitness ❖ Information systems ❖ Radiology	❖ Pay attention to detail ❖ Use a computer and technology ❖ Work in a lab setting or medical facility ❖ Apply scientific theory to real life problems ❖ Work outdoors around animals and plants ❖ Collect and analyze data from experiments ❖ Work with people in need ❖ Work with science and math theories	❖ Diagnosing and caring for sick animals ❖ Working outdoors with wildlife ❖ Working on cutting edge scientific research ❖ Working on a team ❖ Medical lab research ❖ Making a contribution to society ❖ Working with numbers ❖ Developing conclusions from a database

If you answered "yes" to many of these questions, you might consider a future in one of the sample occupations listed below.

SAMPLE CAREERS

Entry	Technical/Skilled	Professional (4+ college)
❖ Animal caretaker ❖ Breeder ❖ Data Entry ❖ Dialysis technician ❖ EEG technician ❖ Extension service worker	❖ Certified nursing assistant ❖ Dental hygienist ❖ Dental lab technician ❖ Emergency medical technician ❖ Fish and game worker ❖ Forest conversationalist	❖ Athletic trainer ❖ Chemist ❖ Dietician ❖ Environmental scientist ❖ Marine biologist ❖ Medical examiner

❖ Farmer ❖ Home health aide ❖ Hospital worker ❖ Nurse's aide, orderlies ❖ Optician ❖ Patient care technician ❖ Pharmacy technician ❖ Physical therapy aide ❖ Wildlife reserve worker	❖ GPS technician ❖ Licensed practice nurse ❖ Medical lab technician ❖ Personal trainer ❖ Radiological technician ❖ Respiratory therapist ❖ Surveyor ❖ Veterinary Technician	❖ Nuclear engineer ❖ Pharmacist ❖ Physician ❖ Physician assistant ❖ Registered nurse ❖ Soil conversationalist ❖ Speech/Language pathologist ❖ Veterinarian ❖ Zoologist
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Schedule for Science & Health Pathway

	Grade 9:	Grade 10:	Grade 11:	Grade 12:
English Core Class:	Academic/Honors English 9	Academic/Honors English 10	Academic/Honors English 11 RMU Argument and Research RMU Classic/Modern Lit	Academic/Honors English 12 RMU Argument and Research RMU Classic/Modern Lit
Science Core Class:	Physical Science Honors Biology	Academic/Honors Biology Honors Chemistry	Honors Physics RMU Biology RMU Anatomy & Physiology AP Chemistry A/B RMU Physics Chemistry for Health Science	RMU Biology AP Chemistry A/B RMU Anatomy & Physiology RMU Physics Chemistry for Health Science
History Core Class:	Academic/Honors U.S. & World History I AP Human Geography	Academic/Honors U.S. & World History II AP US Government	Academic/Honors US Government AP US Government	Academic/Honors Economics AP World History
Math Core Class:	Intro/Inter Algebra Honors Algebra I Honors Algebra II Honors Geometry	Academic/Honors Geometry Honors Algebra II Honors Geometry Trigonometry	Topics of Algebra II RMU Statistics RMU Pre-Calculus Trigonometry Academic Algebra II	Topics of Algebra II Trigonometry RMU Pre-Calculus RMU Calculus RMU Statistics Senior Math
Required Elective:	Health 9 Phys. Ed 9 Digital Literacy	Driver’s Ed/Phys. Ed	Health 11 Phys. Ed 11 Career Exploration Personal Finance	Science & Health Pathway Elective
Choice Elective:	Science & Health Pathway Elective	Science & Health Pathway Elective	Science & Health Pathway Elective	Science & Health Pathway Elective
Choice Elective:	General Elective /Band/Choir	Science & Health Pathway Elective	Science & Health Pathway Elective	Science & Health Pathway Elective
Choice Elective:		General Elective /Band/Choir	General Elective /Band/Choir	General Elective /Band/Choir
		ECTS Program	ECTS Program RCI/Dual Enrollment	ECTS Program RCI/Dual Enrollment
Pathway Electives for Science & Health				
Teen Cuisine French I * Spanish I * History of Sports Intro to Weightlifting Sports Nutrition Wellness and Nutrition	Business Law I Teen Cuisine French I & II* Spanish I & II* History of Sports Intro to Weightlifting Forensic Science Criminal Justice Sports Nutrition Wellness and Nutrition	Business Law I & II Teen Cuisine French I, II, III, IV Spanish I, II, III, IV History of Sports Weightlifting Adaptive Phys. Ed Aide Forensic Science Criminal Justice Outdoor Adventure Personal Fitness SAT/ACT Prep* Wellness and Nutrition Sports Nutrition	Business Law I & II Teen Cuisine French I, II, III, IV Spanish I, II, III, IV History of Sports Weightlifting Adaptive Phys. Ed Aide Forensic Science Criminal Justice Outdoor Adventure Personal Fitness SAT/ACT Prep* Sports Nutrition Wellness and Nutrition	

* Recommended for students that plan to attend a four year college

Appendix B: Erie County Technical School Certifications

FIELD	YEARS	CREDITS
AUTO BODY REPAIR	10, 11, 12	4
AUTOMOTIVE TECHNOLOGIES	10, 11, 12	4
EARLY CHILDHOOD EDUCATION	10, 11, 12	4
ART & DESIGN	10, 11, 12	4
COMPUTER NETWORKING	10, 11, 12	4
COMPUTER PROGRAMMING	10, 11, 12	4
CONSTRUCTION TRADES	10, 11, 12	4
COSMETOLOGY	10, 11, 12	4
CULINARY, BAKING AND PASTRY ART	10, 11, 12	4
DRAFTING & DESIGN ENGINEERING	10, 11, 12	4
ELECTRICAL ENGINEERING	10, 11, 12	4
EMERGENCY & PROTECTIVE SERVICES	10, 11, 12	4
FACILITIES MAINTENANCE TECH	10, 11, 12	4
GRAPHIC MEDIA AND DESIGN	10, 11, 12	4
HEALTH ASSISTANT	10, 11, 12	4
HOSPITALITY MANAGEMENT & TOURISM	10, 11, 12	4
METAL FABRICATION	10, 11, 12	4
PRECISION MACHINING	10, 11, 12	4
SPORTS THERAPY AND EXERCISE SCIENCE	10, 11, 12	4



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 1: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
1	Daily greeting; classroom expectations, routines, & procedures; school tour for locations and procedures (office, nurse, cafe, specials classes, playground, etc.); school expectations; exploratory play; initial self-portrait (without instruction); Text: Pete the Cat Rockin' in My School Shoes by Eric Litwin.							
2	Heggerly W1: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness NEC Phonological Awareness: Just Say Part (pg.1); Same/Different (pg. 3) PA Supplemental: Sentences and words	Intro to Alphafriends without letters Capitals: L, F, E, H Begin connecting letters to sounds	*Chrysanthemum vocabulary lesson: blossomed, wilted, admired, jealous NEC Oral Language Development: School Unit	Close Reading Text: Chrysanthemum by Kevin Henkes Big Idea/Theme: Our names and our differences make us special. Kindness helps everyone blossom. Think & Talk: How did Chrysanthemum feel when others teased her? What helped Chrysanthemum feel better? What can we do if someone is feeling wilted? What makes you special, just like Chrysanthemum's name? Comprehension: with prompting, identify character(s), setting, and major events in text Optional texts: <i>I like Myself</i> by Karen Beaumont; <i>The Name Jar</i> by Yangsook Choi; <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell; <i>Hooray for You! A Celebration of "You-ness"</i> by Marianne Richmond.	Handwriting without Tears: Foundational Skills pg. 26 1. Shake Hands with me Activities 2. Positions and Body Parts pp. 34-35 3. Rock, Rap, Tap, & Learn CD #2, 9 Recognize first name/build first name Writing/Drawing: Self-portrait	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox Intro: Introduce 12 Toolbox tools; calendar time Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	
3	Heggerly W2: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness NEC Phonological Awareness: Word Chairs (pg.2); Just Say Part (pg.1); Same/Different (pg. 3) PA Supplemental: Big and small words; compound words	Intro to Alphafriends without letters Capitals: D, P, B Begin connecting letters to sounds	*Giraffes Can't Dance Vocabulary Lesson: graceful, clumsy, jungle, believe NEC Oral Language Development: Friendship Unit*	Close Reading text: Giraffes Can't Dance by Giles Andreae Big Idea/Theme: Everyone has their own strengths, and when we believe in ourselves and find our own way, we can succeed. Think & Talk: How do you think Gerald feels when everyone laughs? Why do the other animals laugh at Gerald? What advice does the cricket give Gerald? What changes after Gerald listens to the cricket? What helped Gerald become a great dancer? What would you say to Gerald if he were your friend? What helps you keep trying when something feels difficult? Comprehension: with prompting, identify character(s), setting, and major events in text Optional texts: <i>I like Myself</i> by Karen Beaumont; <i>The Name Jar</i> by Yangsook Choi; <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell; <i>Hooray for You! A Celebration of "You-ness"</i> by Marianne Richmond.	Handwriting without Tears: Foundational Skills pg. 28-31; 1. Build & Sing Mat Man 2. Draw a Mat Man 3. Rock, Rap, Tap, & Learn CD #2, 9 4. Recognize first name/build first name *build with curves and lines Writing/Drawing: Self-portrait *focus on drawing-leads to self-portrait; ability to begin letter formation	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox Intro: Introduce 12 Toolbox tools; calendar time Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	Pushes & Pulls: Anchor Phenomenon; Big Barges Focus: Pushes & Pulls



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 1: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
4	Heggerly W3: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness	Intro to Alphafriends without letters	*The Rainbow Fish Vocabulary Lesson: glimmering, admired, lonely, share	Close Reading text: The Rainbow Fish by Marcus Pfister Big Idea/Theme: Sharing and kindness help build friendships and bring happiness. Think & Talk: Why do the other fish want to be friends with Rainbow Fish at the beginning of the story? How do the other fish feel when Rainbow Fish refuses to share his scales? What clues in the story tell you this? What advice does the wise octopus give Rainbow Fish? How does Rainbow Fish change from the beginning to the end of the story? Why do you think Rainbow Fish feels happy at the end even though he gave away many of his scales? Is it ever hard to share something you like a lot? Why?	Handwriting without Tears: Foundational Skills pg. 32-39; Introduce wooden pieces (positions, curves, circles, horizontal, vertical, diagonal)	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox Intro: Introduce 12 Toolbox tools; calendar time	Pushes & Pulls: L1: What's the biggest excavator?
	NEC Phonological Awareness: Same/ Different (pg.3) NEC Phonological Awareness: Matching Same Cards (pg.4) PA Supplemental: Compound words; two-syllable words	Capitals: R, K, M, N Begin connecting letters to sounds	NEC Oral Language Development: Color Unit	Comprehension: with prompting, identify character(s), setting, and major events in text Interactive/Predictable Read Aloud: Brown Bear, Brown Bear, What do You See? by Bill Martin, Jr. Focus: reading confidence, patterns in language, vocabulary, phonological awareness, concepts of print, active participation in reading	Recognize and write first name Writing/Drawing: Self-portrait; adding labels District Writing Benchmark BOY: Draw a picture about something you like to do. Tell about the picture.	Strive-For-Five Conversation Framework	Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	Focus: Pushes & Pulls
5	Heggerly W4: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness	Intro to Alphafriends without letters	*Apples for Everyone Vocabulary lesson: orchard, harvest, cider, ingredients, slice	Close Reading text: Apples for Everyone by Jill Esbaum Big Idea/Theme: Apples come from nature and can be found in many forms, connecting us to farms, seasons, and everyday life. Think & Talk: Where do apples come from? What can we make with apples? When do apples grow? Where have you seen apples before?	Handwriting without Tears: Foundational Skills pg. 41	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox Intro: Introduce 12 Toolbox tools; calendar time; Second Step Lesson 5: Performance Task: Let's Practice and Learn	Pushes & Pulls: L2: Why do builders need so many big machines?
	NEC Phonological Awareness: Same or Different (pg.5) NEC Phonological Awareness: Listening for Same or Different (pg.6) PA Supplemental: Two- and three-syllable words	Capitals: U, V, W, X Begin connecting letters to sounds	NEC Oral Language Development: Apple Unit	Comprehension: with prompting, answer questions about key details in a text. Interactive/Predictable Read Aloud: Ten Apples Up On Top! by Dr. Seuss Focus: phonological awareness (rhyme, repetition), concepts of print, oral language and speaking, sequencing	1. Sign in please *alphabet knowledge; recognizing letters in names; focus on 5 letters per day 2. Recognize and write first name Writing/Drawing: Draw an apple and label its parts (core, stem, leaf)	Strive-For-Five Conversation Framework	Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	Focus: Pushes, pushes, & "work" words
6	Heggerly W5: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, language awareness	Intro to Alphafriends without letters	*The Little Yellow Leaf Vocabulary Lesson: branch, drift, alone, brave	Close Reading text: The Little Yellow Leaf by Carin Berger Big Idea/Theme: Sometimes change feels scary, but we can be brave especially when we're not alone.	Handwriting without Tears: Foundational Skills pg. 42-47 1. Stomp your feet 2. Picking up my pencil 3. Recognize and write first name	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox Intro: Introduce 12 Toolbox tools; calendar time; Second Step Lesson 1: We Watch. We Listen. We Think	Pushes & Pulls: L3: How can you knock down a heavy wall?
	NEC Phonological Awareness: Silly Sentences (pg.7-8) NEC Phonological Awareness: Saying Silly Sentences (pg.9) PA Supplemental: Two-, three-, and four-syllable words	Capitals: Y, Z, T, I Begin connecting letters to sounds	NEC Oral Language Development: Leaf Unit*	Think & Talk: Why didn't the little leaf want to fall? Have you ever been scared to try something new? What helped the leaf finally let go? Who helps you feel brave? Interactive/Predictable Read Aloud: The Family Book by Todd Parr Focus: concepts of print, repetition, predictable text, oral language, text to self connections	*pencil grip; posture; paper placement for writing Writing/Drawing: cut, paste, and label the parts of a leaf	Strive-For-Five Conversation Framework	Essential Question: What is a family and how do families help each other? Families: family photo discussion Key Concepts: family structures, roles and responsibilities, traditions Vocabulary: family, responsibility, care, needs, traditions	Focus: Motion, Speed, & Strength



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 1: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
7	Heggerly W6: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, letter naming. NEC Phonological Awareness: Odd One Out (pp.12-13) NEC Phonological Awareness: Identifying Initial Sounds (pg.22) PA Supplemental: Two phonemes with continuants and stops; body-coda with continuants and stops	Capitals: J, A, C, O Begin connecting letters to sounds	*A Chair for My Mother Vocabulary Lesson: tips, coins, spoiled, speech, exchanged NEC Oral Language Development: Fire Safety Unit	Close Reading text: A Chair for My Mother by Vera B. Williams Big Idea/Theme: Families work together and save to take care of each other. Think & Talk: Why was the chair so important to the family? How did the family feel when they reached their goal? Why didn't they spend their money right away? What does it mean to save money? Is the chair a need or a want? Why? Have you ever saved money for something special? How does your family help take care of each other? Interactive/Predictable Read Aloud: Our Class is a Family, by Shannon Olsen Fire Safety Week: Pete the Cat Firefighter Pete by James Dean	Handwriting without Tears: Writing Capitals pg. 52-66 1. Frog Jump Capitals (F,E,D,P,B,R,N,M) 2. Recognize and write first name Writing/Drawing: Draw a picture of a family member helping you.	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox Intro: Breathing Tool pp. 66-68; calendar time; Second Step Lesson 2: Why We Pay Attention Essential Question: What is a family and how do families help each other? Families: family photo discussion Key Concepts: family structures, roles and responsibilities, traditions Vocabulary: family, responsibility, care, needs, traditions	Pushes & Pulls L4: How can you knock down the most bowling pins? Focus: Speeds & Direction of Force
8	Heggerly W7: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, language awareness NEC Phonological Awareness: Odd One Out (pg.12-13) NEC Phonological Awareness: Do These Words Rhyme? (pg.14) NEC Phonological Awareness: Identifying Initial Sounds (pg.22) PA Supplemental: Three phonemes with continuants and stops (with letters)	Capitals: Q, G, S Begin connecting letters to sounds	*The Recess Queen Vocabulary Lesson: bully, recess, snatch, tremble, brave NEC Oral Language Development: Signs Unit	Close Reading text: The Recess Queen by Alexis O'Neill Big Idea/Theme: Kindness and friendship can change the way people treat others. Think & Talk: Why are the other children afraid of Mean Jean? What makes Katie Sue different from the other kids? Why do you think Mean Jean starts to laugh and play? What does it look like to be brave and kind at the same time? What is one way we can make recess a place where everyone feels welcome? Comprehension: with prompting, identify character(s), setting, and major events in text Interactive/Predictable Read Aloud: Chicka Chicka Boom Boom by Bill Martin, Jr. & John Archambault Focus: alphabet knowledge; letter recognition; phonological awareness; oral language development; print awareness; engagement and joy of reading	Handwriting without Tears: Writing Capitals pg. 52-66 1. Starting Corner Capitals (H,K,L,U,V,W,X,Y,Z) 2. Recognize and write first name Writing/Drawing: Draw a picture of a school friend helping you.	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework Explain one school rule and why it is important.	Toolbox Intro: Quiet/Safe Place Tool pp. 71-74; calendar time; Second Step Lesson 3: Mistakes Are Okay! Essential Question: How do we work together at school? School Community: Rules & Responsibilities: classroom, hallway, cafeteria, playground Key Concepts: rules, responsibility, cooperation Vocabulary: rules, cooperation, community, responsibility, respect	Pushes & Pulls L5: How can we protect a mountain town from falling rocks? Focus: Direction of motion & engineering



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Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
9	Heggerly WB: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, language awareness NEC Phonological Awareness: Say It and Move It Cards-Segmenting Sounds (pp. 24-25) NEC Phonological Awareness: Identifying Initial Sounds (pg.22) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: m, r, f, n Begin connecting letters to sounds Lowercase letters with name at the end Alphafriends with letters AlphaTales books: <i>Monkey's Miserable Monday; Rosie Rabbit's Radish; Fifi Ferret's Flute; The Nicest Newt</i>	*Pumpkin Town Vocabulary Lesson: patch, gigantic, carve, scoop NEC Oral Language Development: Pumpkin Unit*	Close Reading text: <i>Pumpkin Town</i> by Katie McKy Big Idea/Theme: Shared seasonal experiences create joy and connection bringing families and communities together. Think & Talk: What things do the children see and do when they arrive in Pumpkin Town? How do the illustrations help us understand what Pumpkin Town is like? What kinds of pumpkins do the characters find in the patch? How are they different? What steps do the characters take to turn a pumpkin into a jack-o'-lantern? Why do you think people enjoy visiting pumpkin patches in the fall? If you could visit Pumpkin Town, what would you want to do first? Comprehension: with prompting, retell familiar stories including key details Interactive/Predictable Read Aloud: <i>The Legend of Spookley the Square Pumpkin</i> by Joseph Troiano Focus: oral language and discussion, vocabulary development, phonological awareness, print awareness, descriptive language	Handwriting without Tears: Writing Capitals pg. 52-66 1. Center Starting Capital (C,O,Q,G,S,A,I,T,J) 2. Recognize and write first name Writing/Drawing: Draw and label the parts of a pumpkin.	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework Explain one community rule and why it is important.	Toolbox Intro: Listening Tool pp. 77-79; calendar time; Second Step Lesson 4: Practice Makes Better Essential Question: How do we work together at school? School Community: Rules & Responsibilities: classroom, hallway, cafeteria, playground Key Concepts: rules, responsibility, cooperation Vocabulary: rules, cooperation, community, responsibility, respect	Pushes & Pulls L6: How could you invent a trap? Focus: Forces & Engineering
	recognize rhyme. segment and blend syllables. isolate beginning sounds. identify and produce rhyme. identify individual letter sounds.	identify capital letters. name each letter's Alphafriend. identify a word.	identify unknown words in text read aloud. answer questions about key details in a text read aloud. answer questions about the story. identify characters and setting. name jobs of authors and illustrators. identify an illustration.	identify the front and back cover of a book. answer questions about key details in a text read aloud. answer questions about the story. identify characters and setting. name jobs of authors and illustrators. identify an illustration.	draw pictures. label pictures. focus on a single-teacher directed prompt. explain my drawing. use correct pencil grip. build letters with wood pieces. write capital letters correctly.	respond when called by name. listen to others as they speak. listen and follow one-step directions. speak to answer a question and to have needs met. name and talk about feelings. share who my family is. tell ways family members help each other. name people who help in a community. follow classroom rules. share and take turns.	tell things about myself. draw a portrait of myself. explain what makes me unique. notice how people are the same and different. name and talk about feelings. share who my family is. tell ways family members help each other. name people who help in a community. follow classroom rules. share and take turns.	push things. pull things. tell how objects move. make objects move faster. change the direction of an object. use a push to move something. use a pull to move something. solve a problem with a design. test my ideas. explain what I learned about pushes and pulls.
	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.D CC.1.2.K.F CC.1.2.K.J CC.1.2.K.K CC.1.3.K.F CC.1.3.K.I CC.1.3.K.J	CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C CC.1.2.K.E CC.1.2.K.G CC.1.2.K.L CC.1.3.K.A CC.1.3.K.B	CC.1.4.K.A CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.E CC.1.4.K.J CC.1.4.K.M CC.1.4.K.N	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C CC.1.5.K.D CC.1.5.K.E CC.1.5.K.G	5.1.K.A (C & G) 5.1.K.B (C & G) 5.1.K.C (C & G) 5.1.K.E (C & G) 5.2.K.A (C & G) 5.2.K.D (C & G) 5.3.K.B (C & G) 5.3.K.C (C & G) 5.3.K.F (C & G) 5.4.K.A (C & G) 5.4.K.B (C & G) 6.5.K.A (E) 7.1.K.B (G) 7.3.K.A (G) 8.1.K.A (H)	3.2.K.A (Physical) 3.2.K.B (Physical)
Standards								



Girard School District

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Quarter 1: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
				CC.1.3.K.C CC.1.3.K.D CC.1.3.K.G CC.1.3.K.H CC.1.3.K.K	CC.1.4.K.F CC.1.4.K.R CC.1.4.K.W CC.1.4.K.X		8.2.K.A (H) 8.3.K.C (H) 8.3.K.B (H) 8.4.K.D (H)	
Curricular Resources & Materials	Heggerty Manual (K-blue) Neuhaus Reading Readiness Manual - Phonological Awareness	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	<i>Pete the Cat Rockin' in My School Shoes</i> by Eric Litwin; <i>The Rainbow Fish</i> by Marcus Pfister <i>Chrysanthemum</i> by Kevin Henkes; <i>Giraffes Can't Dance</i> by Giles Andreae <i>Brown Bear, Brown Bear, What do You See?</i> by Bill Martin, Jr.; <i>The Recess Queen</i> by Alexis O'Neill <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. & John Archambault; <i>Apples for Everyone</i> by Jill Esbaum; <i>Ten Apples Up on Top</i> by Dr. Seuss <i>The Little Yellow Leaf</i> by Carin Berger; <i>The Family Book</i> by Todd Parr <i>The Legend of Spookley the Square Pumpkin</i> by Joseph Troiano; <i>Pumpkin Town</i> by Katie McKy <i>A Chair for My Mother</i> by Vera B. Williams; <i>Our Class is a Family</i> by Shannon Olsen; <i>Pete the Cat Firefighter Pete</i> by James Dean	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Handwriting without Tears: Rock, Rap, Tap and Learn CD Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework	Toolbox Manual; Tools poster; individual tool cards kidcitizen.net pbslearningmedia.org secondstep.org	Mystery Science



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 2: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
10	Hegerty W9: rhyme recognition, onset fluency, blending body-coda, isolating final sounds, segmenting onset-time, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pg. 26-27); Identifying Initial Sounds (p. 22) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: l, s, z, v Lowercase letters with name at the end Lowercase letters with name at the beginning Alphafriends with letters Alpha Tales books: <i>The Lamb Who Loved to Laugh, Sea's Silly Sandwich, Ziggy Zebra's Zephyr, Vera Viper's Valentine</i>	*Pumpkin Jack Vocabulary Lesson: rot, seeds, sprout, vine, observe NEC Oral Language Development: Pumpkin Life Cycle Unit*	Close Reading text: <i>Pumpkin Jack</i> by Will Hubbell Big Idea/Theme: Things change, and sometimes old things help new things grow. Think & Talk: What did the boy do with Pumpkin Jack after Halloween? What happened to the pumpkin over time? What did the boy find inside the pumpkin? What grew in the spring? Why did the pumpkin start to change? How did the boy feel when his pumpkin changed? Why? Why didn't the boy throw the pumpkin away? What happened because the boy left the pumpkin outside? What caused the new pumpkin plant to grow? Have you ever watched something grow? Have you seen something change over time? Comprehension: with prompting. Interactive/Predictable Read Aloud: <i>Pumpkin Pumpkin</i> by Jeanne Tilherington Focus: vocabulary development, oral language and discussion, sequencing and story comprehension, print awareness, observation and prediction, building background knowledge NEC Story Retelling: 1. A Big, Pink Pig	Handwriting without Tears: Writing lowercase (pp. 104-108) 1. The hand activity (p. 104) 2. Magic C letters (c, o, a, d, g, s, e) pp. 110-112, 118-121, 127) Writing/Drawing: Pumpkin life cycle diagram; labeling Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox: Review tools in our box; calendar time Second Step Lesson 5: Performance Task: Let's Practice and Learn! Essential Question: What Makes a Community? Community skills: identify places in the community, recognize community helpers, understand basic map concepts Key Concepts: community places, local services, maps and locations Vocabulary: community, map, neighborhood, services	Pushes & Pulls Performance Task: What do tugboats do? Focus: Pushes & Pulls
	Hegerty W10: rhyme recognition, onset fluency, blending body-coda, isolating final sounds, segmenting onset-time, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: d, t Lowercase letters with name at the beginning Alphafriends with letters Alpha Tales books: <i>Defective Dog and the Disappearing Doughnuts, When Tilly Turtle Came to Tea</i>	*Whose Tools Are These? Vocabulary Lesson: equipment, occupation, identity, evidence NEC Oral Language Development: Community Helpers Unit	Close Reading text: <i>Whose Tools Are These?</i> by Sharon K. Cooper Big Idea/Theme: Tools help people solve problems and do important work. Think & Talk: What clues helped you guess whose tools they were? Why do workers need special tools to do their jobs? What job in the book would you like to try? Why? Can one tool be used for more than one job? What tools do people at our school use to do their jobs? What tools do you use to do your job at school? Close Reading text: <i>Whose Hat is This?</i> by Sharon K. Cooper Big Idea/Theme: People in a community have different jobs and each job is important. Think and Talk: What job does a chef do? Why do workers wear different hats? How does a hat help a worker do their job safely? If you could wear one of these hats, which one would you choose? Why are all of these workers important in our community? What other jobs can you think of that might need a special hat? What do you want to do when you grow up? What kind of hat might you wear? Interactive/Predictable Read Aloud: <i>Clothesline Clues to Jobs, People Do</i> by Kathryn Helling and Deborah Hembrook; NEC Story Retelling: 2. A Slim, Black Cat	Handwriting without Tears: Writing lowercase (pp. 104-108) 1. Line letters (l, i, j) pp. 128, 116, 126, 133 Writing/Drawing: Label places on a map (classroom, school) Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox: Review tools in our box; calendar time Essential Question: What Makes a Community? Community skills: identify places in the community, recognize community helpers, understand basic map concepts Key Concepts: community places, local services, maps and locations Vocabulary: community, map, neighborhood, services	Anchor Phenomenon: <i>Animal Homes: Animal Needs L1: Why do woodpeckers peck wood?</i> Focus: Animal Needs; food

CURRICULUM MAP AND PACING GUIDE

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
12	Heggerly W11: rhyme recognition, onset fluency, blending onset-time, isolating final sounds, segmenting onset-time, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: b, p, j, c; Lowercase letters with name at the beginning Lowercase letters not connected to name Alphafriends with letters Alpha Tales books: <i>Bubble Bear, The Pig's Picnic, Jaguar's Jungleberry Jamboree, Copycats</i>	*Our Little Kitchen Vocabulary Lesson: ingredients, prepare, share, volunteer, community NEC Oral Language Development: Kitchen Unit	Close Reading Text: <i>Our Little Kitchen</i> by Jillian Tamaki Big idea/theme: Communities are stronger when people work together to help one another. Think & Talk: Why do you think people work in the kitchen? how do people in the kitchen feel while they work together? Why is the kitchen important to the community? What jobs do the people do? What happens when everyone helps? How does the kitchen help people get what they need? What does the story teach us about helping others? Why is it important to work together? Interactive/predictive read aloud: <i>In the Night Kitchen</i> by Maurice Sendak **VETERAN'S DAY? NEC Story Retelling: 3. A Fat, Brown Dog	Handwriting without Tears: Writing lowercase (pp. 104-108) 1. Diver letters (r,n,m,h,b,p) pp. 109, 136-138, 140-141, 134 Writing/Drawing: Draw your favorite food (add labels). Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q &A), group activity, daily message <i>Strive-For-Five Conversation Framework</i>	Second Step Lesson 6: Sometimes We Feel Happy Essential Question: What Makes a Community? Community skills: identify places in the community, recognize community helpers, understand basic map concepts Key Concepts: community places, local services, maps and locations Vocabulary: community, map, neighborhood, services	Animal Needs L2: Where do animals live? Focus: Animal Needs; shelter
13	Heggerly W12: rhyme recognition, onset fluency, blending onset-time, isolating final sounds, segmenting onset-time, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: k, h, g, w Lowercase letters not connected to name Alphafriends with letters Alpha Tales books: <i>Kangaroo Kazoo, Hide-and-Seek</i> Letter name/sound fluency	*Balloons Over Broadway Vocabulary Lesson: Puppeteer, parade, invent, balloon, enormous NEC Oral Language Development: Thanksgiving Unit	Close Reading: <i>Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade</i> by Melissa Sweet Big Idea: When we use our imagination and keep trying, we can create something wonderful. Think and Talk: Why do you think Tony did not give up? How do you think people felt when they first saw the giant balloons? What happened when Tony tried a new idea for the parade? What does this story teach us about trying new things? Why is it important to keep trying when something is hard? Why was Tony good at solving problems? What is something you had to keep trying to do? Interactive/predictive read aloud: <i>My First Thanksgiving</i> by Tomie DePaola NEC Story Retelling: 4. A Star for Keisha	Handwriting without Tears: Writing lowercase (pp. 104-108); 1. Slant letters (v,w,x,y,z,k) pp. 114-115, 145, 132, 146, 130 Writing/Drawing: Draw and label one thing you are thankful for. Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q &A), group activity, daily message <i>Strive-For-Five Conversation Framework</i>	Toolbox: Empathy Tool pp. 82-84; Second Step Lesson 7: Sometimes We Feel Sad Essential Question: How did people work together at the First Thanksgiving and why do we still give thanks today? Big Ideas: Thanksgiving is a time when people gather, share food, and give thanks. Long ago, the Pilgrims and the Wampanoag Tribe shared a meal together after helping one another. Key Concepts: Compare how people lived long ago and today (Venn Diagram); discuss foods people may have eaten (sort foods into "then" and "Now"; create a paper plate "First Thanksgiving Feast" with drawings or cutouts; host a classroom feast Vocabulary: pilgrims, Wampanoag, help, share, thankful, family, feast, harvest	Animal Needs L3: How can you find animals in the woods? Focus: Animal Needs; safety
14	Heggerly W13: rhyme production, onset fluency, blending with Elkonin Boxes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) NEC Phonological Awareness: Identifying final sounds (pg. 23) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: q; Lowercase letters not connected to name Alphafriends with letters Alpha Tales books: <i>The Quiet Quail</i> Letter name/sound fluency	*The Gingerbread Boy Vocabulary Lesson: chase, brag, trick, escape, clever NEC Oral Language Development: Seasons, Months, Holidays Unit	Close Reading Text: <i>The Gingerbread Boy</i> by Paul Galdone Big Idea/Theme: When we brag and do not listen, we can get into trouble. Think and Talk: Why did the Gingerbread Boy run away? How do you think the old woman and old man felt when he ran away? Why did the Gingerbread Boy think no one could catch him? What was the Gingerbread Boy doing that sounded like bragging? Why did the fox trick the Gingerbread Boy? Should the Gingerbread Boy have trusted the fox? Why or why not? What could the Gingerbread Boy have done differently? Have you ever been so excited that you forgot to listen? What happened? What does this story teach us? Why is it important to listen to people who are trying to help us? Interactive/predictive read aloud: <i>The Gingerbread Baby</i> by Jan Brett NEC Story Retelling: 5. Amy Chen's Rabbit	Handwriting without Tears: Writing lowercase (pp. 104-108); 1. Tricky letters (u,f,q) pp. 124, 142, 144 Writing/Drawing: Label the parts of a gingerbread man. Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q &A), group activity, daily message <i>Strive-For-Five Conversation Framework</i>	Toolbox: Review tools in our box; calendar time Essential Question: How do people celebrate and remember important events? Big Ideas/skills: Holidays and traditions are important to families and communities. People celebrate in different ways. Key Concepts: National holidays, family and community traditions, holidays around the world, respecting differences Vocabulary: holiday, tradition, celebrate, culture, thankful, different, same, respect	Animal Needs L4: How do animals make their homes in the forest? Focus: Animals making homes; environmental change



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Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
15	Hegerty W14: rhyming production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Lowercase: y, x, a	*The Gingerbread Girl Vocabulary Lesson: plan, remember, trust, trick, clever	Close Reading Text: The Gingerbread Girl by Lisa Campbell Ernst Big idea/Theme: We can use our brains to solve problems and make good choices. Think and Talk: How was the Gingerbread Girl different from the Gingerbread Boy? Why didn't the Gingerbread Girl trust the fox? What did the Gingerbread Girl do that was clever? How did the Gingerbread Girl solve her problem? What can we learn from the Gingerbread Girl? Why is it important to think before you act? What mistake did the Gingerbread Boy make that the Gingerbread Girl remembered? Have you ever solved a problem by thinking carefully? What would you have done if you were the Gingerbread Girl? Why is it important to learn from mistakes?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 8: Sometimes We Feel Mad Toolbox: Personal Space Tool pgs. 86-90	Animal Needs Performance Task: Why do animals live in different places?
	NEC Phonological Awareness: Sound boards (pg. 32-35)	Lowercase letters not connected to name; vowels	NEC Oral Language Development: Gingerbread Unit*	Interactive/predictive read aloud: The Gingerbread Man Loose in School by Laura Murray	Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation)		Essential Question: How do people celebrate ad remember important events?	Focus: Animal habitats
	NEC Phonological Awareness: Identifying final sounds (pg. 23) PA Supplemental: Three phonemes with continuants and stops (with letters)	Alphafriends with letters		NEC Story Retelling: 6. Abdul's Birthday Present	Writing/Drawing: Label the parts of a gingerbread man. Spelling: Use beginning sounds correctly	Strive-For-Five Conversation Framework	Big Ideas/skills: Holidays and traditions are important to families and communities. People celebrate in different ways. Key Concepts: National holidays, family and community traditions, holidays around the world, respecting differences Vocabulary: holiday, tradition, celebrate, culture, thankful, different, same, reselect	
16	Hegerty W15: rhyme production, onset fluency, blending with Elkonin Boxes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Lowercase: e, i, o, u	*Bear Stays Up for Christmas Vocabulary Lesson: gift, worried, help, share, celebrate	Close Reading Text: Bear Stays Up for Christmas by Karma Wilson Big idea/Theme: Helping others is one of the best gifts we can give. Think and Talk: Why did Bear want to stay awake? Why was Bear worried during the story? What did Bear do for his friends? Why did Bear think he did not have a gift? How did Bear help make Christmas special? What did Bear learn at the end of the story? Why are friendship and kindness important? What is something kind you could do for a friend? Do gifts always have to be something you buy? Why or why not? How did Bear's friends feel when he helped them?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 9: We Can Feel Calm Toolbox: Using Our Words Tool pgs. 92-95	Animal Needs Performance Task: Why do animals live in different places?
	NEC Phonological Awareness: Sound boards (pg. 32-35)	Vowels		Interactive/predictive read aloud: My First Kwanzaa by Karen Katz; My First Chanukkah by Tomie DePaola	Writing: Draw and label one of your favorite holiday memories. Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation)	Strive-For-Five Conversation Framework	Essential Question: How do people celebrate ad remember important events?	Focus: Animal habitats
	PA Supplemental: Three phonemes with continuants and stops (with letters)	Alphafriends with letters	NEC Oral Language Development: Holiday Unit*	NEC Story Retelling: 7. Adam's First Trip to the City	Spelling: Use beginning sounds correctly		Big Ideas/skills: Holidays and traditions are important to families and communities. People celebrate in different ways. Key Concepts: National holidays, family and community traditions, holidays around the world, respecting differences Vocabulary: holiday, tradition, celebrate, culture, thankful, different, same, reselect	
		Alpha Tales books: <i>The Enormous Elephant Show, Iguana on Ice, Olive the Octopus's Day of Juggling, The Umbrella Bird's Umbrella</i> Letter name/sound fluency						



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17	Hegerty W16: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code lessons A	* Bear Snores On Vocabulary Lesson : hibernate, cave, feast, snores, include	Close Reading Text: Bear Snores On by Karma Wilson Big Idea/theme: Good friend make sure everyone feels included. Think and Talk: Why did the animals go to Bear's cave? What were the animals doing while Bear was asleep? How did Bear feel when he woke up? Why? Why did Bear think he missed all the fun? What did Bear's friends do to help him feel better? What does this story teach us about being a friend? Why is it important to include everyone? Have you ever felt left out? What helped you feel better? What could you do if you saw someone feeling left out? How do you know the animals were good friends to Bear? Interactive/predictive read aloud: Why Do Animals Hibernate? By David Martin	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters Writing: Draw and label an animal that hibernates. Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation) Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Review tools in our box; calendar time Essential Question: How do people and animals change what they do in winter to stay safe and meet their needs? Big Ideas/skills: All living things need food, water, and shelter. Animals and people meet their needs in different ways. Winter makes it harder to meet basic needs. Communities work best when people help each other. Helping others keeps everyone safe and cared for. Key Concepts: Needs and survival; adaptation to environment; change over time; belonging and inclusion Vocabulary: need, shelter, survive, adapt, hibernate, community, season, change, include, protect, environment, observe, prepare	
		short a MOY Assessments	the	NEC Oral Language Development: Bear Unit NEC Story Retelling: 8. The Country Mouse and the City Mouse				
18	Hegerty W17: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code lessons B	* The Snowy Nap Vocabulary Lesson : hibernate, curious, winter, snuggle, awake	Close Reading Text: The Snowy Nap by Jan Brett Big Idea/theme: When we try something new, we can discover wonderful things. Think and Talk: Why did Hedgehog not want to take his winter nap? What did Hedgehog want to see? How did Hedgehog try to stay awake? What happened when Hedgehog finally saw the snow? How did Hedgehog feel at the beginning of the story? How did he feel at the end? Why is Hedgehog curious about winter? What does this story teach us about trying new things? Have you ever wanted to try something new? What happened? Why is it okay to be curious? What do you think Hedgehog learned? Interactive/predictive read aloud: The Hat by Jan Brett	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters Writing: Draw and label a picture of you dressed to play in the snow. Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation) Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 10: Performance Task: What Are They Feeling? Essential Question: How do people and animals change what they do in winter to stay safe and meet their needs? Big Ideas/skills: All living things need food, water, and shelter. Animals and people meet their needs in different ways. Winter makes it harder to meet basic needs. Communities work best when people help each other. Helping others keeps everyone safe and cared for. Key Concepts: Needs and survival; adaptation to environment; change over time; belonging and inclusion Vocabulary: need, shelter, survive, adapt, hibernate, community, season, change, include, protect, environment, observe, prepare	Midyear benchmarks: science integration and catch up period
		short o MOY Assessments	to	NEC Oral Language Development: Clothing Unit NEC Story Retelling: 9. The Contest				



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Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
I can...	identify and produce rhyme. identify individual letter sounds. isolate beginning, middle, and ending sounds. manipulate initial phoneme (with letters). blend and segment onset-rime. blend and segment body-coda. blend and segment two and three phonemes.	identify capital and lowercase letters. identify a word. name letters fluently.	identify unknown words in text read aloud. ask and answer questions about unknown words in a text.	retell a familiar story. answer questions about key details in a text read aloud. identify an illustration. identify characters and setting. listen and respond to a story read aloud. identify and understand relationship between illustration and text. name main idea and key details. make a connection within a text. identify text type.	add details to describe as prompted. label pictures. write words from left to right. explain my drawing. research with the class. gather research information with the class. draw pictures. choose between two options within a given topic. build writing stamina. use letters to label pictures. form and write capital letters correctly.	respond when called by name. listen to others as they speak. listen and follow one-step directions. speak to answer a question, get needs met, ask questions, or share ideas.	name places in my community. name people who help in my community. explain how people help each other. describe what a community is. describe a tradition my family celebrates. tell how people celebrate in different ways. compare the past to today. name foods people may have eaten long ago. explain what it means to be thankful. show ways to share and help others. name what people and animals need to live. explain how animals stay safe in the winter. describe how winter changes what we do. describe how people prepare for winter. explain how maps help us.	tell what animals need to live. tell what animals eat. identify animal homes. explain why animals need shelter. describe how animals stay safe. identify different habitats. match animals to where they live. explain how animals help themselves survive. show how animals change their environment. use pictures and models to explain my ideas.
Standards	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.D CC.1.2.K.F CC.1.2.K.J CC.1.2.K.K CC.1.3.K.F CC.1.3.K.I CC.1.3.K.J	CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C CC.1.2.K.E CC.1.2.K.G CC.1.2.K.L CC.1.3.K.A CC.1.3.K.B CC.1.3.K.C CC.1.3.K.D CC.1.3.K.G CC.1.3.K.H CC.1.3.K.K	CC.1.4.K.A CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.E CC.1.4.K.F CC.1.4.K.M CC.1.4.K.N CC.1.4.K.R CC.1.4.K.X	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C CC.1.5.K.D CC.1.5.K.E CC.1.5.K.G	7.1.K.A (G) 7.2.K.A (G) 7.3.K.A (G) 7.1.K.B (G) 5.1.K.A (C & G) 5.1.K.B (C & G) 6.2.K.A (E) 6.1.K.A (E) 8.1.K.A (H) 8.2.K.A (H) 5.2.K.B (C & G) 8.1.K.B (H) 6.4.K.A (E) 8.3.K.A (H) 8.1.K.C (H) 5.2.K.A (C & G) 8.4.K.A (H) 8.1.K.B (H) 7.4.K.A (G)	3.1.K.A (Life) 3.3.K.B (Earth & Space) 3.3.K.C (Earth & Space)
Curricular Resources & Materials	Heggerty Manual (K-blue) Neuhaus Reading Readiness Manual	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	<i>Pumpkin Jack</i> by Will Hubbell; <i>Pumpkin Pumpkin</i> by Jeanne Tilherington <i>Whose Tools Are These?</i> by Sharon K. Cooper; <i>Whose Hat Is This?</i> by Sharon K. Cooper; <i>Clotheline Clues to Jobs People Do</i> by Kathryn Helling and Deborah Hembrook <i>Our Little Kitchen</i> by Jillian Tamaki; <i>In the Night Kitchen</i> by Maurice Sendak <i>Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade</i> by Melissa Sweet ; <i>My First Thanksgiving</i> by Tomie DePaola <i>The Gingerbread Boy</i> by Paul Galdone; <i>The Gingerbread Baby</i> by Jan Brett <i>The Gingerbread Girl</i> by Lisa Campbell Ernst; <i>The Gingerbread Man Loose in School</i> by Laura Murray <i>Bear Stays Up for Christmas</i> by Karma Wilson; <i>My First Kwanzaa</i> by Karen Katz; <i>My First Chanukkah</i> by Tomie DePaola <i>Bear Snores On</i> by Karma Wilson; <i>Why Do Animals Hibernate?</i> by David Martin <i>The Snowy Nap</i> by Jan Brett; <i>The Hat</i> by Jan Brett	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework Neuhaus Reading Readiness Skills Manual (Oral Language)	Toolbox Manual; Tools poster; individual tool cards secondstep.org pbslearningmedia.org kidcitizen.net	Mystery Science



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Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
19	Heggerly W18: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson C	* Martin's Big Words Vocabulary Lesson : fair, equal, peaceful, courage, dream	Close Reading Text: Martin's Big Words by Doreen Rappaport and Bryan Collier Big idea/theme: We can use kind and powerful words to help make the world fair. Think and Talk: Who was Martin Luther King, Jr.? What did Martin want for people? What does it mean to be fair? Why did Martin use words instead of fighting? What are "big words" in this story? How did Martin help other people? What does this story teach us about kindness and fairness? Have you ever stood up for someone? What are some kind words you can use? How can one person make a difference?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How can we treat others fairly and kindly in our classroom and community?	Weather Patterns Anchor Phenomenon: <i>Furry Foxes</i>
		short u MOY Assessments	NEC Oral Language Development: Fairness Unit do	Interactive/predictive read aloud: Ron's Big Mission by Rose Blue Interactive/predictive read aloud: Who was Martin Luther King, Jr. by Lisbeth Kaiser	CODE Dictation Sentences: C-1: Rob sat on the log, C-2: Bob got the dog. Use finger spaces between words. Grammar: Capitalize first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly	Strive-For-Five Conversation Frameworks		
20	Heggerly W19: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson D	* Tacky the Penguin Vocabulary Lesson : odd, graceful, clumsy, unique, teamwork	Close Reading Text: Tacky the Penguin by Helen Lester Big idea/theme: Being different can make you special and helpful. Think and Talk: How was Tacky different from the other penguins? Why did the other penguins think Tacky was odd? How did Tacky help the other penguins? What made Tacky special? Why is it okay to be different from others? What would the story be like if Tacky acted exactly like everyone else? How did the other penguins feel about Tacky at the end of the story? What is something unique or special about you? Have you ever helped someone in your own special way? What does this story teach us about accepting others?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How can we treat others fairly and kindly in our classroom and community?	Focus: Local Weather; Daily Patterns
		short i Begin spelling tests MOY Assessments	NEC Oral Language Development: Penguin Unit is	Interactive/predictive read aloud: Penguins by Gail Gibbons NEC Story Retelling: 10. The Story of the Box	CODE Dictation Sentences: D-1: The bad pup dug, D-2: Mom got the bug. Use finger spaces between words. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly District Writing Benchmark MOY: Draw and write about something fun you did with your family or friends.	Strive-For-Five Conversation Frameworks		

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Curricular Resources & Materials	Heggerly Manual (K-blue) Neuhaus Reading Readiness Manual	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	Martin's Big Words by Doreen Rappaport and Bryan Collier; Ron's Big Mission by Rose Blue; Who was Martin Luther King, Jr. by Lisbeth Kaiser Tacky the Penguin by Helen Lester ; Penguins by Gail Gibbons 100th Day Worries by Margery Cuyler; Miss Kindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate I Love You and Cheese Pizza by Brenda Li ; There was an Old Woman Who Swallowed a Rose by Lucille Colandro Tackylocks and the Three Bears by Helen Lester ; Goldilocks and the Three Bears by James Marshall The Three Little Pigs by James Marshall ; Yertle the Turtle by Dr. Seuss The Little Red Hen by Paul Galdone ; The Three Billy Goats Gruff by Paul Galdone; The Three Billy Goats Fluff by Rachel Mortimer	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework Handwriting without Tears consumables Whiteboards/markers	Toolbox Manual; Tools poster; individual tool cards secondstep.org pbslearningmedia.org kidcitizen.net	Mystery Science

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							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? How do we remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
28	Heggerly W27: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson K	<i>*The Very Hungry Caterpillar Vocabulary Lesson:</i> caterpillar, hungry, cocoon, butterfly, change	Close Reading text: <i>The Very Hungry Caterpillar</i> by Eric Carle Big Idea/Theme: Living things grow and change over time. Turn & Talk: What did the caterpillar eat first? Why was the caterpillar so hungry? How did the caterpillar change throughout the story? What happened after the caterpillar built a cocoon? What does this story teach us about growing? Why do living things need food? What changes did you notice in the caterpillar? Have you ever watched something grow or change? Why is rest important for living things? How are people and caterpillars alike when they grow and change?	Writing: Expository Writing (facts about bugs/plants) Handwriting Without Tears: finger spacing; capitalization (proper nouns); punctuation	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Patience Tool pp. 117-122; Second Step Lesson 16: We Can Say the Problem	Severe Weather L3: <i>How Many Different Kinds of Weather Are There?</i>
		r blends	NEC Oral Language Development: <i>Butterfly* Unit</i>	Interactive/predictive read aloud: <i>The Very Impatient Caterpillar</i> by Ross Burach	CODE Dictation Sentences: K-1: Jen has a plan. K-2: The dog did a flip. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	<i>Strive-For-Five Conversation Framework</i>	Essential Question: How do living things grow and change over time? Big ideas, skills, & key concepts: growth and change; responsibility; caring for nature; observation of the world Vocabulary: life cycle, grow, change, survive, observe, nature, living things, seed, environment, responsibility	Focus: Weather conditions & preparations Severe Weather Performance Task: When Might We Go Fly Kites? Focus: Weather conditions & preparations
29	Heggerly W28: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson L	<i>*A Color of His Own Vocabulary Lesson:</i> change, lonely, belong, friendship, unique	Close Reading text: <i>A Color of His Own</i> by Leo Lionni Idea/Theme: Good friends help us feel happy and accepted just the way we are. Turn & Talk: Why was the chameleon unhappy at the beginning of the story? What made the chameleon different from the other animals? Why did the chameleon want a color of his own? How did the chameleon feel when he found another chameleon? What changed at the end of the story? What does this story teach us about friendship? Why is it okay to be different? Have you ever wanted to fit in with others? What makes a good friend? How can friends help each other feel included and happy?		Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Courage Tool pp. 123-127; Second Step Lesson 17: Ready to Solve Problems	Sunlight & Warmth Anchor Phenomenon: <i>Solar Sizzle</i>
		sh	NEC Oral Language Development: <i>Courage* Unit</i>	Interactive/predictive read aloud: <i>Swimmy</i> by Leo Lionni	CODE Dictation Sentences: L-1: Did you trip? L-2: Do not drag the bat. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	<i>Strive-For-Five Conversation Framework</i>	Essential Question: How do friendships help people feel accepted and included? Big ideas, skills, & key concepts: identity, friendship, belonging, community Vocabulary: friendship, belong, community, respect, fairness, unique, kindness, cooperation, citizen, inclusion	Focus: Sunlight, heat, & Earth's surface Sunlight & Warmth L1: <i>How could you walk barefeet across hot pavement without burning your feet?</i> Focus: Sunlight, heat, & Earth's surface

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
30	Heggerty W29: rhyme recognition, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson M	*What Will the Weather Be? Vocabulary Lesson: weather, forecast, observe, cloudy, temperature	Close Reading text: What Will the Weather Be? by Lynda DeWitt Big Idea/Theme: Weather changes every day, and people observe weather to help them prepare and stay safe. Turn & Talk:What kinds of weather did you see in the story? How can weather change from one day to another? Why is it important to know what the weather will be? What do people wear when it is rainy or snowy? How does weather affect what we do outside? What tools do people use to observe weather? What is your favorite kind of weather? Why? How can weather help us decide what to wear? Have you ever seen a big weather change in one day? What does this story teach us about observing the world around us?	CODE Dictation Sentences: M-1: The fish swam in the dish. M-2: Did you shut the shed? Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How does weather affect people and communities?	Sunlight & Warmth L2: How would you warm up a frozen playground?
		ch	NEC Oral Language Development: Weather Unit	Interactive/predictive read aloud: Oh Say Can You Say What's the Weather Today? by Tish Rabe	Strive-For-Five Conversation Framework	Big Ideas, skills, & key concepts: weather and seasons, safety and preparedness, environment, community helpers Vocabulary: weather, forecast, season, storm, warning, shelter, observe, safety, community, prepare	Focus: Sunlight, warming, and engineering Sunlight & Warmth L3: Why does it get cold in winter?	
31	Heggerty W30: rhyme production, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding phonemes, deleting phonemes, substituting final phonemes, letter naming, language awareness	Code Lesson N	*The Cloud Book Vocabulary Lesson: cloud, sky, forecast, observe, storm	Close Reading text: The Cloud Book by Tomie DePaola Big Idea/Theme: Observing nature helps us learn about weather and the world around us. Turn & Talk:What kinds of clouds did you learn about in the book? How can clouds help us know what weather is coming? Why is it important to observe the sky? Which cloud shape or type was your favorite? Why? What do clouds sometimes look like to you? How does weather change what people do each day? Have you ever watched clouds in the sky? What did you notice? Why do scientists observe weather? What can we learn from nature? What does this story teach us about paying attention to the world around us?	CODE Dictation Sentences: N-1: Chad did chop the log. N-2: Did Josh hit his chin? Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How does weather affect people and communities?	Sunlight & Warmth Performance Task: Can you use the sun to cook food?
		th	NEC Oral Language Development: Bird Unit	Interactive/predictive read aloud: It Looked Like Spilt Milk by Charles Green Shaw	Strive-For-Five Conversation Framework	Big Ideas, skills, & key concepts: weather and seasons, safety and preparedness, environment, community helpers Vocabulary: weather, forecast, season, storm, warning, shelter, observe, safety, community, prepare	Focus: Sunlight, heat, & Earth's surface	
32	Heggerty W31: rhyme production, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding phonemes, deleting phonemes, substituting final phonemes, letter naming, language awareness	Code Lesson O	*Storm is Coming Vocabulary Lesson: storm, warning, prepare, thunder, shelter	Close Reading text: Storm is Coming! by Heather Tekavec Big Idea/Theme: Paying attention to nature and listening to warnings can help keep us safe. Turn & Talk: Why did Dog think a storm was coming? Did the other animals believe Dog at first? What clues in nature showed that the storm was coming? How did the animals feel when the storm arrived? Why is it important to listen to warnings? What should people do when a storm is coming? Have you ever been in a storm? What happened? How can weather change quickly? What does this story teach us about being prepared? Why is observing nature important?	CODE Dictation Sentences: O-1: Dan is a thin man. O-2: Rich can shop with them. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 18: Apologizing Can Help	Plant Needs Anchor Phenomenon: Powerful Plants
		end blends	NEC Oral Language Development: Dog Unit	Interactive/predictive read aloud: Cloudy With a Chance of Meatballs by Judi Barrett	Strive-For-Five Conversation Framework	Essential Question: How does weather affect people and communities?	Focus: Living and Nonliving	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
33	Heggerly W32: rhyme production, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding final phonemes, deleting final phonemes, substituting final phonemes, letter naming, language awareness	Code Lesson P	* Planting a Rainbow Vocabulary Lesson : plant, garden, see, bloom, rainbow	Close Reading text: Planting a Rainbow by Lois Ehlert Big Idea/Theme: Plants grow and change over time when people care for them. Turn & Talk: What did the family plant in the garden? What do plants need to grow? Why did the garden change over time? What colors did you notice in the flowers? Why is it important to take care of plants? What happens first when planting a garden? Have you ever planted something? What happened? Why do gardens need patience and care? How do flowers make places more beautiful? What does this story teach us about growing things?	Handwriting Without Tears: capitalization (names, word I, first word in a sentence); spacing; punctuation	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 19: Taking Turns and Sharing	Plant Needs L1: Are Plants Alive?
			NEC Oral Language Development: Sun/Sunlight* Unit	Interactive/predictive read aloud: How a Seed Grows by Helene J. Jordan	District Writing Benchmark EOY: Write about your favorite day this year. Tell what happened. CODE Dictation Sentences: P-1: The tent did bend in the wind. P-2: Can you help me golf? Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Strive-For-Five Conversation Framework	Essential Question: Why is it important to care for plants and work together? Big Ideas, skills, & key concepts: agriculture, teamwork, human needs, environment care Vocabulary: garden, crops, harvest, teamwork, farmer, plant, environment, resource, cooperation	Focus: Living and Nonliving
34	Heggerly W33: rhyme production, onset fluency, blending phonemes, phonemic location, segmenting phonemes, adding final phonemes, deleting final phonemes, substituting vowels, letter naming, language awareness	Code Lesson Q	* The Tiny Seed Vocabulary Lesson : seed, travel, sprout, survive, grow	Close Reading text: The Tiny Seed by Eric Carle Big Idea/Theme: Growth takes time, patience, and perseverance. Turn & Talk: What happened to the tiny seed at the beginning of the story? What challenges did the tiny seed face? Why didn't all the seeds grow? How did the tiny seed change over time? What helped the tiny seed grow into a flower? Why is patience important when growing plants? What does this story teach us about never giving up? Have you ever watched something grow? What did you notice? Why are seeds important? How are people and plants alike when they grow and change?	CODE Dictation Sentences: Q-1: I left my ax at the pond. Q-2: The moth can rest on the shelf. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 20: Performance Task We Can Solve Problems	Plant Needs L2: How do plants and trees grow?
			NEC Oral Language Development: Flower Life Cycle* Unit	Interactive/predictive read aloud: Don't Touch that Flower! by Alice Hemming		Strive-For-Five Conversation Framework	Essential Question: Why is it important to care for plants and work together? Big Ideas, skills, & key concepts: agriculture, teamwork, human needs, environment care Vocabulary: garden, crops, harvest, teamwork, farmer, plant, environment, resource, cooperation	Focus: plant needs; water & light Plant Needs L3: Why would you want an old log in your backyard? Focus: human impacts on the environment



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Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
35	Heggerly W34: rhyming, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding final phonemes, deleting final phonemes, substituting vowels, letter naming	Code Lesson R	*Tops and Bottoms Vocabulary Lesson: harvest, clever, crops, bargain, teamwork NEC Oral Language Development: Ant Unit	Close Reading text: <u>Tops and Bottoms</u> by Janet Stevens Big Idea/Theme: Hard work, smart thinking, and planning can help solve problems and lead to success. Turn & Talk: Why did Hare need to grow food? Why didn't Bear want to do the work? How did Hare trick Bear? What happened when Bear chose the tops? What happened when Bear chose the bottoms? Was Hare clever? Why? What lesson did Bear learn? Why is hard work important? Have you ever solved a problem by thinking carefully? What does this story teach us about responsibility and teamwork? Interactive/predictive read aloud: <u>Hey Little Ant</u> by Phillip & Hannah Hoose	CODE Dictation Sentences: R-1: Josh got his mom a gift. R-2: Do not slip on the wet raft!! Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message <u>Strive-For-Five Conversation Framework</u>	Essential Question: Why is it important to care for plants and work together? Big ideas, skills, & key concepts: agriculture, teamwork, human needs, environment care Vocabulary: garden, crops, harvest, teamwork, farmer, plant, environment, resource, cooperation	Plant Needs Performance Task: How can we clear a bunch of kudzu? Focus: human impacts on the environment
36	EOY Assessments and Activities							
I can...	hear and make rhyming words. hear sounds in words. blend sounds to make words. break words into sounds. change sounds to make new words, name letters and match uppercase and lowercase letters.	differentiate between a letter and a word, recognize spoken words are represented in print with letter sequences, delete and substitute beginning, middle, and ending sounds in words. identify consonants and vowels. sort words with long and short vowel sounds with common spellings (ai, ee, oa) define unknown words through grade-level reading, use phonetic spelling.	read common non-phonetic words and CVC, CCVC words. read and spell words with digraphs (sh, ch, th). read CVC words fluently. use content words and phrases. use words and phrases from literature. define unknown words through grade-level reading, use phonetic spelling.	find evidence in text. use return sweep to track two lines of text. read emergent/decodable reader text. compare and contrast two texts.	understand words are separated by spaces. identify, define, and use end punctuation. read and spell words with digraphs (sh, ch, th). draw, dictate, and write a story including who/what with a beginning, middle, and end (clear conclusion). build writing stamina. capitalize first and last name. capitalize first word in a sentence, pronoun I. share writing with peers. use digital media to publish. use correct sentence structure. write words from left to right, top to bottom. add details as prompted.	stay on topic when speaking. listen and follow three-step directions. speak with correct sentence structure. explain how living things grow and change. identify what plants and animals need to survive. explain how weather affects people and communities. identify ways to stay safe during different types of weather. show kindness, empathy, and respect. explain how people work together to solve problems. care for plants, animals, and the environment. identify ways to be a good citizen. explain how my choices affect others. contribute positively to my classroom, school, and community.	describe how living things grow and change. identify what plants and animals need to survive. explain how weather affects people and communities. identify ways to stay safe during different types of weather. show kindness, empathy, and respect. explain how people work together to solve problems. care for plants, animals, and the environment. identify ways to be a good citizen. explain how my choices affect others. contribute positively to my classroom, school, and community.	identify different kinds of weather and explain how they affect people. describe ways to stay safe during severe weather. explain that the Sun provides light and warmth. investigate how sunlight changes the temperature of objects. explain what plants need to grow and survive. identify living and nonliving things. describe ways people can care for plants and the environment. observe changes in nature and record what I notice. ask questions, make predictions, and test my ideas like a scientist. solve simple problems by planning, building, and improving my ideas.
Standards	CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.D CC.1.2.K.F CC.1.2.K.J CC.1.2.K.K CC.1.3.K.F CC.1.3.K.I CC.1.3.K.J	CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C CC.1.2.K.E CC.1.2.K.G CC.1.2.K.I CC.1.2.K.L CC.1.3.K.A CC.1.3.K.B CC.1.3.K.C CC.1.3.K.D CC.1.3.K.E CC.1.3.K.G CC.1.3.K.H	CC.1.4.K.A CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.F CC.1.4.K.G CC.1.4.K.J CC.1.4.K.L CC.1.4.K.M CC.1.4.K.N CC.1.4.K.O CC.1.4.K.R CC.1.4.K.T	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C CC.1.5.K.D CC.1.5.K.E CC.1.5.K.G	5.1.K.A (C & G) 5.2.K.B (C & G) 7.1.K.A (G) 8.2.K.A (H) 7.2.K.A (G) 7.1.K.B (G) 6.1.K.A (E) 6.2.K.A (E)	3.2.K.C (Physical) 3.2.K.D (Physical) 3.1.K.A (Life) 3.3.K.E (Earth & Space)



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
Curricular Resources & Materials	Heggerty Manual (K-blue) Neuhaus Reading Readiness Manual	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	The Very Hungry Caterpillar by Eric Carle; The Very Impatient Caterpillar by Ross Burach; A Color of His Own and Swimmy by Leo Lionni What Will the Weather Be by Lynda DeWitt; Oh Say Can You Say What's the Weather Today? by Tish Rabe The Cloud Book by Tomie DePaola; It Looked Like Spilt Milk by Charles Green Shaw Storm Is Coming! by Heather Tekavec; Cloudy With a Chance of Meatballs by Judy Barrett Planting a Rainbow by Lois Ehlert; How a Seed Grows by Helene J. Jordan The Tiny Seed by Eric Carle; Don't Touch that Flower! by Alice Hemming Tops and Bottoms by Janet Stevens; Hey, Little Ant by Philip & Hannah Hoose	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework	Toolbox Manual; Tools poster; individual tool cards secondsstep.org pbslearningmedia.org kidcitizen.net	Mystery Science



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 1: *Kindergarten* Mathematics

Board Approved: August 2026

Week	Lessons	Standards	Vocab	Standards for Mathematical Practice	Materials	Curriculum & Resources
1	Establish Routines and classroom expectations					
2	Module 1: Counting & Cardinality Lessons 1-5: Classify to Make Categories and Count Shape formation	CC.2.1.K.A.1 (N&O) CC.2.1.K.A.2 (N&O) CC.2.4.K.A.4 (DMP)	M1 Content Vocabulary count enough line number number sentence sort strategy	MP2: Reason abstractly and quantitatively. MP3: Construct viable arguments and critique the reasoning of others. MP4: Model with mathematics. MP6: Attend to precision. MP7: Look for and make use of structure.	chart paper counting collections crayons cups dry erase markers	Eureka Math [®] Module 1 Manual www.greatminds.com website Student Learn Book Module 1 Teach book Happy Numbers
3	Module 1: Counting & Cardinality Lessons 6-9: Answer How Many Questions with Up to 5 Objects Number formation 1-5	CC.2.1.K.A.1 (N&O) CC.2.1.K.A.2 (N&O)		MP1: Make sense of problems and persevere in solving them. MP2: Reason abstractly and quantitatively. MP8: Look for and express regularity in repeated reasoning.	5 group cards bingo boards Hide-Zero cards (student set) Hide-Zero cards (teacher set) Match cards	
4	Module 1: Counting & Cardinality Lessons 10-13: Write Numerals and Create Sets of Up to 5 Objects Number formation 6-10	CC.2.1.K.A.1 (N&O) CC.2.1.K.A.2 (N&O)	M1 Academic Vocabulary explain notice record solve	MP2: Reason abstractly and quantitatively. MP3: Construct viable arguments and critique the reasoning of others. MP6: Attend to precision.	numeral cards sticky notes paper plates pencils whiteboards	
5	Module 1: Counting & Cardinality Lessons 14-18: Decompose Numbers Number formation 6-10	CC.2.1.K.A.1 (N&O) CC.2.4.K.A.4 (DMP)		MP2: Reason abstractly and quantitatively. MP5: Use appropriate tools strategically. MP6: Attend to precision.	whiteboard erasers projector puppet plastic resealable bags sorting bags	
6	Module 1: Counting & Cardinality Lessons 19-23: Answer How Many Questions with Up to 10 Objects	CC.2.1.K.A.1 (N&O) CC.2.1.K.A.2 (N&O)		MP2: Reason abstractly and quantitatively. MP5: Use appropriate tools strategically. MP6: Attend to precision. MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.	teddy bear counters two color beans Unifix cubes white paper Number gloves	
7	Module 1: Counting & Cardinality Lessons 24-28: Write Numerals and Create Sets of Up to 10 Objects	CC.2.1.K.A.1 (N&O)		MP2: Reason abstractly and quantitatively. MP4: Model with mathematics. MP5: Use appropriate tools strategically. MP7: Look for and make use of structure.		
8	Module 1: Counting & Cardinality Lessons 29-33: Analyze the Count Sequence	CC.2.1.K.A.1 (N&O) CC.2.1.K.A.2 (N&O)		MP4: Model with mathematics. MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.		
9	Module 1: Assessment					



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 2: Kindergarten Mathematics

					Board Approved:	August 2026	
Week	Lessons	Standards	Vocab	Standards for Mathematical Practice	Materials	Curriculum & Resources	
10	Module 2: Two-Dimensional and Three-Dimensional Shapes	CC.2.3.K.A.1 (G)	M2 Content Vocabulary	MP3: Construct viable arguments and critique the reasoning of others.	20-bead Rekenrek	Eureka Math ² Module 2 Manual	
	Lessons 1-5: Analyze and Name Two-Dimensional Shapes	CC.2.3.K.A.2 (G)	circle, cone, cube, cylinder, flat shape, hexagon, pyramid, rectangle, rectangular prism, solid shape, sphere, square rectangle, triangle	MP6: Attend to precision. MP7: Look for and make use of structure.	ball, box, brown paper bags, crayons, dry erase markers, folders, pencils, whiteboards, scissors, paper, yarn	www.greatminds.com website	
11	Module 2: Two-Dimensional and Three-Dimensional Shapes	CC.2.3.K.A.1 (G)	M2 Familiar Vocabulary	MP1: Make sense of problems and persevere in solving them.	dot dice, 2D shapes, geometry cards, Hide Zero cards, match cards, pattern block puzzles	Student Learn Book Module 2	
	Lessons 6-9: Analyze and Name Three-Dimensional Shapes	CC.2.3.K.A.2 (G)	count, number, sort	MP2: Reason abstractly and quantitatively. MP7: Look for and make use of structure.	geometric solids set, modeling clay, plastic pattern block sets,	Teach book	
12	Module 2: Two-Dimensional and Three-Dimensional Shapes	CC.2.3.K.A.1 (G)	M2 Academic Vocabulary	MP1: Make sense of problems and persevere in solving them.	puppet, smiley face stickers, plastic coffee stirrers, beans, two color counters, unifix cubes, yarn	Happy Numbers	
	Lessons 10-14: Construct Shapes	CC.2.3.K.A.2 (G)	describe	MP3: Construct viable arguments and critique the reasoning of others.			
13	Module 2: Two-Dimensional and Three-Dimensional Shapes	CC.2.3.K.A.2 (G)		MP4: Model with mathematics.			
	Lessons 15-16: Construct Shapes Module 2: Assessment			MP5: Use appropriate tools strategically. MP6: Attend to precision.			
14	Module 3: Comparison	CC.2.4.K.A.1 (DMP)	M3 Content Vocabulary	MP1: Make sense of problems and persevere in solving them.	100-bead Rekenrek	Eureka Math ² Module 3 Manual	
	Lessons 1-5: Compare Heights and Lengths	CC.2.4.K.A.4 (DMP)	equal, fewer, greater, heavy, height, length, less, light, long, more, short, tall, weight,	MP6: Attend to precision.	construction paper squares, chart paper, colored pencils	www.greatminds.com website	
15	Module 3: Comparison	CC.2.4.K.A.1 (DMP)		MP2: Reason abstractly and quantitatively.	bags of units (blocks, pennies, beans)	Student Learn Book Module 3	
	Lesson 6: Compare Heights and Lengths	CC.2.4.K.A.4 (DMP)		MP3: Construct viable arguments and critique the reasoning of others.	bell, bracelet, containers, cookies, cotton balls,	Teach book	
	Lessons 7-10: Compare Weights			MP4: Model with mathematics. MP5: Use appropriate tools strategically.	counting collections, crayons, dot dice, dough or clay	Happy Numbers	
16	Module 3: Comparison	CC.2.1.K.A.3 (N&O)	M3 Familiar Vocabulary	MP5: Use appropriate tools strategically.	glue sticks, paper bags, paper clips, paper plates,		
	Lesson 11: Compare Weights	CC.2.4.K.A.1 (DMP)	circle, cone, cube, flat shape, hexagon, rectangle, square, square rectangle, triangle	MP6: Attend to precision.	rocks, scales, scissors		
17	Lessons 12-14: Compare Sets Within 10		count, enough, line, number, sort, strategy	MP8: Look for and express regularity in repeated reasoning.	Hide-zero cards		
	Module 3: Comparison	CC.2.1.K.A.3 (N&O)		MP1: Make sense of problems and persevere in solving them.	plastic tubs, plastic bags,		
	Lessons 15-17: Compare Sets Within 10	CC.2.4.K.A.4 (DMP)		MP2: Reason abstractly and quantitatively.	dry erase markers, whiteboards, whiteboard erasers,		
Lessons 18-19: Compare Numbers Within 10	MP3: Construct viable arguments and critique the reasoning of others. MP6: Attend to precision.			pencils, pattern blocks,			
18	Module 3: Comparison	CC.2.1.K.A.3 (N&O)		MP1: Make sense of problems and persevere in solving them.			
	Lessons 20-22: Compare Numbers Within 10 Module 3: Assessment			CC.2.4.K.A.1 (DMP)			MP3: Construct viable arguments and critique the reasoning of others. MP5: Use appropriate tools strategically.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 3: *Kindergarten* Mathematics

					Board Approved:	August 2026
Week	Lessons	Standards	Vocab	Standards for Mathematical Practice	Materials	Curriculum & Resources
19	Module 4: Composition & Decomposition	CC.2.3.K.A.2 (G)	M4 Content Vocabulary	MP3: Construct viable arguments and critique the reasoning of others.	100-bead demonstration rekenrek	Eureka Math [®] Module 4 Manual
	Lessons 1-3: Explore Composition and Decomposition		part, partners to x, total, whole	MP4: Model with mathematics.	Chart paper, tablet	www.greatminds.com website
20	Module 4: Composition & Decomposition	CC.2.2.K.A.1 (AC)	M4 Familiar Vocabulary	MP6: Attend to precision.	colorful masking tape or ribbon	Student Learn Book Module 4
	Lesson 4: Explore Composition and Decomposition Lesson 5-8: Record Composition and Decomposition		circle, cone, count, cube, enough, equal, fewer, greater, hexagon, less, long, more, number, number sentence, rectangle, short, sort, sphere, square, strategy, tall, triangle	MP4: Model with mathematics. MP5: Use appropriate tools strategically. MP6: Attend to precision. MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.	glue sticks paper plates whiteboards plastic pattern blocks scissors	Teach book Happy Numbers
21	Module 4: Composition & Decomposition	CC.2.2.K.A.1 (AC)	M4 Academic Vocabulary	MP4: Model with mathematics.	sorting bags	
	Lessons 9-10: Record Composition and Decomposition Lessons 11-13: Model Composition and Decomposition in Story Problems		*no new terms introduced	MP5: Use appropriate tools strategically. MP6: Attend to precision. MP7: Look for and make use of structure.	counters unifix cubes crayons, dry erase markers, pencils	
22	Module 4: Composition & Decomposition	CC.2.2.K.A.1 (AC)		MP1: Make sense of problems and persevere in solving them.		
	Lessons 14-18: Model Composition and Decomposition in Story Problems			MP2: Reason abstractly and quantitatively. MP7: Look for and make use of structure.		
23	Module 4 Assessment	CC.2.2.K.A.1 (AC)	M5 Content Vocabulary	MP2: Reason abstractly and quantitatively.	100-bead Rekenrek	Eureka Math [®] Module 5 Manual
	Module 5: Addition & Subtraction Lessons 1-3: Represent Addition		addition, equals, minus, pattern, plus, subtraction	MP5: Use appropriate tools strategically. MP7: Look for and make use of structure.	10-sided dice, set of 24 cardstock, construction paper	www.greatminds.com website Student Learn Book Module 5
24	Module 5: Addition & Subtraction	CC.2.2.K.A.1 (AC)	M5 Familiar Vocabulary	MP2: Reason abstractly and quantitatively.	assorted containers	Teach book Happy Numbers
	Lessons 4-7: Represent Addition		count, equal, fewer, greater, hexagon, length, less, line, long, more, number, number sentence, part, partners to x, sort strategy, total, triangle, whole	MP3: Construct viable arguments and critique the reasoning of others. MP5: Use appropriate tools strategically.	counting collections crayons, dry erase markers	
25	Module 5: Addition & Subtraction	CC.2.2.K.A.1 (AC)		MP2: Reason abstractly and quantitatively.	geometric solids set, 40 pieces	
	Lessons 8-12: Represent Subtraction			MP4: Model with mathematics. MP5: Use appropriate tools strategically. MP7: Look for and make use of structure.	paper plates paper, pencils pennies	
26	Module 5: Addition & Subtraction	CC.2.2.K.A.1 (AC)	M5 Academic Vocabulary	MP1: Make sense of problems and persevere in solving them.	pattern blocks	
	Lessons 13-14: Represent Subtraction Lessons 15-17: Make Sense of Problems		organize	MP3: Construct viable arguments and critique the reasoning of others. MP5: Use appropriate tools strategically. MP7: Look for and make use of structure.	scissors sentence strips sticky notes	
27	Module 5: Addition & Subtraction	CC.2.2.K.A.1 (AC)		MP2: Reason abstractly and quantitatively.	unifix cubes	
	Lessons 18-22: Make Sense of Problems			MP3: Construct viable arguments and critique the reasoning of others. MP4: Model with mathematics. MP8: Look for and express regularity in repeated reasoning.	workmat, counters cups dot dice, set of 12 whiteboards	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* Mathematics

					Board Approved:	August 2026
Week	Lessons	Standards	Vocab	Standards for Mathematical Practice	Materials	Curriculum & Resources
28	Module 5: Addition & Subtraction	CC.2.1.K.A.1 (N&O)		MP2: Reason abstractly and quantitatively.		Eureka Math ² Module 5 Manual
	Lessons 23-27: Make Use of Structure	CC.2.2.K.A.1 (AC)		MP7: Look for and make use of structure.		www.greatminds.com website
		CC.2.3.K.A.2 (G)		MP8: Look for and express regularity in repeated reasoning.		Student Learn Book Module 5 Teach book Happy Numbers
29	Module 5 Assessment	CC.2.1.K.B.1 (N&O)	M6 Content Vocabulary	MP3: Construct viable arguments and critique the reasoning of others.	10-sided dice, set of 24	Eureka Math ² Module 6 Manual
	ones			20-bead rekenrek	www.greatminds.com website	
	Module 6: Place Value Foundations					
29	Lessons 1-3: Count and Write Teen Numbers	CC.2.1.K.B.1 (N&O)	M6 Familiar Vocabulary	MP5: Use appropriate tools strategically.	100-bead rekenrek	Student Learn Book Module 6 Teach book Happy Numbers
			addition, count, equals, fewer, greater, length, less, line, long, minus, more number, number sentence, part, partners to x, pattern, plus, short, sort, strategy, subtraction, total, whole	MP7: Look for and make use of structure.	boxes	
					MP8: Look for and express regularity in repeated reasoning.	
30	Module 6: Place Value Foundations	CC.2.1.K.B.1 (N&O)	M6 Academic Vocabulary	MP1: Make sense of problems and persevere in solving them.	clear cups (12)	
	Lessons 4-6: Count and Write Teen Numbers	CC.2.1.K.A.1 (N&O)	*no new words introduced	MP2: Reason abstractly and quantitatively.	counting collections	
				MP4: Model with mathematics.	crayons	
MP7: Look for and make use of structure.	dot dice, 12 sets					
MP8: Look for and express regularity in repeated reasoning.	dry erase markers					
31	Module 6: Place Value Foundations	CC.2.1.K.B.1 (N&O)		MP4: Model with mathematics.	glue sticks	
	Lessons 9-12: Compose and Decompose Teen Numbers	CC.2.1.K.A.1 (N&O)		MP5: Use appropriate tools strategically.	index cards	
				MP6: Attend to precision.	marbles, pom-poms	
32	Module 6: Place Value Foundations	CC.2.1.K.A.1 (N&O)		MP7: Look for and make use of structure.	paper clips	
	Lessons 13-17: Count to 100	CC.2.1.K.A.1 (N&O)		MP3: Construct viable arguments and critique the reasoning of others.	pennies	
				MP5: Use appropriate tools strategically.	pencils	
33	Module 6: Place Value Foundations	CC.2.1.K.A.1 (N&O)	MP5: Use appropriate tools strategically.	whiteboards		
	Lessons 18-20: Count to 100	CC.2.1.K.A.3 (N&O)	MP6: Attend to precision.	whiteboard erasers		
			MP7: Look for and make use of structure.	pipe cleaners		
34	Module 6: Place Value Foundations	CC.2.1.K.A.3 (N&O)	MP7: Look for and make use of structure.	pony beads		
	Lessons 23-24: Compare	Module 6 Assessment		resealable bags		
				scissors		
35	End of Year Assessments and Checklists					
36	End of Year Assessments and Checklists					



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. K: Art

Board Approved:

August 2026

Unit	Timeframe - about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
1	6 classes	Drawing	How can lines and shapes help me show what I see or imagine?	*Identify visual elements *Review ways to use different drawing tools *Be introduced to landscape *Become aware of basic shapes found in animals, birds, flowers, and other nature forms *Learn to use a variety of lines--curved, jagged, zig-zag, etc.	*Observation *Rubric	Lesson: "Jeremy Draws a Monster" Lesson: "Pattern Mittens" Lesson: "Line Design" Lesson: "Swirly Bird Nest" Lesson: "Line Lion"	    	9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.K.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts.
	40 minutes per class		How can drawing help me tell a story or share an idea?	*Develop awareness of different styles of art *Learn to organize lines, shapes, colors, and textures in a project *Learn that objects can be seen and portrayed from different views: top, bottom, side, front				
2	6 classes	Painting	How do colors work together to make new colors?	*Identify primary, warm, and cool color schemes *Explore different painting techniques *Explore color mixing strategies	*Observation *Rubric	Lesson: "Crayon Leaf Rubbing" Lesson: "Oil Pastel Resist Spider Webs" Lesson: "Pattern Popsicles"	  	9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.K.B1 Visual Arts (Demonstration): Combine a variety of materials to create a work of art.
	40 minutes per class		How can colors show feelings or ideas?					



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. K: Art

Board Approved:

August 2026

Unit	Timeframe - about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
3	6 classes	Collage	How can cutting and arranging shapes help me create a picture?	*Review the term collage and examine a collage work	*Observation	Lesson: "Baby Owl Collage"		9.1.V.K.B1 Visual Arts (Demonstration): Combine a variety of materials to create a work of art.
	40 minutes per class		How can different materials work together in one artwork?	*Learn to cut identical and similar shapes from paper	*Rubric	Lesson: "Torn Paper Wreath"		9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts.
4	6 classes	Sculpture	How can I change and combine materials to create a 3D artwork?	*Develop the ability to combine simple clay forms into more complex forms	*Observation	Lesson: "Model Magic Color Mixing Fish"		9.3.K.G1 Critical Response: Formulate and share an opinion about one's own work and that of others.
	40 minutes per class		How is making art different when it is not flat?	*Learn to create new ways to show texture, patterns, and details in clay	*Rubric	Lesson: "Line Sculptures"		9.1.V.K.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts.
						Lesson: "Make a Pizza Collage"		
								



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 1: Art

Board Approved:

August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
1	6 classes 40 minutes per class	Drawing	How can I use lines, shapes and details to show ideas and feelings? How do artists use drawing to show movement or action?	*Identify visual elements in a work of art and in the environment *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature forms *Learn to use lines to suggest textures and patterns to create a drawing *Learn to organize lines, shapes, colors, and textures in a project *Examine works of art and identify features that help portray human feelings *Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings *Learn that objects can be seen and portrayed from different views: top, bottom, side, front	*Observation *Rubric	Lesson: Alphabet Bird Lesson: Native American Buffalo Robe Lesson: Easter Chick and Bunny Line Design	  	9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.
2	6 classes 40 minutes per class	Painting	How do artists use primary and secondary colors to create images? How can color help tell a story in a painting?	*Identify primary, secondary and intermediate colors on a color wheel *Learn to mix secondary and intermediate colors of paint in a systematic way *Identify brush strokes in painting *Create a painting using various brush strokes *Discuss the ways light can change the color and mood of a scene *Create a painting attempting to express mood of a scene *Discuss light and dark colors and how artists use them to show weather *Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss ways artists have used light and dark colors to capture a definite mood in a painting	*Observation *Rubric	Lesson: Winter Cardinal Lesson: Under the Sea Resist Painting	 	9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 1: Art

Board Approved:

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Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lessons Options	Lesson Model/Sample	Standards
3	6 classes	Collage	How can textures and patterns make collage artwork more interesting? How can I combine materials to show an idea?	*Review the term collage and examine a collage work *Learn to cut identical and similar shapes from paper *Learn to create a collage from scrap materials	*Observation *Rubric	Lesson: Architectural Winter Shape Collage or Cityscape at Night Lesson: Warm Leaf/Cool Breeze Lesson: Monet Water Lilies	  	9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.
	40 minutes per class							
4	6 classes	Sculpture	How do artists use shape and texture in sculptures? How can I build strong forms using different materials?	*Develop the ability to combine simple clay forms into more complex forms *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay *Become aware of geometric forms in buildings *Create a 3-dimensional form of a being (human or animal)	*Observation *Rubric	Lesson: Ceramic Texture Turtle Lesson: Simple Origami Pets Lesson: Model Magic Texture Pumpkin	  	9.1.V.1.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.1.B1 Visual Arts (Demonstration): Create works of art and identify art materials, techniques, and processes. 9.1.V.1.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.1.G1 Critical Response: Compare and contrast the characteristics of works of art.
	40 minutes per class							



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9.3.2.G1 Critical Response: Critical Response: Recognize that works of art have meaning.



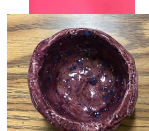
Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 2: Art

Board Approved:

August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
3	6 classes 40 minutes per class	Collage	How can collage be used to tell a story or show a place? How do artists choose materials to match their ideas?	*Review the term collage and examine a collage work. *Learn to cut identical and similar shapes from paper. *Learn to create a collage from scrap materials and things found in nature.	*Observation *Rubric	Lesson: Expressive Pumpkins Lesson: Chilly Penguin Mixed Media Collage Lesson: Symmetrical Butterflies	  	9.1.V.2.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.2.B1 Visual Arts (Demonstration): Create works of art inspired by the styles and materials of other artists. 9.1.V.2.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.2.G1 Critical Response: Critical Response: Recognize that works of art have meaning.
4	6 classes 40 minutes per class	Sculpture	How can sculpture show movement or balance? How do materials affect how a sculpture looks and feels?	*Develop the ability to combine simple clay forms into more complex forms *Compare assembled forms and found materials artists have used *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay *Discuss the forms, spaces, and expressive qualities in sculptures of people *Learn methods for creating sculpture of a human form *Become aware of geometric forms in buildings Create a 3-dimensional form of a being (human or animal) that is functional in some manner	*Observation *Rubric	Lesson: Fancy Flip-Flops Lesson: Ceramic Pinch Pot Lesson: Paper Parrot Sculpture Lesson: Tissue Paper Masks	   	9.1.V.2.A1 Visual Arts (Elements and Principles): Know and use basic elements of visual arts. 9.1.V.2.B1 Visual Arts (Demonstration): Create works of art inspired by the styles and materials of other artists. 9.1.V.2.E1 Visual Arts (Representation): Use imagination and creativity to express self through visual arts. 9.3.2.G1 Critical Response: Critical Response: Recognize that works of art have meaning.

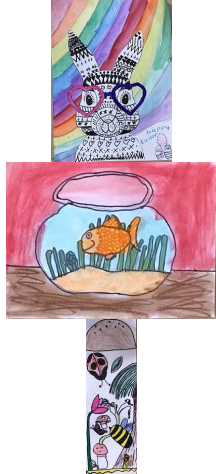


Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 3: Art

Board Approved: August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
1	6 classes 40 minutes per class	Drawing	<i>How can drawing show depth, proportion, and perspective?</i> <i>How do artists use drawing to plan and revise ideas?</i>	*Identify visual elements in a work of art and in the environment *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature form *Learn to use lines to suggest textures and patterns to create a drawing *Learn to organize lines, shapes, colors, and textures in a project *Examine works of art and identify features that help portray human feelings *Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings *Learn that objects can be seen and portrayed from different views: top, bottom, side, front	*Observation *Rubric	Lesson: Zentangle Bunnies Lesson: Chalk Pastel Goldfish Bowls Lesson: Silly Sandwich/ Drawing from Imagination		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero). 9.3.3.D Critical Response: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 9.3.3.G Critical Response: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
2	6 classes 40 minutes per class	Painting	<i>How do artists use color schemes to create unity and contrast?</i> <i>How does color help guide the viewer's attention?</i>	*Identify primary, secondary, and intermediate colors on a color wheel *Learn to mix secondary and intermediate colors of paint in a systematic way *Identify brush strokes in a painting *Create a painting using various brush strokes *Discuss the ways light can change the color and mood of a scene *Create a painting attempting to express the mood of a scene *Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss the ways artists have used light and dark colors to capture a definite mood in a painting *Learn to use terms tint and shade	*Observation *Rubric	Lesson: Watercolor Birch Trees - Landscape Painting Lesson: Perspective Snowman		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero). 9.3.3.D Critical Response: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 9.3.3.G Critical Response: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).



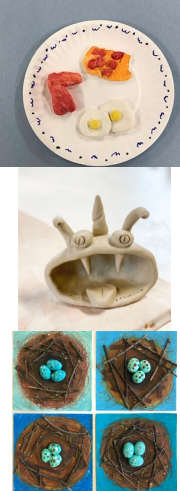
Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 3: Art

Board Approved:

August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
3	6 classes	Collage	How can mixed media change the meaning of an artwork? How do artists layer materials to create emphasis?	*Review the term collage and examine a collage work *Learn to cut identical and similar shapes from paper *Learn to create a collage from scrap materials and things found in nature	*Observation *Rubric	Lesson: Mixed Media Beach Collage Lesson: Symmetry Bug Collage Lesson: Newsprint Recycle Pets		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero). 9.3.3.D Critical Response: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 9.3.3.G Critical Response: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
	40 minutes per class							
4	6 classes	Sculpture	How do artists use form and structure to create stable sculptures? How can 3D art represent real or imagined objects?	*Develop the ability to combine simple clay forms into more complex forms *Compare assembled forms and found materials artists have used *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay *Discuss the forms, spaces, and expressive qualities in sculptures of people *Learn methods for creating sculpture of a human form *Become aware of geometric forms in buildings Create a 3-dimensional form of a being (human or animal) that is functional in some manner	*Observation *Rubric	Lesson: Mini Meal Model Magic Sculptures Lesson: Ceramic Pinch Pot Monsters Lesson: Mixed Media Bird Nests		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero). 9.3.3.D Critical Response: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 9.3.3.G Critical Response: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
	40 minutes per class							



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 4: Art

Board Approved:

August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
1	6 classes 40 minutes per class	Drawing	<i>How can drawing communicate complex ideas or narratives?</i> <i>How do artists use shading, texture, and perspective to create realism?</i>	*Identify visual elements in a work of art and in the environment *Review ways to use the drawing medium *Begin to understand figures proportions *Develop ability to transfer mental imagery to visual imagery *Be introduced to the landscape *Develop an awareness of horizon line and simple depth perception *Become aware of basic shapes found in animals, birds, flowers, and other nature form *Learn to use lines to suggest textures and patterns to create a drawing *Learn to organize lines, shapes, colors, and textures in a project *Examine works of art and identify features that help portray human feelings *Develop awareness of different styles of art *Learn the ways artists use wide and narrow divisions of space to suggest the importance of different parts of their drawings *Learn that objects can be seen and portrayed from different views: top, bottom, side, front	*Observation *Rubric	Lesson: Dandelion- A Bird's Eye View Lesson: Chalk and Charcoal Polar Bears Lesson: Catching Snowflakes Lesson: Name Symmetry Creature		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.A Critical Response: Recognize critical processes used in the examination of works in the arts and humanities.
2	6 classes 40 minutes per class	Painting	<i>How can color be used symbolically to communicate meaning?</i> <i>How do artists use value and color layering to create depth?</i>	*Identify primary, secondary, and intermediate colors on a color wheel *Learn to mix secondary and intermediate colors of paint in a systematic way *Identify brush strokes in a painting *Create a painting using various brush strokes *Discuss the ways light can change the color and mood of a scene *Create a painting attempting to express the mood of a scene *Discuss light and dark colors and how artists use them to show weather *Learn how to mix light and dark colors *Identify the main divisions of space in a landscape (portray earth, sky, etc.) *Discuss the ways artists have used light and dark colors to capture a definite mood in a painting *Learn to use terms tint and shade	*Observation *Rubric	Lesson: Henri Rousseau Jungle Paintings Lesson: Color Theory/ Color Wheel Umbrella Lesson: Watercolor Primary and Secondary Fish Lesson: Warm Sun/Cool Moon Watercolor		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero).



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 4: Art

Board Approved:

August 2026

Unit	Timeframe- about 30 classes a school year	Content	Essential Questions	Learning Objectives	Assessments	Lesson Options	Lesson Model/Sample	Standards
3	6 classes	Collage	How can combining materials create visual interest and meaning? How do artists experiment with materials to solve creative problems?	*Review the term collage and examine a collage work *Learn to cut identical and similar shapes from paper *Learn to create a collage from scrap materials and things found in nature	*Observation *Rubric	Lesson: Pattern Flower Vase or Flower Bouquet		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero).
	40 minutes per class					Lesson: Winter Pine Trees Landscape		
4	6 classes	Sculpture	How can sculpture communicate ideas or tell stories? How do artists solve problems when building 3D forms?	*Develop the ability to combine simple clay forms into more complex forms *Compare assembled forms and found materials artists have used *Discuss subject matter, texture, and patterns within a sculpture *Learn to create new ways to show texture, patterns, and details in clay *Discuss the forms, spaces, and expressive qualities in sculptures of people *Learn methods for creating sculpture of a human form *Become aware of geometric forms in buildings Create a 3-dimensional form of a being (human or animal) that is functional in some manner	*Observation *Rubric	Lesson: 3-D Animal Habitats		9.1.3.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value) 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media) 9.1.3.C Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize and use fundamental vocabulary within each of the art forms. 9.3.3.B Critical Response: Know that works in the arts can be described by using the art elements, principles, and concepts (e.g., use of color, shape, and pattern in Mondrian's Broadway Boogie-Woogie, use of dynamics, tempo, texture in Ravel's Bolero).
	40 minutes per class					Lesson: Patterned Winter Pop-up Mug Lesson: Ceramic Coil Bowl or Pinch Pot Creature		



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 5: Art

Board Approved: August 2026

Unit	Timeframe- about 18 classes per semester	Content	Essential Questions	Learning Objectives	Assessments	Lesson Option	Lesson Model/Sample	Standards
1	4-5 classes	Drawing	How can drawing be used to express meaning, mood, or point of view?	*Students will balance experimentation and safety, freedom and responsibility while developing and creating artworks.	*Observation	Lesson: "Falling for Foreshortening"		9.1.5.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities (visual arts: color, form/shape, line, space, texture, value; principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony)
				*Students develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.		Lesson: Radial symmetry		9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts (visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media)
				*Students experiment with forms, structures, materials, concepts, media, and art-making approaches.		Lesson: Keith Haring Dancing Figures		9.1.5.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts.
				*Foreshortening, symmetry, figure drawing, grid drawing, shape, line, space		Lesson: Grid Drawing- learning of Draw using a 1 x1 Grid	Content NOT taught - 6th Grade	9.1.5.H Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Handle materials, equipment, and tools safely at work and performance spaces.
				*Pattern, one-point perspective		Lesson: Zentangel Patterns		9.3.5.A Critical Response: Identify critical processes used in the examination of works in the arts and humanities (compar/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements)
				*Color theory		Lesson: Warm/Cool Colors Silhouette Tree	Content NOT taught - 6th Grade	9.3.5.D Critical Response: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
	40 minutes per class		How do artists refine drawings to improve clarity and impact?	*Shape, movement		Lesson- Drawing from Observation/Still Life		9.3.5.G Critical Response: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse)
				*Unity				
				*Contrast				



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 5: Art

Board Approved: August 2026

Unit	Timeframe- about 18 classes per semester	Content	Essential Questions	Learning Objectives	Assessments	Lesson Option	Lesson Model/Sample	Standards
3	4-5 classes	Collage	How can mixed media be used to communicate complex ideas or themes?	*Examine collage works done by famous artists *Recognize geometric and organic shapes within a piece of art *Create a collage from scap materials to portray emotion/expresson	*Observation *Rubric	Lesson: Larry Loudmouf inspired by artist Greg Mike- working with collage and expression		9.1.5.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities [visual arts: color, form/shape, line, space, texture, value; principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony] 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts [visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media] 9.1.5.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. 9.1.5.H Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Handle materials, equipment, and tools safely at work and performance spaces.
	40 mintues per class							9.3.5.A Critical Response: Identify critical processes used in the examination of works in the arts and humanities (compar/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements) 9.3.5.B Critical Response: Descibe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance). 9.3.5.D Critical Response: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response. 9.3.5.G Critical Response: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse) 9.4.5.D Aesthetic Response: Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities [e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood]



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 5: Art

Board Approved: August 2026

Unit	Timeframe- about 18 classes per semester	Content	Essential Questions	Learning Objectives	Assessments	Lesson Option	Lesson Model/Sample	Standards
4	4-5 classes	Sculpture	How do artists use space, scale, and structure intentionally?	*Discuss subject matter, texture, and patterns within a sculpture *Develop the ability to combine simple clay forms into more complex forms	*Observation *Rubric	Lesson: Ceramic Bowl (typically a leaf bowl, sunflower bowl, or spring flower bowl - depends on the season)		9.1.5.A Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and use the elements and principles of each art form to create works in the arts and humanities [visual arts: color, form/shape, line, space, texture, value; principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony] 9.1.3.B Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts [visual arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media] 9.1.5.E Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. 9.1.5.H Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts: Handle materials, equipment, and tools safely at work and performance spaces.
	40 minutes per class		How can sculpture reflect personal, cultural, or social meaning?	*Experiment with hand building techniques *Learn about the kiln and the firing process		Lesson: Animal creature pinch pot		9.3.5.A Critical Response: Identify critical processes used in the examination of works in the arts and humanities (compar/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements) 9.3.5.D Critical Response: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response. 9.3.5.G Critical Response: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse) 9.4.5.D Aesthetic Response: Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood)



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	Kindergarten	Unit Duration:	30 classes
Grade Level Focus:	Discovering music through voice, movement, steady beat, contrasting sounds, and playful creation.		

Board Approval Date: August 2026

Content			
Standards:	9.1.M.K.A1: Know and use basic elements and principles of music and movement. 9.1.M.K.B1: Respond to different types of music and dance through participation and discussion. 9.1.M.K.E1: Use imagination and creativity to express self through music and dance. 9.1.M.K.J1: Use a variety of technologies for producing or performing works of art. 9.1.D.K.B1: Recreate a dramatic play experience for an audience. 9.1.D.K.E1: Use imagination and creativity to express self through dramatic play. 9.1.V.K.B1: Combine a variety of materials to create a work of art. 9.1.V.K.E1: Use imagination and creativity to express self through visual arts. 9.2.K.D1: Explain that instruments or art forms represent cultural perspectives. 9.3.K.F1: Recognize and name a variety of art forms. 9.3.K.G1: Formulate and share an opinion about one's own work and that of others. 9.4.K.B1: Demonstrate an emotional response to viewing or creating various works of art.	Essential Question(s):	How do we know when we hear music? How can we use our bodies and voices to make music? How can sounds be alike and different? How does music tell our bodies how to move? How do words become rhythms? How do patterns help us remember and perform music? How can music help tell a story? How do people use music to celebrate and connect?

Learning Targets:	<i>I can</i> perform loud and soft sounds with control. <i>I can</i> describe one way two sounds are different. <i>I can</i> echo a short rhythm. <i>I can</i> clap the rhythm of names and familiar words. <i>I can</i> recognize a repeated musical pattern.	<i>I can</i> create and share a short sound pattern. <i>I can</i> sing and move to help tell a story. <i>I can</i> choose a sound for a character or event. <i>I can</i> listen and respond safely to music. <i>I can</i> use my singing, speaking, whispering, and calling voice.	<i>I can</i> find and keep a steady beat. <i>I can</i> start and stop with the group. <i>I can</i> show high and low sounds with my voice and body. <i>I can</i> move to fast and slow music. <i>I can</i> share how music makes me feel.	<i>I can</i> perform with my class and show audience manners.
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Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Explore four voices; echo short songs; find singing voice;	Keep a steady beat; long/short sound patterns;	High/low; melodic direction;	Same/different; loud/soft; fast/slow;	Create short sound patterns and story sounds;	Describe feelings; music in stories and celebrations;

Vocabulary								
music	sounds	silence	voice	sing	speak	listen	beat	rhyme
high	low	fast	slow	loud	soft	same	different	repeat
tempo	dynamics	rhythm	pattern	echo	long	ta	rest	song
story	character	mood	movement	instrument	perform	audience		

Curriculum Resources & Materials								
Open floor space		picture/icon cards		hand drum or gathering drum			rhythmic sticks or tapping alternatives	
short contrasting recordings		scarves/ribbons		visual opposite cards			piano/keyboard or barred instruments	
animal and environmental sound prompts		audio playback		picture-word cards			small hand percussion; assorted percussion	
pocket chart or magnetic board		nursery rhymes and chants		storybooks with sound possibilities			costume pieces or puppets	
drawing supplies		culturally representative recordings						

Pacing Guide				Assessment/Check for Understanding
Unit #	Unit Title	Activities/Lessons		
1	Music is Everywhere	Suggested activities: name-game and echo songs, sound-versus-silence movement statues; steady-beat walk, pat, tap, and pass games; classroom sound hunt and sound map; read simple beat-icon cards;		teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	High, Low, Fast, Slow	Suggested activities: vocal sirens and pitch-path tracing; move with scarves to contrasting tempos; sort sound cards by opposites; conduct loud/soft class soundscapes; play high/low response games with barred instruments		
3	Rhythm, Rhyme, and Pattern	Suggested activities: clap names and picture-word rhythms; echo clapping and rhythm-stick conversations; arrange two-and four-beat accompaniment; create a class rhythm train		
4	Stories, Songs, and Celebrations	Suggested activities: add instruments to a familiar story; create character movements and sound effects; learn songs from classroom/community celebrations; draw the mood of a listening selection; informal class sharing or family performances		



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	1st Grade	Unit Duration:	30 classes
Grade Level Focus:	Building beat and rhythm independence while exploring melodic direction, expressive choices, form, and ensemble habits.		
Board Approval Date:			August 2026

Content			
Standards:	9.1.M.1.A1: Know and use basic elements and principles of music and movement.	Essential Question(s):	What is the difference between beat and rhythm?
	9.1.M.1.B1: Perform different forms of music and dance.		How do musicians stay together?
	9.1.M.1.E1: Use imagination and creativity to perform music and dance.		How does a melody move?
	9.1.D.1.B1: Recreate a familiar story individually or cooperatively for an audience.		How can our voices show pitch accurately?
	9.1.D.1.E1: Use imagination and creativity to express self through dramatic play.		How do patterns organize music?
	9.1.V.1.B1: Create works of art and identify art materials, techniques, and processes.		How can we hear and show the parts of a song?
	9.1.V.1.J1: Use a variety of technologies for producing works of art.		How do musicians make music expressive?
	9.2.1.D1: Identify the historical and cultural context of works of art.		How can music communicate a feeling or idea?
	9.3.1.F1: Categorize and classify works of art.		
	9.3.1.G1: Compare and contrast the characteristics of works of art.		
	9.4.1.B1: Demonstrate and discuss feelings about various works of art.		

Learning Targets:	I can keep a steady beat while I sing.	I can echo short sol-mi patterns.	I can perform a repeated rhythm or movement pattern.	I can perform and respond as a respectful audience member.
	I can perform rhythms with quarter notes, paired eighth notes, and quarter rests.	I can match pitch in a comfortable singing range.	I can arrange musical ideas into a simple form.	
	I can tell the difference between beat and rhythm.	I can represent a melody with pictures or body levels.	I can identify the mood of a piece and explain my musical clue.	
	I can watch and follow a leader.	I can identify same and different musical sections.	I can understand how tempo and dynamics can change or add to a performance.	
	I can show whether a melody moves up, down, or stays the same.	I can show AB and ABA form through movement.	I can choose sounds that match a story or image.	

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Match pitch; sol-mi echoes, sing as a group;	Differentiate beat/rhythm; quarter, paired eighth, quarter rest;	Up/down/same; sol-mi; visual contour;	AB/ABA; mood; controlled dynamics/tempo;	Arrange A/B ideas and choose expressive qualities;	Use musical clues to describe mood;

Vocabulary								
steady beat	rhythm	quarter note	paired eighth notes	quarter rest	measure	echo	ensemble	rhyme
melody	pitch	high	low	up	down	same	different	repeat
sol	mi	singing voice	form	phrase	pattern	repeat	A section	song
B section	ostinato	expression	mood	tempo	dynamics	loud	soft	fast
slow	performer	audience						

Curriculum Resources & Materials								
rhythm cards	hand drums and rhythm sticks	body movements	metronome or drum loop					
familiar chants	pitch icons	floor spots	solfege cards					
piano/keyboard	simple folk and playground songs	colored cards	form maps					
percussion instruments	scarves	music recordings	mood/image cards					
egg shakers	xylophones	listening journal pages	varied instrumental and vocal recordings					

Pacing Guide			
Unit #	Unit Title	Activities/Lessons	Assessment/Check for Understanding
1	Beat Keepers	Suggested activities: beat-versus-rhythm song games; four-beat-rhythm-card reading; body-percussion echo chains; pass-the-beat circle challenges; layer a beat ostinato under a chant	teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	Melody Movers	Suggested activities: sol-mi echo songs; human pitch ladder; trace melodic contours while listening; place icons for high/low patterns; question and answer singing games	
3	Musical Blueprints	Suggested activities: movement maps for AB/ABA listening; color-code phrases in a song; create alternating body-percussion sections; perform an ostinato with a song; arrange class-created A and B sections	

		Girard School District CURRICULUM MAP AND PACING GUIDE	
4	Music Shows Feeling	Suggested activities: mood picture listening responses; perform one chant in contrasting ways; create a soundscape for weather or a story; practice conductor signals; prepare a short sharing performance	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	2nd Grade	Unit Duration:	30 classes
Grade Level Focus:	Reading and performing increasingly complex rhythm and melody, recognizing form and timbre, and creating short organized compositions.		
Board Approval Date:			August 2026

Content			
Standards:	9.1.M.2.A1: Know and use basic elements and principles of music and movement.	Essential Question(s):	How does notation help musicians share rhythm?
	9.1.M.2.B1: Create and perform different forms of music and dance.		How can we perform rhythm accurately together?
	9.1.M.2.E1: Use imagination and creativity to design and perform music and dance.		How do pitches combine to make melody?
	9.1.M.2.J1: Use a variety of technologies for producing or performing works of art.		How can notation show melodic direction?
	9.1.D.2.B1: Create and perform plays and productions.		Why do instruments sound different?
	9.1.D.2.E1: Identify the difference between a play designed to teach the facts and one designed to communicate a story, emotion, or theme.		How does form help listeners follow music?
	9.1.V.2. B1: Create works of art inspired by the styles and materials of other artists.		How do composers turn ideas into music?
	9.1.V.2.J1: Use a variety of technologies for producing works of art.		How does feedback help a musical work improve?
	9.2.2.D1: Describe the historical and cultural context of works of art.		
	9.3.2.G1: Recognize that works of art have meaning.		
	9.4.2.B1: Examine and communicate an informed individual opinion about the meaning of works of arts.		

Learning Targets:	I can read and perform four-and eight-beat rhythm patterns.	I can identify steps, skips, and repeated notes.	I can identify and move to AB, ABA, and simple rondo form.
	I can show the correct number of beats in a measure.	I can place familiar pitches on a simple staff representation.	I can explain one musical choice I made.
	I can compose a short rhythm using known notes and rests.	I can create and perform a short melodic answer.	I can improvise a musical answer to a question.
	I can maintain my part while others perform a different part.	I can identify instruments groups and their family.	I can compose a short piece with a clear beginning, middle, and ending.
	I can sing sol-mi-la and do patterns with accurate pitch.	I can describe timbre using appropriate words.	I can revise my work after helpful feedback.

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Sing sol-mi-la-do patterns and phrases;	Add half note/rest; build measures; read 4-8 beat patterns;	Staff foundations; steps/skips/repeats; sol-mi-la-do;	AB/ABA/rondo; timbre and instrument families;	Improvise answers; compose beginning-middle-end;	Compare timbres, instruments, and musical choices;

Vocabulary								
notation	quarter note	paired eighth notes	half note	quarter rest	half rest	bar line	beat	rhyme
measure	time signature	staff	line	space	pitch	melody	different	repeat
sol	mi	la	do	step	skip	repeat	rest	song
timbre	instrument family	strings	woodwind	brass	percussion	voice	AB	ABA
rondo	refrain	compose	improvise	revise	perform	criteria	feedback	beginning
middle	ending	notation						

Curriculum Resources & Materials			
rhythm manipulatives	whiteboards	hand percussion	notation paper
document camera or display	floor staff or rope lines	pitch cards	barred instruments
hand-sign chart	piano/keyboard	instrument photos	representative recordings
classroom instruments	form cards	age-appropriate resources	composition planning sheets
notation tools or icons	assorted pitch/unpitched instruments	recording device	simple feedback checklist

Pacing Guide				Assessment/Check for Understanding
Unit #	Unit Title	Activities/Lessons		
1	Rhythm Readers	Suggested activities: rhythm card decoding; measure building manipulatives; rhythm relay and error detection; two part body percussion; compose and trade eight beat rhythms		teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	Melody Makers	Suggested activities: hand sign echo patterns; floor staff games; decode melodic contour cards; sing and play question/answer phrases		
3	Sound Families and Form	Suggested activities: instrument family listening mystery; make a classroom instrument classification chart; rondo movement activity; assign timbres to sections of a song; virtual or live instrument demonstration		

			Girard School District CURRICULUM MAP AND PACING GUIDE	
4	Compose, Revise, Share	Suggested activities: rhythmic question and answer improvisation; small-group sound story composition; use a simple planning template; peer feedback with two stars and a wish; classroom composition showcase		



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CURRICULUM MAP AND PACING GUIDE

Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	3rd Grade	Unit Duration:	30 classes
Grade Level Focus:	Developing music literacy, ensemble independence, cultural understanding, improvisation, and intentional composition.		

Board Approval Date: August 2026

Content			
Standards:	9.1.3.A: Know and use the elements and principles of each art form to create works in the arts and humanities.	Essential Question(s):	How do musicians perform independent rhythmic parts?
	9.1.3.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		How does meter organize musical time?
	9.1.3.C: Recognize and use fundamental vocabulary within each of the arts forms.		How do pitch patterns create melodies?
	9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.		How can two or more parts work together?
	9.1.3.F: Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).		How does music reflect the people, place, and purpose of a community?
	9.1.3.J: Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.		How can we learn about music respectfully?
	9.2.3.A: Explain the historical, cultural and social context of an individual work in the arts.		How do composers develop and organize musical ideas?
	9.2.3.D: Analyze a work of art from its historical and cultural perspective.		How can performers communicate a composer's intent?
	9.2.3.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)		
	9.2.3.K: Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).		
	9.3.3.A: Recognize critical processes used in the examination of works in the arts and humanities.		
	9.3.3.B: Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).		
	9.3.3.D: Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.		
	9.3.3.G: Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).		

Learning Targets:	I can read and perform grade-appropriate rhythms in duple and triple meter.	I can sing or play pentatonic patterns.	I can perform selected music respectfully and with context.	I can revise, rehearse, perform, and explain a composition.
	I can maintain an ostinato while another part is performed.	I can perform a drone, bordun, or round with the group.	I can identify connections between music, history, and daily life.	
	I can identify strong and weak beats.	I can describe how harmony supports a melody.	I can improvise within agreed musical limits.	
	I can create a layered rhythmic piece.	I can describe the purpose of music in a community.	I can develop a motif through repetition or contrast.	
	I can read and perform simple melodies on the treble staff.	I can compare music from two cultures using musical evidence.	I can organize ideas in AB, ABA, or rondo form.	

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Sing pentatonic melodies, rounds, and partner songs;	Meter; common time; cut time; ostinato;	Treble clef; pentatonic patterns; quarter note/rest; eighth note/rest; half note/rest; whole note/rest;	Motif, phrase, contrast, transition; intentional expression;	Develop motifs; compose within forms; revise from criteria;	Compare music across communities with context and respect;

Vocabulary								
meter	common time	cut time	whole note/rest	half note/rest	quarter note/rest	eighth notes/rest	rests	rhyme
syncopation	ostinato	treble clef	staff	pitch names	melody	phrase	do-re-mi-sol-la	harmony
drone	revise	round	culture	community	tradition	function	style	genre
folk music	ceremony	work song	lullaby	motif	phrase	form	improvise	compose
compose	contrast	artist statement	transition	notation				

Curriculum Resources & Materials								
meter and rhythm cards	hand percussion	buckets or drums	notation paper					
Metronome or loops	barred instruments or recorders	staff boards	pitch-name cards					
piano/keyboard	rounds and partner songs	world map	authentic recordings and videos					



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library/media resources staff or graphic notation paper		culturally appropriate instruments barred and percussion instruments		listening comparison organizer audio/video recorder		composition rubric digital composition tool	
Pacing Guide							
Unit #	Unit Title	Activities/Lessons				Assessment/Check for Understanding	
1	Rhythm in Layers	Suggested activities: meter movement and conducting patterns; rhythm ensemble stations; layer speech, body percussion, and instruments; rhythm dictation with manipulatives; small group ostinato composition				teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.	
2	Melody and Harmony Foundations	Suggested activities: treble-staff note games; pentatonic improvisation; play melody over a bordun; sing partner songs or rounds; create a short melodic phrase with a matching accompaniment					
3	Music Across Communities	Suggested activities: listening inquiry with maps and images; compare lullabies, work songs, dances, or celebrations; guest musician or recorded interview; research an instrument's community role; context-rich performance and reflection					
4	Composer's Workshop	Suggested activities: motif transformation cards; pentatonic improvisation circles; small-group composition in a selected form; peer conferencing using criteria; record final performance and artist statement					



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Content Area:	General Music	Teacher(s):	Esterline
Grade Level:	4th Grade	Unit Duration:	30 classes
Grade Level Focus:	Applying literacy and expressive skills to more independent ensemble performance, analysis, cultural context, and original music.		
Board Approval Date:			August 2026

Standards:	9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities.	Essential Question(s):	How do meter and rhythmic choices create musical style?
	9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		What skills help an ensemble perform complex rhythms accurately?
	9.1.5.C: Know and use fundamental vocabulary within each of the arts forms.		How do melody and harmony work together?
	9.1.5.D: Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.		How do individual responsibilities create a successful ensemble?
	9.1.5.E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		How can music express identity and respond to events?
	9.1.5.F: Describe works of others through performance or exhibition in two art forms.		How do musical traditions change over time and place?
	9.1.5.G: Identify the function and benefits of rehearsal and practice sessions.		How do musicians move from an idea to a polished performance?
	9.1.5.J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.		How do reflection and feedback strengthen musicianship?
	9.2.5.H: Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.		
	9.2.5.J: Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).		
	9.2.5.K: Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).		
	9.3.5.B: Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).		
	9.3.5.D: Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.		
	9.3.5.G: Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse)		
	9.4.5.D: Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).		

Learning Targets:	I can read and perform increasingly complex rhythms in common meters.	I can improvise using a pentatonic scale.	I can support a musical interpretation with evidence.	I can present a polished performance and reflect on my growth.
	I can identify and conduct duple, triple, and quadruple meter.	I can perform a melody, harmony, bass, or percussion role in an ensemble.	I can discuss and perform music with cultural respect.	
	I can explain how accent and syncopation affect a groove.	I can adjust balance, blend, tempo, and dynamics after listening.	I can plan a piece that communicates an idea or purpose.	
	I can rehearse a rhythmic part and make corrections independently.	I can explain how context influences music.	I can notate or record my musical ideas so others can perform them.	
	I can read and perform a grade-appropriate melody.	I can compare versions of a song and identify what changed.	I can give and use specific musical feedback.	

Strands:	Voice and Singing	Beat, Rhythm, Meter	Melody and Notation	Form and Expression	Creating	Responding & Connecting
	Perform melodies/parts with tone, accuracy, balance, expression	Common meters; syncopation, groove	Read melodic lines; scales, major/minor, chords, ensemble roles	Analyze and apply from, interpretation, balance, blend and style	Compose/arrange, notate/record, rehearse, revise, and present a final piece	Analyze music, identify, change, versions, influence, and historical context

Vocabulary								
meter	time signature	duple	triple	quadruple	sixteenth notes	listen	dotted half note	syncopation
accent	groove	key	scale	pentatonic	major	minor	melody	harmony
chord	ostinato	balance	blend	identity	tradition	innovation	influence	genre
style	historical context	primary source	arrangement	appropriation	intent	criteria	composition	rehearsal
revision	interpretation	expression	performance	reflection				



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Curriculum Resources & Materials

rhythm grids	buckets/drums or hand percussion	Metronome/loops	Notation software or paper
ensemble rehearsal checklist	melodic classroom instruments	chord/scale visuals	ensemble scores or lead sheets
tuner/keyboard reference	recording and playback device	curated recordings	maps and timelines
short biographies and primary resources	listening analysis organizer	library/database with vetted content	planning guide and rubric
full classroom instrument inventory	notation/recording tools	performance space	recorders

Pacing Guide

Unit #	Unit Title	Activities/Lessons	Assessment/Check for Understanding
1	Rhythm, Meter, Groove	Suggested activities: rhythm grid warm-ups; conducting and meter identification; bucket-drumming or percussion ensemble; syncopation listening hunt; compose and layer complementary grooves	teacher observation, brief individual or small-group performance, student understanding of unit vocabulary, and one recorded, written, or notated product appropriate to the grade.
2	Melody, Harmony, and Ensemble	Suggested activities: pentatonic scale exploration; recorder, keyboard, ukulele, or barred instrument melody work; layer melody, chord tones, bass, and rhythm; major/minor listening comparisons; student-led rehearsal checkpoints	
3	Music, Identify, and Change	Suggested activities: trace one song or style across time; compare original and arranged versions; analyze lyrics and recordings as age-appropriate primary resources; create a context card for a selected work; structured discussion about respectful use and credit	
4	Create and Perform	Suggested activities: choose a composition or arrangement pathway; draft with rhythmic, melodic, and formal requirements; peer critique and rehearsal conference; create program note or artist statement; live or recorded showcase	



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CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Social Studies Unit U.S. Citizenship

Board Approved:

August 2026

Course Purpose:	This course sits alongside the three existing Grade 6 Social Studies units — U.S. Citizenship; Map Skills, Movements of the Earth, and the 5 Themes of Geography; and Physical and Human Geography — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original unit are preserved; each block now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational text, and they should become more confident using evidence to write and talk about social studies content.				
Reading Strategies	Close Reading & Annotation Text Structure Recognition Determining Main Idea & Details Visual & Text-Feature Literacy Vocabulary in Context	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps). Explicitly name the structure of each text — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — and use matching graphic organizers to record information. Practice separating the central idea of a passage from supporting facts and examples, using a main-idea-and-details organizer or a one-sentence summary check. Treat maps, diagrams, timelines, and data displays as "texts" in their own right — read legends, captions, and titles for the information they add beyond the words. Use context clues and word parts to determine the meaning of academic and content vocabulary before confirming with a definition (Frayer Model).			
Writing Frameworks	RACE (short response) C-E-R (argument/claim) Explanatory Essay Structure Compare/Contrast Frame	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses. Claim, Evidence, Reasoning — used when students take and defend a position (e.g., strongest push factor for migration, most important citizen responsibility). Introduction with a clear thesis → body paragraphs (topic sentence + evidence + explanation) → conclusion that synthesizes and extends the thesis. Used for unit culminating tasks. Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used for lessons comparing historical figures, map types, or regions.			
Discourse Protocols	Think-Pair-Share Jigsaw Socratic Seminar/Fishbowl Four Corners Accountable Talk Stems	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion. Small groups each master one piece of content, then re-form into mixed groups to teach one another — used for branches of government, map types, and migration case studies. A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves. Students physically move to a corner representing their position on a debatable question, then discuss and can move if persuaded by peers' evidence. Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference			
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus		
U.S. Citizenship	How do the authors of America's founding documents use language to inform, declare, and persuade?	Excerpt: the Declaration of Independence (opening lines); The Preamble to the U.S. Constitution	democracy	A system of government in which power belongs to the people, who rule directly or through elected representatives.	allegiance Loyalty owed to one's country, government, or leader.
		Selected questions/answers from the USCIS 100 Civics Questions	constitution	The written document that establishes how a government is structured and what powers and limits it has.	capitalism/market economy An economic system in which trade, industry, and prices are controlled by private individuals rather than the government.
	How do identify the main idea and supporting details in a text about government and citizenship?	Short biographical texts: George Washington, Benjamin Franklin, Thomas Jefferson; Comparative biographical texts: Abraham Lincoln and Martin Luther King Jr.	preamble	The introduction to a document that states its purpose — the Constitution's begins with "We the People."	emancipation The act of setting someone free from slavery or legal, social, or political restrictions.
		Informational/timeline text on the Louisiana Purchase and the Civil War	legislative, executive, judicial	The three branches of the U.S. government: the branch that makes laws, the branch that carries them out, and the branch that interprets them.	civil rights The rights of citizens to political and social freedom and equality.
	How do I use text evidence to write and speak about rights, responsibilities, and historical change?	Grade-appropriate news-style account of September 11, 2001	amendment	A formal change or addition made to a document such as the Constitution.	ratify To formally approve or confirm, making something officially valid.
		Reference text/diagram: U.S. symbols, flag, national anthem, and holidays			

Curriculum Resources & Materials	*Chromebook/Schoolology access *USCIS 100 Civics Questions & Answers: uscis.gov/citizenship *Materials for Citizenship Showcase (poster board, index cards, or slides)	* Frayer Model	*Three branches of government graphic organizer *Rights vs Responsibilities sorting cards or two-column chart *Colonial period cause/effect organizer *Civil War Timeline template * Text Structure Signal Word Reference Sheet * Annotation Poster	* C-E-R (Claim-Evidence-Reasoning) Template * C-E-R (Claim-Evidence-Reasoning) frame and rubric
	Pacing Guide			
Week(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1	Principles of American Democracy; "life, liberty, and the pursuit of happiness"	Determine author's purpose and main idea (Declaration of Independence excerpt); annotate for key claims.	Summary paragraph: In your own words, what did the Declaration of Independence announce?	Turn-and-Talk: What does "the pursuit of happiness" mean to you today?
2	The Constitution as "Supreme Law of the Land"; the Preamble	Close read the Preamble; annotate unfamiliar/academic vocabulary.	Paraphrase the Preamble line-by-line into 6th-grade language.	Choral recitation + partner check: explain why "We the People" comes first.
3	Systems of Government: Congress/legislative, President/executive, courts/judicial	Identify text structure: description/classification in a text explaining the three branches.	Three-column graphic organizer (branch / role / example) → one explanatory paragraph.	Jigsaw: each group becomes the "expert" on one branch, then teaches the class.
4	Rights and Responsibilities of a U.S. Citizen	Read a list/enumeration-structured text on rights vs. responsibilities; sort claims into categories.	CER paragraph: Claim — Evidence — Reasoning on "Which responsibility of citizenship matters most, and why?"	Structured discussion using accountable-talk stems to agree/build on peers' claims.
5	Colonial Period, Independence, and Native American peoples already in America	Identify cause-and-effect text structure: why colonists came to America.	Cause-effect graphic organizer → short explanatory paragraph.	Discussion: compare colonists' reasons for coming to America with reasons people migrate today.
6	The 1800s: Louisiana Purchase, causes of the Civil War, Lincoln and Emancipation	Read a chronological/sequence text; build and interpret a timeline.	RACE-strategy short response: What caused the Civil War, and what changed because of it?	Socratic seminar: What made the Emancipation Proclamation significant?
7	1900s to present; a 20th-century U.S. war, the Civil Rights Movement, September 11, 2001	Compare/contrast text structure: Abraham Lincoln (1865) and Martin Luther King Jr. (1965).	Compare/contrast paragraph on Lincoln's and MLK's accomplishments, citing text evidence.	Fishbowl discussion: how are the two leaders' impacts alike and different?
8	U.S. Geography, Symbols, and Holidays; unit review	Identify and use text features (maps, captions, diagrams, headings) in a reference-style text.	Culminating essay: "What Does It Mean to Be a U.S. Citizen?" (informative, evidence-based)	Citizenship Showcase: students present a symbol, holiday, or historical figure and field questions.
Culminating Task:	Students write a multi-paragraph informative/explanatory essay that defines U.S. citizenship using evidence from at least two texts studied in the unit (e.g., the Preamble, a Civics Question, a biography). The essay should address democratic principles, at least one right and one responsibility, and one historical event or figure that shaped American citizenship.			
Extended Discourse Task:	Socratic Seminar / Structured Academic Controversy: "Should the voting age be lowered to 16?" Students prepare using evidence from the unit's rights-and-responsibilities texts and use accountable-talk stems to agree, disagree, and build on one another's ideas.			



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CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Social Studies Unit Map Skills

Board Approved:

August 2026

			Board Approved:		August 2026	
Course Purpose:	This course sits alongside the three existing Grade 6 Social Studies units — U.S. Citizenship; Map Skills, Movements of the Earth, and the 5 Themes of Geography; and Physical and Human Geography — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original unit are preserved; each block now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational text, and they should become more confident using evidence to write and talk about social studies content.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name the structure of each text — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — and use matching graphic organizers to record information.				
	Determining Main Idea & Details	Practice separating the central idea of a passage from supporting facts and examples, using a main-idea-and-details organizer or a one-sentence summary check.				
	Visual & Text-Feature Literacy	Treat maps, diagrams, timelines, and data displays as "texts" in their own right — read legends, captions, and titles for the information they add beyond the words.				
	Vocabulary in Context	Use context clues and word parts to determine the meaning of academic and content vocabulary before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used when students take and defend a position (e.g., strongest push factor for migration, most important citizen responsibility).				
	Explanatory Essay Structure	Introduction with a clear thesis → body paragraphs (topic sentence + evidence + explanation) → conclusion that synthesizes and extends the thesis. Used for unit culminating tasks.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used for lessons comparing historical figures, map types, or regions.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used for branches of government, map types, and migration case studies.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners	Students physically move to a corner representing their position on a debatable question, then discuss and can move if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Map Skills, Movements of the Earth, & 5 Themes of Geography	How do informational texts use visuals — maps, legends, diagrams — to convey information words alone cannot?	Political, physical, climate, and language maps (read as informational "texts"). Diagram/explanatory text: how mapmakers project a round Earth onto a flat map.	latitude/longitude	Latitude lines run east-west and measure distance north or south of the equator; longitude lines run north-south and measure distance east or west of the prime meridian.	absolute location	The exact position of a place on Earth, usually given as latitude and longitude coordinates.
			cardinal/intermediate directions	Cardinal directions are N, S, E, W; intermediate directions (NE, NW, SE, SW) fall between them.	migration	The movement of people from one place to live in another.
	How can recognizing text structure (description, sequence, cause-and-effect) help me understand geographic processes like migration or Earth's movements?	Diagram and caption set: Earth's rotation and revolution (day/night, seasons). Informational article on why people migrate (push/pull factors).	scale bar	A map tool that shows the relationship between distance on the map and actual distance on Earth.	push factor/pull factor	A push factor drives people away from a place; a pull factor draws people toward a new place.
			key/legend	The part of a map that explains what its symbols and colors mean.	land use	The way people use land, such as for farming, housing, or industry.
	How do I write clear procedural and explanatory text about using and interpreting maps?	Textbook excerpts on land use and its connection to economic activity. Atlas or reference-text entries paired with a scale bar and compass rose.	projection	A method of showing the round Earth on a flat map, which always creates some distortion.	elevation	The height of land above sea level.

Curriculum Resources & Materials	*Chromebook/Schoolology access *Blank World/regional map handouts for the annotated map culminating project *Rulers *Compass rose stickers/stamp *Latitude/longitude practice worksheet *Map-savenger hunt handout *How to find an absolute location" procedural writing template *Four Corners signage (labeled positions for the migration debate)		*Frayer Model	*Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric
	Pacing Guide				
	Week(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
	1-3	Parts of a map; the 5 Themes of Geography (movement, human-environment interaction, place, location, region)	Visual literacy: read a map as an informational text, identifying legend, scale, compass rose, and title as text features.	Labeled diagram of a map with explanatory captions for each part.	Partner map scavenger hunt — explain findings using academic vocabulary.
	4-6	Latitude and longitude; Earth's movements — day/night and the seasons	Identify procedural/sequential text structure (how to locate coordinates) and cause-effect text structure (why seasons occur).	Step-by-step "how-to" paragraph for finding an absolute location using latitude and longitude.	Think-Pair-Share: explain in your own words why we have day, night, and seasons.
7-9	Map projections; political, physical, climate, and language maps	Compare/contrast text structure across different map types; note distortions in projections.	Compare/contrast paragraph on how two map types show different information about the same place.	Jigsaw: small groups become "experts" on one map type and teach it to the class.	
10-12	Migration: cultural diffusion, push and pull factors	Identify cause-and-effect structure and author's perspective in a migration text.	CER paragraph: claim about the strongest push or pull factor for migration, supported with evidence.	Four Corners activity: take a position on the most powerful reason people migrate; defend it with text evidence.	
13-15	Land use, economic structures, and unit culminating task	Read an informational text on the link between land use and economic activity; determine main idea and details.	Culminating task: create and explain an annotated map applying the 5 Themes of Geography (informative writing, integrating text features).	Gallery walk: present annotated maps and respond to classmates' questions.	
Culminating Task:	Students create an annotated map of a self-selected region and write an explanatory piece that applies all 5 Themes of Geography, correctly uses at least six unit vocabulary terms, and includes a legend, scale bar, and compass rose as text features that support their written explanation.				
Extended Discourse Task:	Structured discussion: "Which map projection is most useful, and for what purpose?" Students compare distortion trade-offs across projections and justify their reasoning with evidence from the texts studied.				



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Social Studies Unit Physical and Human Geography

Board Approved:

August 2026

					Board Approved:		August 2026	
Course Purpose:	This course sits alongside the three existing Grade 6 Social Studies units — U.S. Citizenship; Map Skills, Movements of the Earth, and the 5 Themes of Geography; and Physical and Human Geography — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original unit are preserved; each block now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational text, and they should become more confident using evidence to write and talk about social studies content.							
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).						
	Text Structure Recognition	Explicitly name the structure of each text — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — and use matching graphic organizers to record information.						
	Determining Main Idea & Details	Practice separating the central idea of a passage from supporting facts and examples, using a main-idea-and-details organizer or a one-sentence summary check.						
	Visual & Text-Feature Literacy	Treat maps, diagrams, timelines, and data displays as "texts" in their own right — read legends, captions, and titles for the information they add beyond the words.						
	Vocabulary in Context	Use context clues and word parts to determine the meaning of academic and content vocabulary before confirming with a definition (Frayer Model).						
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.						
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used when students take and defend a position (e.g., strongest push factor for migration, most important citizen responsibility).						
	Explanatory Essay Structure	Introduction with a clear thesis → body paragraphs (topic sentence + evidence + explanation) → conclusion that synthesizes and extends the thesis. Used for unit culminating tasks.						
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used for lessons comparing historical figures, map types, or regions.						
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.						
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used for branches of government, map types, and migration case studies.						
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.						
	Four Corners	Students physically move to a corner representing their position on a debatable question, then discuss and can move if persuaded by peers' evidence.						
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference						
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus					
Physical and Human Geography	How do informational texts explain relationships between physical environments and human ways of life?	Informational articles on climate zones and vertical climate zones. Diagram/text pairing: how latitude and elevation influence climate and vegetation.	vegetation region	A large area characterized by a particular kind of plant life shaped by its climate.		natural resource	A material from the land, water, or air that people use to meet their needs.	
			climate zone	A region of Earth defined by a consistent pattern of temperature and precipitation.		land use	How people develop and use the land — for farming, housing, industry, and more.	
	How can I trace cause-and-effect chains (e.g., latitude → climate → vegetation → population) across a text?	Population maps and data displays, read as informational text. Textbook excerpts on how culture develops and spreads (cultural diffusion).	population density	The number of people living in a given area, usually measured per square mile or kilometer.		cultural diffusion	The spread of customs, ideas, and technologies from one culture or place to another.	
			population distribution	The pattern of where people live across a region or the world.		zero population growth	A state in which a population neither grows nor shrinks because births and deaths are balanced.	
	How do I write comparative and explanatory texts about world regions using data and evidence?	Informational text on natural resource distribution and land use. Comparative text on stages of economic development across regions.	culture	The customs, beliefs, and ways of life shared by a group of people.		economic development	The process by which a region's wealth, industry, and standard of living grow and change over time.	
Curriculum Resources & Materials	*Chromebook/Schoolology access *Blank World/regional map handouts for the annotated map culminating project *Rulers *Compass rose stickers/stamp *Latitude/longitude practice worksheet *Map-scavenger hunt handout *"How to find an absolute location" procedural writing template *Four Corners signage (labeled positions for the migration debate)		*Frayer Model	*Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric		

Pacing Guide				
Week(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-3	Climate and vegetation regions; latitude's influence on climate	Trace a cause-and-effect chain across a text: latitude → climate → vegetation.	Cause-effect chain paragraph explaining how latitude shapes a region's vegetation.	Small-group discussion mapping the climate-vegetation relationship using a shared graphic organizer.
4-6	World population distribution, density, and growth; culture	Integrate data (population maps/graphs) with narrative text to determine main idea.	RACE-strategy response: How does environment shape where and how people live?	Seminar: "How does environment shape culture?" — supported by evidence from two texts.
7-9	Natural resources and land use	Determine main idea and supporting details in a text on uneven resource distribution.	Explanatory paragraph on one way people use natural resources to meet their needs, or a persuasive paragraph on responsible resource use.	Four Corners / mini-debate: how should a region balance resource use and conservation?
10-12	Migration and cultural diffusion (connects to Unit 2)	Synthesize across two texts: connect migration causes (Unit 2) to how migration spreads culture.	Compare/contrast paragraph: how migration changes both the place people leave and the place they arrive.	Jigsaw case studies: small groups examine a migration example and share findings.
13-15	Population density/growth, economic development stages, and culminating task	Interpret graphs and data displays as text; compare stages of economic development across regions.	Culminating research-based explanatory essay: "How Do Physical Features Shape Human Life?"	Student-led seminar or presentation of culminating essays with peer questioning.
Culminating Task:	Students write a multi-paragraph explanatory essay connecting a region's physical geography (climate, vegetation, resources) to human patterns (population, culture, economic development), citing evidence from at least three texts studied across the unit.			
Extended Discourse Task:	Seminar: "Which has a bigger impact on how people live — physical geography or human decisions?" Students use evidence from the unit's texts to support a position and respond to counterclaims.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Earth's Surface

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Earth's Surface	Cause/Effect & Descriptive	Short informational texts on the four Earth spheres (geosphere, hydrosphere, atmosphere, biosphere) and how they interact.	geo-	1. Annotate a cause-effect text, circling signal words (because, as a result, due to, therefore).	C-E-R Paragraph: How does weathering change Earth's surface? State a claim, cite at least one piece of text/diagram evidence, and explain your reasoning using a cause-effect chain.	Turn & Talk with sentence stems, building toward a Fishbowl discussion by the end of the unit. Sentence Stems: The text says ____, so ____; First ____ happens, which causes _____. I agree/disagree with ____ because the text show _____. Can you say more about why ____? That connects	"Erosion Detective" mini-investigation: students photograph and caption a local example of weathering, erosion, or soil formation (schoolyard, home, or a provided photo set) and explain the cause-effect chain they observe.
	Weathering, erosion, deposition, and soil formation are all cause-effect chains within Earth's interacting spheres, so this opening unit teaches students to identify causal relationships and describe interacting systems — structures they will reuse all year.	PA DCNR field-guide excerpts on local erosion/weathering (Elk Creek, PA landscapes, glacial grooves). Labeled river-diagram texts showing erosion and deposition features.	hydro- atmo- bio- -sphere physical vs. chemical weathering word pairs	2. Build a cause-effect chain organizer showing how Earth's spheres interact (e.g., water cycle → erosion → landform change). 3. Integrate a labeled river diagram and Earth's energy budget diagram with print text. 4. Determine the central idea of a short soil-formation article and write a summary distinct from opinion.			
Curriculum Resources & Materials	*Chromebook/Schoology access *Short informational articles on Earth's spheres and their interactions * PA DCNR field guides / local erosion and weathering photo sets *Labeled river-diagram and Earth's energy-budget diagram handouts		*root-word lists: geo-, hydro-, atmo-, bio-, -sphere *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Cause/effect chain organizer template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters	*Camera/device access for photos

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Earth's Spheres. Launch yearlong routines: vocabulary notebook, writer's notebook, annotation basics.	Model Frayer Model with 2–3 unit words (geosphere, erosion); daily 3-min quick-writes reacting to an erosion/weathering image; teach annotation marks and cause-effect signal words (because, as a result, due to).	Notebook check; annotated sample text.
2	Earth's Spheres continued. Diagram + text integration.	Pair Earth's energy-budget diagram with a short text on how spheres interact; annotate connections; build a cause-effect chain organizer.	Diagram-annotation worksheet; cause-effect organizer.
3	Weathering. Vocabulary root families; cause-effect chains.	Read a short text on physical vs. chemical weathering; root-word web-building stations (geo-, hydro-, atmo-, bio-, -sphere); build a cause-effect chain organizer.	Vocabulary notebook check; cause-effect organizer.
4	Erosion and Deposition by Water. Diagram integration; introduce C-E-R.	Read a text on water erosion paired with a labeled river diagram; annotate connections; model C-E-R and draft a claim-evidence-reasoning paragraph on weathering/erosion.	Diagram-annotation worksheet; C-E-R draft.
5	Erosion and Deposition by Wind, Ice, and Gravity. Compare/contrast; discourse; Turn & Talk.	Read paired texts comparing water, wind, ice, and gravity erosion; build a comparison chart; partner Turn & Talk using sentence stems.	Comparison chart; partner-talk check.
6	Soil Formation. Revise & publish: 'Erosion Detective' investigation.	Peer review and revise C-E-R paragraph; students photograph/caption a local weathering, erosion, or soil-formation example and explain the cause-effect chain; class share-out.	Final C-E-R paragraph; investigation photo/caption; unit reflection quick-write.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Earth's History

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Earth's History	Chronological/Sequence & Evidence-Based Reasoning	Short texts on Grand Canyon rock layers / relative dating (law of superposition, index fossils).	strat- (stratigraphy)	1. Chunk a timeline text and track sequence signal words (first, then, millions of years ago, later).	C-E-R Paragraph: How do scientists know how old a rock layer is? Compare relative and absolute dating, using evidence from at least two texts.	Fishbowl -introduces formal academic discourse norms. Sentence Stems: I noticed ____ in the text, which shows _____. That connects to _____ because _____.	Students build an illustrated "Geologic Time Scale" timeline project (poster, digital slide, or foldable) marking major eras and events, then present it in a gallery walk — directly extending the science unit's own geologic-time-scale activity.
		Texts on radiometric (absolute) dating paired with rock-layer diagrams.	chrono-	2. Build a timeline organizer of geologic events from text evidence.			
	Relative and absolute dating, the fossil record, and the geologic time scale are all sequence- and evidence-based, so this unit builds students' ability to trace timelines and evaluate scientific evidence in text.		fossil-	3. Distinguish supported vs. unsupported claims about rock age.			
		Texts introducing uniformitarianism vs. catastrophism and the geologic time scale.	radio- (radiometric)	4. Integrate an undisturbed-vs-disturbed rock-layer diagram with print text.			
			uniformitarianism				
			catastrophism				
Curriculum Resources & Materials	*Chromebook/Schoology access *Short texts on relative dating (Grand Canyon rock layers, law of superposition, index fossils) *Absolute/radiometric dating texts paired with rock-layer diagrams *Uniformitarianism vs. catastrophism and geologic-time-scale texts		*root-word lists: strat-, chrono-, fossil-, radio- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Timeline/sequence organizer template *Rock layer diagram handouts *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Claim-sort activity sheet *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Fishbowl protocol guide	*Poster board or digital slide template and era/event reference list for the illustrated Geologic Time Scale project

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Geologic Change Over Time. Reading strategies: chunking + sequence signal words.	Chunk a short text on uniformitarianism and geologic change; highlight sequence signal words (first, then, millions of years ago); vocabulary root focus (strat-, chrono-).	Chunked/annotated text.
2	Geologic Change Over Time / Relative Dating. Timeline organizer.	Read a text on relative dating (law of superposition, index fossils); build a timeline organizer of geologic events.	Timeline organizer.
3	Relative Dating. Diagram + text integration; claim-sort.	Pair an undisturbed-vs-disturbed rock-layer diagram with text; annotate connections; claim-sort activity distinguishing supported vs. unsupported claims about rock age (RST.6.8).	Diagram-annotation worksheet; claim-sort sheet.
4	Absolute Dating. Draft C-E-R response; vocabulary.	Read a text on radiometric dating and half-life; root-word focus (radio-, fossil-); draft a C-E-R paragraph comparing relative and absolute dating.	C-E-R draft; vocabulary check.
5	The Geologic Time Scale. Discourse: Fishbowl; publish timeline project.	Model Fishbowl discussion on how the geologic time scale organizes Earth's history; students finalize and present an illustrated Geologic Time Scale timeline project.	Discourse tracker sheet; timeline project rubric.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Rocks & Minerals

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Rocks & Minerals	Classification/Compare and Contrast & Cyclical Process Identifying and classifying minerals and rocks, and understanding the rock cycle, gives students practice with both compare/contrast and cyclical-process text structures, different from the linear sequence of the Earth's History unit.	Short texts on mineral properties (hardness, streak, luster) tied to the mineral-identification lab. Texts on igneous, sedimentary, and metamorphic rock formation. Rock-cycle diagram-and-caption texts.	igneous, sedimentary, metamorphic word parts mineral property vocabulary	1. Annotate classification signal words (categorized as, in contrast, similarly). 2. Build a 3-way comparison chart for rock types using text evidence. 3. Integrate a rock-cycle diagram with a process text.	C-E-R Paragraph: How does the rock cycle show that matter is conserved on Earth? Use the rock-cycle diagram and text evidence to explain the process.	Four Corners Debate: on renewable vs nonrenewable mineral resource use Sentence Stems: I chose this corner because the text say _____. A different perspective is _____, but _____.	"Mystery Rock" mini-investigation: students test and identify a rock/mineral sample in the class lab, then write up their classification and reasoning like a field scientist's report connecting directly to the science unit's own mineral lab.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Mineral-property texts (hardness, streak, luster) *Texts on the three rock classes (igneous, sedimentary, metamorphic) *Rock-cycle diagram-and-caption texts		*root-word lists: strat-, chrono-, fossil-, radio- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *3-way comparison chart template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Claim-sort activity sheet *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Four Corners debate station signs and prompts	*Rock and mineral samples, streak plates, hardness kits (from the paired science lab); "Mystery Rock" investigation recording sheet

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Minerals. Reading strategies: classification signal words.	Read a short text on what makes something a mineral; annotate classification signal words (categorized as, in contrast, similarly).	Annotated classification text.
2	Minerals continued. Vocabulary; connect to mineral-identification lab.	Vocabulary Frayer additions (hardness, streak, luster); read a text on mineral properties alongside the class mineral-ID lab.	Vocabulary quiz; lab-connection notes.
3	The Rock Cycle. Diagram + text integration; draft explanatory paragraph.	Pair a rock-cycle diagram with a process text; annotate; draft an explanatory/C-E-R paragraph on how the rock cycle shows conservation of matter.	Diagram-annotation worksheet; draft paragraph.

4	Three Classes of Rock (Igneous). 3-way comparison chart; discourse: Four Corners debate.	Read paired texts on igneous, sedimentary, and metamorphic rock; build a 3-way comparison chart; Four Corners debate on renewable vs. nonrenewable mineral resource use.	Comparison chart; debate participation.
5	Three Classes of Rock (Sedimentary/Metamorphic). Publish 'Mystery Rock' investigation.	Students test/identify a rock or mineral sample and write a short field-scientist report classifying it with evidence-based reasoning; share findings.	Final explanatory paragraph; investigation write-up rubric.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit The Restless Earth

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
The Restless Earth	Cause/Effect, Descriptive/Informative & Problem/Solution	Phase A (Earth's Layers & Plate Tectonics, ~wks 1–4): texts on Pangaea, continental drift evidence, and plate boundary types.	tect-(tectonics)	1. Synthesize evidence across multiple short texts into one evidence organizer.	C-E-R Paragraph: Phase A: C-E-R paragraph. Phase B: Ring of Fire Travel Brochure (informative). Phase C: Earthquake Safety Kit write-up + short data-based lab report. Phase A: What evidence supports plate tectonics theory? Phase B: Research a community on the Ring of Fire and create an informative travel brochure addressing what the area is like, what people do for work, and the risks/benefits of living there. Phase C: Design an earthquake safety kit and explain, with evidence, why each item is included; write up findings from the epicenter-location lab.	Turn & Talk / Fishbowl on tectonic evidence (Phase A) → gallery walk share of travel brochures (Phase B) → Town Hall / stakeholder role-play on earthquake preparedness — engineer, city planner, resident, scientist (Phase C) Sentence Stems: The evidence shows____, which tell us____; I included____ in my kit____; As a____, my concern is____.	The unit's two authentic science-class projects, the Ring of Fire Travel Brochure and the Earthquake Safety Kit, serve as the literacy capstones, so students research, write, and present using real audiences and real design constraints rather than a generic essay prompt.
	This is the longest science unit, so it carries the year's biggest literacy arc: evidence for plate tectonics (cause/effect), mountain building and volcanoes (descriptive/informative, culminating in the science unit's own Ring of Fire Travel Brochure project), and earthquakes (problem/solution, culminating in an earthquake safety kit and data-based lab report).	Phase B (Mountain Building & Volcanoes, ~wks 5–8): texts on faults/mountain formation and volcanic activity by boundary type, plus travel-guide style texts on communities near famous volcanoes.	seism-(seismic)	2. Integrate plate-boundary and mountain/fault diagrams with print text.			
		Phase C (Earthquakes, ~wks 9–12): texts on earthquake causes, focus/epicenter, and seismic-wave measurement (Modified Mercalli Scale).	Volcan-	3. Read travel-guide/informational texts on volcano-adjacent communities to gather research.			
			litho-	4. Identify problem/solution structure in earthquake-safety texts and evaluate the proposed solution's evidence base (Phase C).			
			mesosphere	5. Integrate earthquake/volcano location maps and seismic data with text.			

Curriculum Resources & Materials	*Chromebook/Schoology access *Phase A: Pangaea/continental-drift evidence texts, plate-boundary diagrams *Phase B: mountain/fault diagrams, volcano-location and travel-style texts on Ring of Fire communities *Phase C: earthquake-cause texts, focus/epicenter diagrams, Modified Mercalli Scale reference material	*root-word lists: tect-, seism-, volcan-, litho- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Multi-source evidence synthesis organizer *Problem solution organizer *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Travel brochure template/outline *Earthquake safety kit planning sheet and label report template *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	* Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Fishbowl protocol guide *Town Hall stakeholder role cards	*Brochure design materials or digital brochure template *materials/access for the Modified Mercalli Scale and epicenter-location labs
	Pacing Guide					
Week(s)	Key Concept/Topic	Activities/Lessons		Assessment/Check for Understanding		
1	Earth's Layers. Review reading strategies + cause-effect chains.	Read a short text on compositional vs. physical layers of Earth; annotate cause-effect signal words; vocabulary root focus (litho-, mesosphere).		Annotated text; vocabulary check.		
2	Plate Tectonics. Evidence text: Pangaea and continental drift.	Read a text on Pangaea and continental-drift evidence; begin a multi-source evidence-synthesis organizer.		Evidence organizer (started).		
3	Plate Tectonics continued. Synthesizing evidence across texts.	Jigsaw: small groups each read one line of evidence for plate tectonics; regroup to build a shared evidence organizer; vocabulary root focus (tect-).		Synthesis evidence organizer.		
4	Plate Tectonics continued / Mountain Building. Draft C-E-R essay; diagram integration.	Draft a C-E-R paragraph answering 'What evidence supports plate tectonics theory?'; pair a mantle-convection/ridge-push/slab-pull diagram with text and annotate.		C-E-R draft; diagram-annotation worksheet.		
5	Mountain Building. Cause-effect chains; fault/mountain diagram integration.	Read a text on how plate motion causes deformation; build a cause-effect chain organizer; annotate fault and mountain-type diagrams.		Cause-effect organizer; diagram-annotation worksheet.		
6	Mountain building continued / Volcanoes. Launch Ring of Fire Travel Brochure research.	Vocabulary root focus (volcan-); mini-lesson on source credibility; students begin researching a Ring of Fire community for the travel-brochure project.		Research notes/source log started.		
7	Volcanoes. Continue brochure research; data/text integration.	Read texts on where volcanoes form and how boundary type affects volcanic activity; continue brochure research (jobs, health issues, positives/negatives of living near a volcano).		Research notes; data-annotation worksheet.		
8	Volcanoes / Earthquakes. Draft, peer review, and share Ring of Fire Travel Brochure.	Writing workshop to draft the informative travel brochure; structured peer review; gallery walk to share finished brochures.		Travel brochure rubric; peer-review feedback form.		
9	Earthquakes. Problem/solution reading; launch Earthquake Safety Kit writing.	Read a text on earthquake causes, focus, and epicenter; identify problem/solution structure; begin planning an earthquake safety kit with evidence-based item justifications.		Problem/solution organizer; safety-kit planning sheet started.		
10	Earthquakes. Data integration; continue safety kit writing.	Plot famous earthquakes/volcanoes on a map and annotate the correlation with plate boundaries (RST.6.7); continue drafting safety-kit justifications.		Data-annotation worksheet; safety-kit draft.		
11	Measuring Earthquake Waves. Data-based lab report writing.	Complete the Modified Mercalli Scale / epicenter-location lab; draft a short data-based lab report explaining findings with evidence.		Lab report draft.		
12	Measuring Earthquake Waves. Discourse: Town Hall; publish capstones; portfolio check-in.	Town Hall / stakeholder role-play (engineer, city planner, resident, scientist) on earthquake preparedness; finalize and present safety kit and lab report; compile portfolio pieces from Units 1–4.		Town Hall participation rubric; final safety-kit and lab-report rubrics; portfolio check-in.		



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Weather & Climate

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Weather & Climate	Compare/Contrast & Data Integration	Paired short texts explicitly comparing weather and climate.	meteor- (meteorology)	1. Annotate compare/contrast signal words (however, unlike, similarly, in contrast).	Student Choice: weather-forecast broadcast script, informative report, or persuasive piece on severe-weather preparedness	Town Hall / panel discussion simulating meteorologists and community members discussing severe-weather preparedness Sentence Stems: The data show _____, which means we should _____; I'd add to _____'s point by saying _____.	Students present their final capstone piece (e.g., a filmed weather-broadcast segment, a printed report, or a persuasive letter) to an authentic audience, then compile their year-end literacy portfolio with one piece from each of the five units.
	Distinguishing weather from climate is fundamentally a compare/contrast task, and this unit leans heavily on reading charts, maps, and data alongside text.	NOAA weather-data texts and maps (fronts, pressure systems, jet streams). Cloud-formation and classification texts.	hydro- therm- cloud type (cumulus, cirrus, cumulonimbus)	2. Build a weather-vs-climate comparison chart from text evidence. 3. Integrate a weather map/front diagram with text claims. 4. Distinguish supported vs. unsupported claims in a climate-variability article.	Research a severe-weather event or local climate pattern. Using evidence and data from at least three sources, inform or persuade your audience about the topic in your chosen format.		
Curriculum Resources & Materials	*Chromebook/Schoology access *Paired weather-vs-climate comparison texts *NOAA weather maps/data; front, pressure-system, and jet-stream texts *Cloud-formation and classification texts		*root-word lists: meteor-, hydro-, therm- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Weather vs climate comparisons chart template *Data annotation worksheet template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Source credibility checklist *Research note-taking template *Forecast-script/report or persuasive piece outline template	* Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Town Hall stakeholder role cards; panel role prompts	*Recording equipment or slide template for a weather-broadcast capstone; access to an authentic audience channel where possible (school newsletter, morning announcements) *rubric and year-end portfolio compilation checklist

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Elements of Weather. Reading strategies review; vocabulary.	Read a short text on weather elements (temperature, humidity, pressure); annotate using signal words; vocabulary root focus (meteor-).	Annotated text; vocabulary check.
2	Clouds and Cloud Formation. Descriptive/classification text; diagram integration.	Read a text on cloud types and formation paired with a cloud-height diagram; annotate connections.	Diagram-annotation worksheet.
3	Cloud Formation and What Influences Weather. Compare/contrast: weather vs. climate.	Read paired texts distinguishing weather from climate; build a comparison chart; read water-cycle and weather-front texts.	Comparison chart.
4	What Influences Weather. Data integration; evaluating claims.	Read weather-map/data texts on pressure systems, jet streams, and ocean currents; claim-sort activity distinguishing supported vs. unsupported claims.	Data-annotation worksheet; claim-sort sheet.

5	Launch capstone research: severe weather or local climate topic.	Mini-lesson on source credibility; students select a topic and begin gathering 3+ sources with notes.	Research notes / source log.
6	Draft capstone piece (student choice of genre).	Writing workshop: students draft a weather-forecast broadcast script, informative report, or persuasive piece using research and data evidence.	Capstone draft.
7	Discourse: Town Hall / panel discussion; peer review.	Panel discussion simulating meteorologists and community members discussing severe-weather preparedness; structured peer review of capstone drafts.	Panel/discourse rubric; peer-review feedback form.
8	Publish & present final capstone; year-end portfolio compilation.	Students finalize and present their capstone piece (e.g., filmed weather-broadcast segment, report, or persuasive letter) to an authentic audience; compile final year-end portfolio with one piece from each of the five units.	Final capstone rubric; presentation rubric; completed year-end portfolio.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Archaeology/Prehistory

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.									
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).								
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).								
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.								
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.								
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).								
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.								
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).								
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.								
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.								
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.								
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.								
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.								
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.								
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.								
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>				Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus							
Archaeology Prehistory	How do archaeologists "read" physical evidence the way readers read a text?	Informational text on archaeological methods and tools	archaeologist	A scientist who studies past human life by examining artifacts and physical remains.	hunter-gatherer	A person who survives by hunting animals and gathering wild plants rather than farming.				
	How does a cause-and-effect text structure explain a major turning point like the Agricultural Revolution?	Photograph sets of artifacts, paired with captions, read as visual "text"	artifact	An object made or used by people in the past that provides evidence of how they lived.	culture	The shared beliefs, customs, and ways of life of a group of people.				
	How do I write a well-supported hypothesis using evidence rather than a guess?	Informational cause/effect article on the Agricultural Revolution	prehistory	The period of human history before written records existed.	hypothesis	An educated, testable explanation supported by evidence.				
			agricultural revolution	The shift from hunting and gathering to farming and raising domesticated plants/animals.	domesticate	To tame and breed plants or animals for human use.				
Curriculum Resources & Materials	*Chromebook/Schoolology access *Artifact-inference activity cards or photos for small-group analysis		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric					
Pacing Guide										
Block(s)	Content Focus	Reading Skill	Writing Task		Discourse/Talk					
1-2	Human development; types of archaeologists; how archaeologists study the past	Description text structure: how archaeologists study prehistoric people; read artifact photos as visual evidence.	Descriptive paragraph naming archaeological tools and how each is used.		Small-group artifact analysis: infer function/purpose from evidence, then share reasoning.					
3-4	Hunting and gathering to the Agricultural Revolution	Cause-and-effect text structure: what changed when humans shifted to food production.	CER paragraph: hypothesize how life today would differ if the Agricultural Revolution had not happened.		Seminar: why was culture important to early human development?					

Culminating Task:	"What Would Our Artifacts Say?" Students choose five present-day objects and write an evidence-based hypothesis of what a future archaeologist would conclude about our culture from them, modeling the reasoning archaeologists use.
Extended Discourse Task:	Structured discussion: "Which change had a bigger impact on human history — the discovery of tools or the Agricultural Revolution?" Students defend a position with evidence from the unit's texts.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Mesopotamia

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year.				
		Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Mesopotamia	How does geography function as a cause in a text explaining why a civilization develops where it does?	Informational text on the geography of the Fertile Crescent and the role of flooding	civilization	A complex society with cities, government, and organized culture.	dynasty	A series of rulers from the same family.
	How do I read and evaluate the purpose of a primary-source-based law code like Hammurabi's Code?	Informational text on Hammurabi's Code and its purpose (read about, not quoted at length)	city-state	An independent political unit made up of a city and its surrounding land.	irrigation	A system for supplying land with water, often through canals.
			cuneiform	One of the earliest writing systems, made of wedge-shaped marks pressed into clay.	Fertile Crescent	A curved region of fertile land in the Middle East where early civilizations arose.
			ziggurat	A massive stepped temple structure built in ancient Mesopotamia.	polytheism	The belief in and worship of many gods.
	How do I write a claim, with evidence, explaining why Mesopotamia is called the "cradle of civilization"?	Map of the ancient Fertile Crescent alongside a map of the modern Middle East	empire	A large political unit made up of different territories and peoples under one ruler.	scribe	A person trained to read and write, often working for government or religious institutions.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map set: ancient Fertile Crescent + modern Middle East (for the unit's map-test alignment) *City-state jigsaw cards (Ur, Kish, Uruk, Babylon, Nineveh)		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-3	Geography of the Fertile Crescent; rise of civilization; Sumer's first cities	Cause-and-effect text structure: how geography and flooding made civilization possible.	Explanatory paragraph: how geography caused the rise of civilization in the Fertile Crescent.	Jigsaw: groups research one Mesopotamian city-state (Ur, Kish, Uruk, Babylon, Nineveh) and teach the class.
4-6	Empires of the Fertile Crescent; Hammurabi's Code; key leaders	Determine main idea and purpose in a text about Hammurabi's Code; compare empires using a compare/contrast structure.	CER paragraph: was Hammurabi's Code fair by the standards of its time? Cite evidence.	Socratic seminar: why do civilizations need written laws?
7-8	Writing (cuneiform), the Phoenicians, and the modern Middle East	Informational text on the development of cuneiform writing and its impact.	Culminating CER essay: why is Mesopotamia called the "cradle of civilization"?	Gallery walk of labeled maps: modern Middle East countries built on ancient Mesopotamia.
Culminating Task:	"The Cradle of Civilization" Students write a claim-evidence-reasoning essay answering: why is Mesopotamia called the "cradle of civilization"? Evidence should be drawn from at least three unit topics (geography, writing, law, or empire).			
Extended Discourse Task:	Four Corners: which Mesopotamian achievement had the greatest lasting impact — writing, law, irrigation, or trade? Defend your position with text evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient Egypt

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth? Government: What type of government or leadership structure did the civilization use, and how did it develop over time? Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life? Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for? Historical Impact: How did this civilization influence later societies, including our own?				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Ancient Egypt	How does a text use description to explain the relationship between a river and a civilization?	Informational text on the Nile River and its importance to Egyptian civilization	pharaoh	A ruler of ancient Egypt, believed to have both political and religious authority.	embalm	To preserve a dead body, as ancient Egyptians did through mummification.
	How do I compare and contrast two civilizations (Egypt and Kush) using shared categories of evidence?	Comparative text: the civilizations of Egypt and Kush	delta	A landform where a river deposits sediment as it meets a larger body of water, often fertile.	monotheistic	Believing in and worshipping only one god.
	How do I write an explanatory paragraph connecting belief systems to historical accomplishments?	Short biography texts: Hatshepsut, Tutankhamun, Ramses II, King Ptolemy	cataract	A stretch of shallow, rocky rapids in a river.	shrine	A sacred place associated with a deity or holy figure.
		Informational text on Egyptian religion, the afterlife, and mummification	hieroglyphics	A writing system using pictures and symbols, used in ancient Egypt.	regent	A person who governs on behalf of a ruler who is too young, absent, or incapacitated.
			papyrus	A paper-like material made from a reed plant, used for writing in ancient Egypt.	commodity	A good that is bought, sold, or traded.
Curriculum Resources & Materials	*Chromebook/Schoology access		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Egypt and Kush; the Nile River	Description/cause-effect text structure: why the Nile made civilization possible for both Egypt and Kush.	Explanatory paragraph on the Nile's importance, citing at least two specific effects.	Think-Pair-Share: how might Egyptian civilization differ without the Nile's yearly flooding?
3-5	Egyptian religion, the afterlife, pyramids, and everyday life	Determine main idea and details in a text on Egyptian gods, the afterlife, and tomb-building.	RACE-strategy response: how did religious belief shape pharaohs' actions and monuments?	Jigsaw: groups research one aspect of daily life (food, work, family, religion) and report out.
6-8	The Old, Middle, and New Kingdoms; Egyptian and Kushite pharaohs	Compare/contrast text structure: Egypt and Kush across geography, government, and achievements.	Compare/contrast paragraph on Egyptian and Kushite civilization, citing specific evidence.	Fishbowl seminar: what do artifacts from Egypt and Kush reveal about each civilization's values?
9-10	Egyptian writing, science, and medicine; unit review	Informational text on hieroglyphics and advances in science/medicine.	Culminating essay connecting belief systems to historical accomplishments.	Showcase presentations on a pharaoh or achievement of choice.
Culminating Task:	"Belief and Accomplishment in Ancient Egypt" Students write a multi-paragraph explanatory essay on how Egyptian belief systems (afterlife, divine kingship) shaped the civilization's major accomplishments, citing evidence from at least three texts.			
Extended Discourse Task:	Seminar: what do artifacts and monuments reveal about a civilization's values? Use Egyptian and Kushite evidence to support your answer.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit The Israelites

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth? Government: What type of government or leadership structure did the civilization use, and how did it develop over time? Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life? Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for? Historical Impact: How did this civilization influence later societies, including our own?				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
The Israelites	How does a text use sequence/chronology to trace a people's migration across regions?	Informational text on the geography of Canaan and the surrounding region	Judaism	The monotheistic religion of the Jewish people, based on the Hebrew Bible.	covenant	A formal, binding agreement, especially between a people and their God.
	How do I identify the main idea of a text explaining the origins of a belief system?	Sequence text tracing Israelite migration from Mesopotamia to Canaan to Egypt	monotheism	The belief in and worship of a single god.	diaspora	The dispersion of a people from their original homeland to other regions.
	How do I write about the lasting influence of an ancient civilization on institutions today?	Informational text on the origins and key elements of Judaism	migration	The movement of a group of people from one region to settle in another.	alphabet	A set of letters used to represent the sounds of a language in writing.
		Informational text on the Phoenician alphabet and its development				
Curriculum Resources & Materials	*Chromebook/Schoolology access *Modern map of Europe (for the unit's map-labeling skill)		Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of the region; Israelite migration (Mesopotamia to Canaan to Egypt)	Sequence/chronology text structure: trace the stages of Israelite migration on a map/timeline.	Summary paragraph explaining why the Israelites migrated across these regions.	Think-Pair-Share: how does this migration pattern compare to migration studied in other units?
3-4	The development of Judaism; key elements of Israelite civilization	Determine main idea; identify the key elements of Judaism in an informational text.	RACE-strategy response: how are Judaism's roots connected to ancient and medieval civilizations?	Discussion: how are the Hebrews and Judaism connected to law in society today?
5-6	The Phoenicians, the alphabet, and Roman rule of Judea	Cause-and-effect text structure: the impact of the Phoenician alphabet on later civilizations.	Culminating explanatory paragraph on the lasting legacy of Israelite and Phoenician civilization.	Seminar/showcase: share culminating paragraphs and respond to classmates' claims.
Culminating Task:	"Legacies That Last" Students write an explanatory paragraph or short essay tracing one lasting legacy from this unit (Judaism's connection to law, or the Phoenician alphabet's influence on writing systems) into the present day, citing text evidence.			
Extended Discourse Task:	Discussion: how are the Hebrews and Judaism connected to law in our society today? Support your answer with evidence from the unit's texts			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient Greece

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.										
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).									
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).									
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Ancient Greece	How do I use a compare/contrast text structure to analyze two systems of government (Athens vs. Sparta)?	Informational text on the geography of Greece, Crete, and the Aegean Sea	polis	A Greek city-state, the basic political unit of ancient Greece.	phalanx	A tight military formation of heavily armed infantry used by the Greeks.					
	How do informational texts explain the causes and effects of major conflicts (the Persian and Peloponnesian Wars)?	Comparative text: the Minoan and Mycenaean civilizations	democracy	A system of government in which citizens hold power, directly or through representatives.	rhetoric	The art of effective or persuasive speaking and writing.					
	How do I write a comparative paragraph using precise, evidence-based language?	Comparative text: Athenian democracy and Spartan society	oligarchy	A system of government in which power is held by a small group of people.	colony	A settlement established by people from another territory, remaining connected to it.					
		Short texts on Socrates, Plato, and Aristotle; text on Alexander the Great	citizen	A legally recognized member of a state or city with rights and responsibilities.	ostracism	The practice of temporarily banishing a citizen, used in Athenian democracy.					
			Hellenic	Relating to ancient Greek people, language, or culture.	oracle	A person or shrine believed to communicate the will of the gods.					
Curriculum Resources & Materials	*Chromebook/Schoology access	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Greece; the Minoan and Mycenaean civilizations	Compare/contrast text structure applied to two early civilizations.	Compare/contrast paragraph on the Minoans and Mycenaeans.	Think-Pair-Share: how did Greece's geography shape its early civilizations?
3-4	Athenian democracy vs. Spartan society	Compare/contrast text structure: government, values, and daily life in Athens and Sparta.	CER paragraph: which city-state's system would you rather live under, and why?	Structured Academic Controversy: Athens vs. Sparta, using assigned evidence roles.
5-6	The Persian and Peloponnesian Wars	Cause-and-effect and sequence text structures in a war-summary text.	Summary paragraph on the causes and effects of one war studied.	Socratic seminar: what made Greek city-states unite or divide?
7-8	Greek philosophy and literature; Alexander the Great	Determine main idea in short philosophy texts (Socrates, Plato, Aristotle).	Culminating essay: what elements of Greek civilization influenced many other societies?	Showcase presentations on a Greek achievement (philosophy, democracy, literature, conquest).
Culminating Task:	"Greece's Lasting Influence" Students write a multi-paragraph explanatory essay identifying at least two elements of Greek civilization that influenced later societies, with evidence drawn from at least three unit topics.			
Extended Discourse Task:	Debate: was Athenian democracy truly democratic? Use evidence about citizenship and exclusion to support your position.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient India

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year.				
		Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Ancient India	How do I compare two belief systems (Hinduism and Buddhism) using a shared set of categories? How does a text use cause-and-effect structure to connect geography (monsoons, rivers) to civilization? How do I write a paragraph that accurately explains an unfamiliar belief system using text evidence?	Informational text on South Asia's geography and the role of monsoons Comparative text: Hinduism and Buddhism Short biography text on the Buddha Informational text on Ashoka's leadership and the Mauryan Empire	subcontinent	A large, distinguishable landmass that is part of a continent.	reincarnation	The belief that the soul is reborn into a new body after death.
			monsoon	A seasonal wind that brings heavy rains to South Asia.	nirvana	In Buddhism, a state of liberation from suffering and the cycle of rebirth.
			caste	A rigid social class system historically dividing Indian society.	stupa	A dome-shaped Buddhist monument, often containing relics.
			dharma	One's religious and moral duty in Hindu belief.	edict	An official order or proclamation issued by a ruler.
			karma	The belief that a person's actions affect their fate in this life or the next.	secular	Not connected with religious or spiritual matters.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Modern map of Asia (for the unit's map-test alignment)	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of South Asia; the Indus Valley civilization	Cause-and-effect text structure: how geography (rivers, monsoons) shaped early civilization.	Explanatory paragraph on how geography influenced life in the Indus Valley.	Think-Pair-Share: how does monsoon-dependence compare to Nile flooding studied in Egypt?
3-4	The development of Hinduism and Buddhism	Compare/contrast text structure across two belief systems using shared categories (origin, key beliefs, practices).	Compare/contrast paragraph on Hinduism and Buddhism.	Jigsaw: half the class becomes experts on Hinduism, half on Buddhism, then pair up to teach each other.
5-6	The Mauryan and Gupta Empires; Ashoka's leadership	Determine main idea and cause-effect in a text on Ashoka's rule and its effect on Buddhism's spread.	CER paragraph: how did Ashoka's leadership change after his conversion to Buddhism?	Seminar: how did belief systems shape governance in the Mauryan Empire?
7	Map of Asia; unit review and culminating task	Map/text-feature literacy: label and interpret a modern map of Asia.	Culminating essay: what ideas united groups across the vast Indian subcontinent?	Gallery walk of culminating essays and maps.
Culminating Task:	"Belief and Unity in Ancient India" Students write an explanatory essay on what ideas, practices, or events united groups across the Indian subcontinent, citing evidence from at least three unit topics (geography, religion, empire).			
Extended Discourse Task:	Discussion: how are Hinduism and Buddhism alike and different in their view of the self and the path to spiritual freedom? Cite specific text evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient China

Board Approved:

August 2026

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	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
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	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?							
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Ancient China	How do I compare three philosophies (Daoism, Confucianism, Legalism) that offer different solutions to the same problem?	Informational text on the geography of China (Huang He, Yangzi River) Comparative text: Daoism, Confucianism, and Legalism Short biography text on Confucius Informational text on the Silk Road and its impact	dynasty	A series of rulers from the same family.	feudal system	A system in which land is granted in exchange for service or loyalty.					
	How does a text use sequence to trace the rise and fall of dynasties?		filial piety	Respect and duty toward one's parents and ancestors, central to Confucian belief.	Daoism	A Chinese philosophy emphasizing living in harmony with the natural order (the Dao).					
	How do I write a paragraph explaining how a belief system shaped a ruler's actions?		divine right	The belief that a ruler's authority comes directly from a higher power.	Confucianism	A Chinese philosophy based on the teachings of Confucius, emphasizing duty, respect, and order.					
			mandate	An official order or authorization, such as the Mandate of Heaven.							
Curriculum Resources & Materials	*Chromebook/Schoolology access *Modern map of Asia (reused/extended from Unit 6)		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric					

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of China; the Xia, Shang, and Zhou dynasties	Sequence text structure: trace early Chinese dynasties on a timeline.	Summary paragraph on the geography and early dynasties of China.	Think-Pair-Share: how did family ties shape early Chinese society?
3-4	Daoism, Confucianism, and Legalism	Compare/contrast text structure across three philosophies using shared categories.	Compare/contrast paragraph on two of the three philosophies studied.	Jigsaw: groups become experts on one philosophy and teach the class its core ideas.
5-6	The Qin dynasty (Shi Huangdi) and the Han dynasty; the Silk Road	Cause-and-effect text structure: how Shi Huangdi unified China's economy and culture.	CER paragraph: was Shi Huangdi's rule more beneficial or harmful to China? Cite evidence.	Seminar: how did the Han dynasty's respect for tradition and learning shape its achievements?
7	Map of Asia: unit review and culminating task	Map/text-feature literacy: label and interpret a modern map of Asia.	Culminating essay: what were the political and cultural characteristics of early China?	Showcase presentations connecting a philosophy to a dynasty's actions.
Culminating Task:	"Philosophy and Power in Early China" Students write an explanatory essay connecting one philosophy (Daoism, Confucianism, or Legalism) to the actions of a specific dynasty or ruler, citing evidence from at least three unit topics.			
Extended Discourse Task:	Structured discussion: which philosophy — Daoism, Confucianism, or Legalism — offers the best approach to governing a society? Defend your position with evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Ancient Rome

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.										
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).									
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).									
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
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Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Ancient Rome	How does a text use cause-and-effect to explain a civilization's transformation from republic to empire?	Informational text on the geography and early settlement of Rome	republic	A system of government in which power is held by citizens who elect representatives.	seige	A military operation in which forces surround and blockade a place to force surrender.					
	How do I trace multiple contributing causes in a text explaining Rome's decline and fall?	Informational text on the structure of the Roman Republic	patricians	Members of the wealthy, upper-class families of ancient Rome.	garrison	A group of troops stationed in a place to defend it.					
		Short biography text on Julius Caesar	plebeians	The common citizens of ancient Rome.	persecution	Hostility and mistreatment, especially because of religious or political belief.					
	How do I write an argument about which factor most contributed to a historical outcome?	Informational text on the rise of Christianity in Rome and the empire's decline and fall	dictator	A ruler with absolute power, sometimes granted temporarily during a crisis in Rome.	doctrine	A set of beliefs or principles held and taught by a religious or political group.					
			toga	A loose garment worn by citizens in ancient Rome.							
Curriculum Resources & Materials	*Chromebook/Schoolology access		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Rome; the Roman Republic's structure	Description text structure: how the Roman Republic was organized (patricians, plebeians, offices).	Explanatory paragraph describing the structure of the Roman Republic.	Think-Pair-Share: how does Rome's republic compare to Athenian democracy studied earlier?
3-4	The Punic Wars; Julius Caesar; the fall of the Republic	Cause-and-effect text structure: how Julius Caesar's rise led to the fall of the Republic.	CER paragraph: did Julius Caesar's actions strengthen or weaken Rome? Cite evidence.	Socratic seminar: was Caesar's assassination justified?
5-6	Octavian and the Roman Empire; the rise of Christianity	Sequence and cause-effect text structures: how Christianity rose and spread in the Roman Empire.	Summary paragraph on how the Roman government responded to Christianity's growth.	Discussion: why might a government view a new religion as a threat?
7-8	Diocletian, Constantine, the fall of Rome, Byzantium, and Justinian's Code	Multiple-cause text structure: the several factors that contributed to Rome's decline and fall.	Culminating CER essay: what factor most caused the fall of Rome?	Fishbowl seminar debating the most significant cause of Rome's fall.
Culminating Task:	"What Caused the Fall of Rome?" Students write a claim-evidence-reasoning essay identifying the factor they judge most responsible for Rome's decline and fall, addressing at least two counterarguments with evidence.			
Extended Discourse Task:	Debate: was Rome's transition from republic to empire ultimately good or bad for its citizens? Support your position with specific evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Islamic Civilization

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.									
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).								
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).								
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.								
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.								
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).								
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.								
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).								
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.								
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.								
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.								
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.								
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.								
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.								
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.								
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>				Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?						
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus							
Islamic Civilization	How do I read a biography as a text that explains the origin of a major belief system? How does a text explain the causes behind the spread of an idea across a wide region? How do I write an explanatory paragraph about a civilization's lasting achievements?	Informational text on the geography of the Arabian Peninsula Short biography text on Muhammad Informational text on the tenets of Islam and the Sunni-Shia split Informational text on the achievements of Islamic civilization (science, art, architecture)	oasis	A fertile spot in a desert where water is found.	Islam	A monotheistic religion based on the teachings of the Prophet Muhammad.				
			resin	A sticky substance from plants, historically used in trade.	tenet	A core belief or principle held by a group.				
			cistern	An underground reservoir for storing water.						
Curriculum Resources & Materials	*Chromebook/Schoolology access		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric				

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of the Arabian Peninsula; Muhammad and the beginning of Islam	Description and sequence text structures: the regional geography and the founding of Islam.	Summary paragraph on the importance of regional geography to pre-Islamic Arabia.	Think-Pair-Share: how did geography shape trade and daily life on the Arabian Peninsula?
3-4	The tenets of Islam; the development of Shia and Sunni Islam	Compare/contrast text structure: the Shia-Sunni split.	Compare/contrast paragraph on Shia and Sunni Islam.	Jigsaw: groups research one achievement of Islamic civilization and report out.
5	Achievements of Islamic civilization; the Ottoman Empire; unit review	Determine main idea in a text on Islamic achievements in science, art, and architecture.	Culminating essay: what were the hallmarks of early Islamic civilization?	Showcase presentations on an Islamic-civilization achievement.
Culminating Task:	"Hallmarks of Early Islamic Civilization" Students write an explanatory essay identifying at least two hallmarks of early Islamic civilization, with evidence drawn from geography, belief, and achievement.			
Extended Discourse Task:	Discussion: how do maps of the Middle East today reflect the history, politics, and economics discussed in this unit? Cite specific evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Maya, Aztec, and Inca Civilization

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.										
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).									
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).									
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.									
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.									
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).									
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.									
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).									
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.									
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.									
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.									
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.									
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.									
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.									
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.									
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>					Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?							
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus								
Maya, Aztec, and Inca Civilization	How do I compare and contrast three civilizations (Maya, Aztec, Inca) using shared categories of evidence?	Informational text on the geography of Mesoamerica and South America	Mesoamerica	The region spanning parts of Mexico and Central America where several ancient civilizations arose.	indigenous	Originating naturally in a particular region; native.					
	How does a text explain the causes and consequences of conquest?	Comparative text: the Olmec and Zapotec civilizations	equinox	One of two days each year when day and night are of equal length; important to Mesoamerican astronomy.	altiplano	A high plateau region, such as in the Andes Mountains.					
	How do I write a comparative paragraph supported by specific, cited evidence?	Informational text on Maya civilization Comparative text: Aztec and Inca civilizations; informational text on the Spanish conquest									
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map of Central and South America (for the unit's map-test alignment)		*Frayer Model *Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric						

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Geography of Mesoamerica and South America; the Olmec and Zapotec civilizations	Description text structure: geography of the Yucatan Peninsula, the Amazon River, and the Andes.	Summary paragraph on the achievements of the Olmec and Zapotecs.	Think-Pair-Share: how did geography shape where these civilizations developed?
3-4	Maya civilization	Determine main idea and details in a text describing early Maya civilization.	RACE-strategy response: what were the key achievements of Maya civilization?	Jigsaw: groups research one aspect of Maya civilization (writing, astronomy, cities) and report out.
5-6	Aztec and Inca civilizations	Compare/contrast text structure across the Aztec and Inca civilizations.	Compare/contrast paragraph on Aztec and Inca achievements and government.	Socratic seminar: how were the Aztec and Inca empires alike and different in how they organized their societies?
7	The Spanish conquest of the Aztec and Inca; unit review	Cause-and-effect text structure: factors that contributed to the Spanish conquest.	Culminating essay: what characterized early civilizations in Mesoamerica and South America?	Fishbowl seminar on the causes and consequences of the Spanish conquest.
Culminating Task:	"Civilizations of Mesoamerica and South America" Students write a comparative essay on at least two of the three civilizations studied (Maya, Aztec, Inca), addressing government, achievements, and beliefs, with evidence cited throughout.			
Extended Discourse Task:	Discussion: what factors allowed a relatively small number of Spanish conquistadors to conquer such large empires? Support your reasoning with text evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Imperial China, Civilizations of Korea, Japan, and SE Asia

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.									
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).								
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).								
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.								
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.								
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).								
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.								
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).								
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.								
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.								
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.								
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.								
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.								
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.								
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.								
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year. <table><tr><td>Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?</td><td>Government: What type of government or leadership structure did the civilization use, and how did it develop over time?</td><td>Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?</td><td>Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?</td><td>Historical Impact: How did this civilization influence later societies, including our own?</td></tr></table>				Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?
Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for?	Historical Impact: How did this civilization influence later societies, including our own?						
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus							
Imperial China, Civilizations of Korea, Japan, and SE Asia	How does a text use sequence to trace a dynasty's rise, golden age, and decline?	Informational text on the achievements of the Tang and Song dynasties (China's golden age)	dynasty	A series of rulers from the same family.	bureaucratic	Relating to a system of government administered by many departments and officials.				
	How do I compare civilizations across a region (Korea, Japan, Southeast Asia) using shared categories?	Informational text on Mongol rule of China (Genghis and Kublai Khan)	steppe	A large area of flat, unforested grassland, especially in southeastern Europe or Asia.	conscript	A person compulsorily enrolled for military or state service.				
	How do I write about how isolation or openness shaped a society's development?	Informational text on Japanese feudalism and isolationism	confederation	A group of states or peoples loosely joined for a common purpose.	civil service	The government departments staffed by non-elected officials.				
		Comparative text on Southeast Asian kingdoms (Vietnam, the Khmer, Ayutthaya, the	feudom	Land or an area controlled by a lord under a feudal system.	frontier	A border region, especially one marking the edge of settled or known territory.				
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map of Asia (reused from Units 6–7)	*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric					

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	The Tang and Song dynasties; China's golden age	Sequence text structure: what happened after the Han dynasty was overthrown, leading into the golden age.	Summary paragraph on the achievements of the Tang and Song dynasties.	Think-Pair-Share: what makes a period in history a "golden age"?
3-4	Mongol rule of China; the Qing dynasty	Cause-and-effect text structure: how Mongol rule changed China.	CER paragraph: was Mongol rule more disruptive or beneficial to China? Cite evidence.	Seminar: what challenges did the Qing dynasty face, and why?
5-6	Geography and civilizations of Korea and Japan; Japanese feudalism and isolationism	Compare/contrast text structure: Korean civilization and the development of Japanese society (Yayoi to Tokugawa).	Explanatory paragraph on how isolationism shaped Japan's development.	Jigsaw: groups research one era of Japanese history (Heian, feudal, Tokugawa) and teach the class.
7	Southeast Asia: Vietnam, Cambodia's Khmer people, the Ayutthaya kingdom, the Malay civilization	Compare/contrast text structure across Southeast Asian kingdoms.	Culminating essay: what influences shaped East and Southeast Asia?	Gallery walk comparing Southeast Asian kingdoms' geography and achievements.
Culminating Task:	"Influence and Isolation in East and Southeast Asia" Students write an explanatory essay identifying at least two major influences (geographic, political, or cultural) that shaped East or Southeast Asia during this period, with evidence from at least three unit topics.			
Extended Discourse Task:	Discussion: was Japan's move toward isolationism a wise choice? Use evidence about trade, culture, and security to support your position.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Social Studies Unit Europe & Russia in the Middle Ages and the Renaissance and the Reformation

Board Approved:

August 2026

Course Purpose:	This course sits alongside the twelve existing Grade 7 World History units and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and block pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these twelve units repeatedly ask the same essential questions — how geography shaped a civilization, what kind of government it formed, what its people believed, and what it accomplished — this course adds one running tool used in every unit: the Civilization Analysis Matrix (see below). It gives students a consistent lens for comparison all year and builds toward a stronger final comparative essay.				
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).			
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since world history texts rely heavily on cause-effect (geography leads to civilization) and compare-contrast (civilization vs. civilization).			
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.			
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.			
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).			
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.			
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).			
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.			
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare civilizations, belief systems, and governments.			
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.			
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for empires, dynasties, and belief systems.			
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.			
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.			
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.			
Running Cross-Unit Tool	The Civilization Analysis Matrix	Students keep a single running chart (paper or digital) with one row per civilization studied. After each unit, they add a row using the same five categories below — the same categories echoed in nearly every unit's essential questions. By the last unit, the matrix becomes a ready-made evidence bank for comparative writing and discussion across the whole year.			
		Geography: Where did the civilization develop, and how did physical features (rivers, mountains, deserts) shape its growth?	Government: What type of government or leadership structure did the civilization use, and how did it develop over time?	Beliefs & Values: What religious or philosophical beliefs shaped the civilization, and how did those beliefs influence daily life?	Achievements: What lasting achievements (writing, law, art, technology, architecture) is the civilization known for? Historical Impact: How did this civilization influence later societies, including our own?
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus		
Europe & Russia in the Middle Ages and the Renaissance and the Reformation	How does a text use cause-and-effect to explain why the Renaissance is described as a "rebirth"?	Informational text on medieval European society and the role of the Church	feudalism/vassal	A medieval system in which land was exchanged for loyalty and military service; a vassal owed service to a lord.	theology The study of religious belief and the nature of the divine.
	How do I compare medieval and Renaissance values using evidence from multiple texts?	Informational text on the Crusades and their causes and effects	serf	A peasant legally bound to work on a lord's land in medieval Europe.	humanism A Renaissance intellectual movement emphasizing human potential and achievement, often through classical study.
		Informational text on medieval Russia (Mongol rule, the rise of Moscow, Ivan the Great)	guild	An association of craftspeople or merchants that regulated a trade.	perspective In art, a technique for representing three-dimensional depth on a flat surface.
	How do I write an explanatory essay connecting an invention (the printing press) to broader historical change?	Informational/biography texts on Renaissance figures (the Medici family, Leonardo da Vinci, Michelangelo, Machiavelli)	clergy	Religious officials, such as priests, authorized to perform religious duties.	indulgence In the medieval Church, a reduction of punishment for sin, sometimes sold — a key cause of the Reformation.
		Informational text on Gutenberg's printing press and the Reformation	monastery	A community where monks live under religious vows.	censor To suppress or ban parts of a text, film, or other work considered objectionable.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Map of Europe (for the unit's map-test alignment)		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Block(s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	Medieval European society; the changing role of the Church	Description text structure: how the Church shaped medieval European life.	Explanatory paragraph on the Church's role in medieval Europe.	Think-Pair-Share: how did the Church's power compare to that of kings during this period?
3-4	The Crusades; medieval Russia (the Rus, Mongol rule, the rise of Moscow)	Cause-and-effect text structure: causes and effects of the Crusades and of Mongol rule in Russia.	CER paragraph: what was the most significant effect of the Crusades? Cite evidence.	Socratic seminar: how did Mongol rule shape the rise of Moscow?
5-6	The Renaissance: humanism, art, and Italian city-states	Cause-and-effect text structure: why the Renaissance is described as a "rebirth," including the role of Muslim scholars in preserving learning.	Compare/contrast paragraph: medieval vs. Renaissance values.	Jigsaw: groups research one Renaissance figure and present their contribution.
7	Gutenberg's printing press; Galileo and censorship; the Reformation	Cause-and-effect text structure: how the printing press accelerated the spread of new ideas, including the Reformation.	Culminating essay: what factors contributed to both the Renaissance and the Reformation?	Fishbowl seminar: was the printing press the single most transformative invention of this era?
Culminating Task:	"Rebirth and Reform" Students write a multi-paragraph explanatory essay on what factors contributed to both the Renaissance and the Reformation, citing evidence from at least three unit topics (the Church, humanism, the printing press).			
Extended Discourse Task:	Discussion: was the printing press the single most transformative invention of this era? Defend your position with evidence about its effects on religion, learning, and society.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Science Unit Matter & Energy 1

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's three 7th grade science units — Matter & Energy 1, Matter & Energy 2, and Motion, Forces & Energy — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Matter & Energy 1	Cause/Effect & Compare/Contrast This unit's content is built on distinguishing categories (physical vs. chemical properties, pure substances vs. mixtures, states of matter) and tracing cause-effect chains (temperature/energy changes causing changes of state or chemical reactions), so students learn both structures side by side as their year-opening reading and writing focus.	Short informational articles on physical vs. chemical changes using everyday examples (rusting, cooking, dissolving, burning) Diagram-and-caption texts on the particle model of matter (solids, liquids, gases). Short texts on conservation of mass (e.g., why a sealed reaction bag doesn't gain or lose mass).	therm- mole- (molecule) chem- phys- -ide/-ic	1. Annotate a compare/contrast text, highlighting signal words (unlike, in contrast, similarly, whereas). 2. Build a cause/effect chain organizer tracing a phase change or chemical reaction from text. 3. Determine central idea of a short informational article on conservation of mass and write a summary distinct from personal opinion. 4. Integrate a particle-model diagram with print text to explain state changes. 5. Distinguish a claim supported by evidence (e.g., mass is conserved) from an unsupported claim in a short case study.	C-E-R Paragraph--Explanatory Paragraph: Is a given change (e.g., steel wool rusting, ice melting, a cold pack activating) physical or chemical? State a claim, cite at least two pieces of text/data evidence, and explain your reasoning using particle-model or conservation-of-mass concepts.	Turn & Talk with sentence stems, building toward a Fishbowl discussion by the end of the unit. Sentence Stems: I agree/disagree with _____ because the text show _____. Can you say more about why _____? That connects to _____ from the text.	Mystery Change Investigation: students observe a simple change (physical or chemical, teacher-selected for safety) and write up a classification and justification like a lab scientist, then share reasoning with a partner or small group.
Curriculum Resources & Materials	*Chromebook/Schoology access *Leveled informational articles/texts on physical vs. chemical changes; short conservation of mass texts/case studies (i.e., sealed-bag reaction, rusting steel wool); short texts on conduction/convection/radiation and kinetic/potential energy; atomic model history texts; a periodic table; ionic/covalent/metallic bonding texts; endothermic/exothermic reaction texts; organic chemistry in everyday materials text; nuclear energy risk/benefit texts		*root-word lists: therm-, mole-, chem-, phys-, -ide/-ic *Science Vocabulary Notebook *Frayer Model	*Particle-model diagrams (solid/liquid/gas) *Compare/contrast signal word reference sheet *Cause/effect chain organizer template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Fishbowl protocol guide + discourse tracker sheet *Socratic Seminar norms handout	*Infographic tool (Canva, Google Slides) or basic video tool *Rubric

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Introduction to Matter. Launch yearlong routines: vocabulary notebook, writer's notebook, annotation basics.	Model Frayer Model with 2-3 unit words (matter, atom); daily 3-min quick-writes reacting to a phenomenon (sealed bag of vinegar/baking soda inflating without mass change); teach annotation marks and compare/contrast + cause/effect signal words.	Notebook check; annotated sample text.
2	Properties of Matter (Part 1). Reading strategies: chunking + classification signal words	Chunk a short text on physical vs. chemical properties; sort example properties (color, density, flammability, reactivity) into physical/chemical categories with a partner.	Chunked/annotated text; property-sort activity.
3	Properties of Matter (Part 2). Central idea & summarizing; vocabulary root families.	GIST summary practice on a short properties-of-matter article; root-word web-building stations (therm-, mole-, chem-, phys-).	GIST summary; vocabulary notebook check.
4	Physical and Chemical Changes (Part 1). Cause-effect chain organizer.	Read a short text on physical/chemical changes (rusting, cooking, dissolving, burning); build a cause-effect chain organizer in pairs; gallery walk to compare.	Completed cause-effect organizer.
5	Physical and Chemical Changes (Part 2). Diagram + text integration (RST; conservation of mass.	Pair a particle-model diagram with a conservation-of-mass text (e.g., the sealed-bag phenomenon); annotate how the diagram supports the text's claim.	Diagram-annotation worksheet.
6	Pure Substances and Mixtures (Part 1). Compare/contrast text structure; distinguishing supported vs. unsupported claims .	Read paired texts on pure substances vs. mixtures; claim-sort activity using a conservation-of-mass case study; build a comparison chart.	Claim-sort sheet; comparison chart.
7	Pure Substances and Mixtures (Part 2). Introduce C-E-R paragraph frame.	Model C-E-R using a pure-substance/mixture text; students draft a claim-evidence-reasoning paragraph classifying a substance.	Draft C-E-R paragraph.
8	States of Matter (Part 1). Particle-model diagrams; discourse: Turn & Talk with sentence stems.	Read a states-of-matter text paired with a particle-model diagram; partner Turn & Talk using stems to explain state changes.	Diagram-annotation worksheet; partner-talk check.
9	States of Matter (Part 2). Discourse: Fishbowl; revise C-E-R paragraph.	Model Fishbowl discussion on a states-of-matter/changes-of-state question; peer review and revise C-E-R paragraph using a sentence-stem checklist.	Discourse tracker sheet; peer-review checklist; revised paragraph.
10	Changes in State. Publish & present: 'Mystery Change' investigation.	Students observe a teacher-selected change (physical or chemical, safety-appropriate), classify it, and write up their justification like a lab scientist; share findings with a partner or small group.	Final C-E-R/investigation write-up; unit reflection quick-write.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Science Unit Matter & Energy 2

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's three 7th grade science units — Matter & Energy 1, Matter & Energy 2, and Motion, Forces & Energy — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Matter & Energy 2	Problem/Solution & Cause/Effect As the year's longest and most content-dense unit, this pairs three literacy phases with the unit's natural content arc: energy transfer (cause/effect), atomic structure and bonding (classification and compare/contrast), and chemical/nuclear reactions (problem/solution and evidence-based argument) — building toward the year's most independent capstone writing and discourse.	Phase A (Energy Transfer, ~wks 11–18): short texts on conduction/convection/radiation and kinetic/potential energy using everyday phenomena (spoon in soup, roller coaster, friction) Phase B (Atomic Structure & Bonding, ~wks 19–25): texts on the history of the atomic model (Dalton → Thomson → Rutherford → Bohr), the periodic table as a visual/data text, and ionic/covalent/metallic bonding Phase C (Reactions & Applications, ~wks 25–29): texts on endothermic/exothermic reactions, organic chemistry in everyday materials, and the risks/benefits of nuclear energy	therm- conduct-/convection-/radiation- atom-/nucleus-/on (proton, neutron, electron) ion-/co-valent organ-(organic) fission-/fusion-	1. Build a cause-effect chain organizer for an energy transfer phenomenon. 2. Trace the historical development of the atomic model using a sequence/timeline organizer. 3. Read the periodic table as data text, integrating it with print explanations of element groups/periods. 4. Build a 3-way comparison chart for ionic, covalent, and metallic bonding using text evidence. 5. Identify problem/solution structure in a nuclear-energy or reaction-safety text and evaluate the proposed solution's evidence base. 6. Synthesize evidence across 2-3 sources on the same phenomenon into a shared evidence organizer.	Phase A/B: C-E-R Paragraphs: Formative (Phases A–B): short C-E-R responses explaining energy transfer and bonding-type classification with evidence. Phase C: Multi-source argumentative essay: Should our community rely more on nuclear energy? Write an argumentative essay using evidence from at least three sources on chemical/nuclear reactions and energy applications, addressing at least one counterclaim.	Fishbowl (Phase A): Four corners debate on bonding-type classification; Structured Academic Controversy (Phase B): Town Hall Role Play (Phase C) on energy policy Sentence stems: "The strongest evidence for my position is ____ because ____." / "A counterargument to consider is ____, but ____." / "As a ____ [stakeholder role], my concern is ____."	Students choose a real-world energy or materials application (e.g., battery technology, cooking chemistry, nuclear power, organic materials in packaging) to research and connect to the capstone essay; capstone concludes with a Town Hall style presentation to an authentic audience where possible (school newsletter, community night, or a panel of peers/staff).

Curriculum Resources & Materials	*Chromebook/Schoology access ; short texts on conduction/convection/radiation and kinetic/potential energy; atomic model history texts; a periodic table; ionic/covalent/metallic bonding texts; endothermic/exothermic reaction texts; organic chemistry in everyday materials text; nuclear energy risk/benefit texts	*root-word lists: therm-/conduct-/con vect-/ radiat-, atom-/nucle-/on/ion -/covalent, ogran-, fiss-, fus- *Science Vocabulary Notebook *Frayer Model	*cause-effect chain graphic organizer * Timeline/sequence organizer for atomic-model history *3-way comparison chart template for bonding types *Problem solution organizer *Multi-source evidence synthesis organizer *Text Structure Signal Word Reference Sheet *Annotation Poster	*Source credibility checklist *Research note taking template *Counterclaim/rebuttal planning sheet *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) rubric	* Accountable Science Talk Sentence Stems *Ex *Sentence stem reference cards/posters *Structured peer-review checklist * Fishbowl protocol guide *Structured Academic Controversy/Town Hall stakeholder role cards (i.e., utility representative, environmental scientist, resident, policymaker, etc.)	*Infographic tool (Canva, Google Slides) or basic video tool *presentation software *Rubric
	Pacing Guide					
Week(s)	Key Concept/Topic	Activities/Lessons			Assessment/Check for Understanding	
11-12	Introduction to Energy. Cause-effect chains for energy-transfer phenomena.	Read a short text on a heat-transfer phenomenon (e.g., a metal vs. plastic spoon in hot soup); build a cause-effect chain organizer; vocabulary root focus (therm-).			Cause-effect organizer; vocabulary check.	
13-14	Temperature. Compare/contrast: temperature vs. heat.	Read paired short texts distinguishing temperature from heat/thermal energy; GIST summary practice; build a comparison chart.			GIST summary; comparison chart.	
15-16	Thermal Energy and Heat. Cause/effect: conduction, convection, radiation.	Read a text on the three heat-transfer methods paired with a diagram; annotate connections between diagram and text.			Diagram-annotation worksheet.	
17-18	Effects of Energy Transfer. Synthesize evidence on kinetic/potential energy and phase change; draft explanatory C-E-R paragraph (Phase A wrap-up).	Jigsaw: small groups read different energy-transfer scenarios (roller coaster, cold pack, sliding box); regroup to build a shared evidence organizer; draft a C-E-R paragraph on how energy is transferred within a system.			Evidence organizer; C-E-R draft.	
19-20	The Atom. Sequence/timeline: history of the atomic model.	Read a short history-of-science text (Dalton → Thomson → Rutherford → Bohr); build a timeline organizer; vocabulary root focus (atom-, nucle-, -on).			Timeline organizer with annotations; vocabulary quiz.	
21-22	The Periodic Table. Reading data/visual text; classification vocabulary.	Read the periodic table as a data text alongside a short explanatory passage on groups/periods/valence electrons; annotate connections.			Data-annotation worksheet.	
23-24	Electrons and Chemical Bonding. Cause/effect; diagram + text integration.	Pair an electron-configuration/bonding diagram with a short text; annotate cause-effect relationships (electron transfer/sharing → bond type); begin prep for Four Corners debate.			Diagram-annotation worksheet.	
24-25	Ionic, Covalent, and Metallic Bonding. 3-way comparison chart; discourse: Four Corners debate (Phase B wrap-up).	Read paired texts on the three bonding types; build a 3-way comparison chart; Four Corners debate classifying example compounds by bonding type with evidence.			Comparison chart; debate participation.	
25-26	Chemical Reactions. Cause/effect + evidence; launch capstone research.	Read a text on endothermic/exothermic reactions; draft a C-E-R paragraph classifying a reaction; mini-lesson on source credibility and begin gathering sources for the capstone energy-policy essay.			C-E-R draft; research notes/source log started.	
26-27	Organic Chemistry. Descriptive/classification text; continue capstone research.	Read a short text on organic/carbon-based molecules in everyday materials; continue gathering and evaluating capstone sources (3+ total).			Research notes/source log (checked for credibility).	
28-29	Nuclear Reactions. Problem/solution; draft, discuss, and publish capstone.	Read texts on nuclear energy risks/benefits; draft the capstone argumentative essay ("Should our community rely more on nuclear energy?"); Structured Academic Controversy / Town Hall role-play; peer review, revise, and present to an authentic audience where possible.			Capstone essay rubric; Town Hall participation rubric; presentation rubric.	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 7 Content Literacy-Paired with Science Unit Motion, Forces & Energy

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's three 7th grade science units — Matter & Energy 1, Matter & Energy 2, and Motion, Forces & Energy — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Motion, Forces & Energy	Cause/Effect & Descriptive/Process	Short informational texts on Newton's laws using everyday phenomena (a kicked soccer ball, a roller coaster, a skydiver reaching terminal)	veloc-(velocity)	1. Build a cause-effect chain organizer tracing how an unbalanced force changes an object's motion (net force → acceleration)	C-E-R Paragraph--Design and Explain Report: Formative: Why did an object's motion change? State a claim about the force(s) involved, cite evidence (data or diagram), and explain your reasoning using Newton's laws. Capstone: Design a simple machine or friction-reducing solution to a real problem (e.g., lifting a load, reducing wear on a part). Write an explanatory report describing the problem, your design, and how it changes the force or motion involved, using evidence from your testing data.	Turn & Talk with sentence stems (The text says __, which means ____; First ____ happens, which causes ____; I noticed ____ in the diagram that ____). The data shows ____, which tell us the force was _____. I designed my machine to ____ because _____. A trade off in my design is ____, but I chose it because _____.	"Design-a-Machine" challenge: students build or model a simple machine that solves a real problem of their choosing, collect simple test data (e.g., force needed with/without the machine), and present their design and reasoning at a culminating Science Expo — a hands-on, authentic-audience close to the year's literacy work.
	This closing unit is dense with cause-effect relationships (unbalanced forces causing changes in motion, friction causing energy transformation) and process/descriptive text (how a simple machine changes force or motion), making it a natural place to have students apply — more independently than ever — the reading and writing structures built across the year, culminating in a design-and-explain capstone.	Diagram-and-caption texts on force diagrams, gravitational/electromagnetic interactions (e.g., a magnet pulling paper clips).	acceler-	2. Integrate a speed/distance/time graph or force diagram with print text.			
		Process/descriptive texts on simple machines and mechanical advantage (levers, pulleys, inclined planes, wheel and axle).	grav-(gravity)	3. Annotate a process text on a simple machine, numbering each step/component and its function.			
			fric-(friction)	4. Build a comparison chart classifying the six simple machines by how each changes force or motion.		Fishbowl review of force-and-motion reasoning, culminating in a year end "Science Expo" presentation where student explain and defend their machine design to visiting peers, staff, or families.	
			mechan-(mechanical advantage, mechanism)	5. Distinguish a claim supported by data (e.g., a machine's measured mechanical advantage) from an unsupported claim.			

Curriculum Resources & Materials	*Short texts on Newton's laws using everyday phenomena (kicked soccer ball, roller coaster, skydiver); Force-diagram texts; gravitational/electromagnetic interaction texts (e.g., magnet and paper clips); Process/descriptive texts on simple machines and mechanical advantage	*root-word lists: veloc-, acceler-, grav-, fric-, mechan- *Science Vocabulary Notebook *Frayer Model	*cause-effect chain organizer template *speed/distance/time graph reading practice sheet * simple machines comparison chart template *Text Structure Signal Word Reference Sheet Poster *GIST Cue Cards *GIST to Summary Log	*Design and explain capstone report template *Evidence-highlighting checklist *Testing data recording sheet for the machine-design capstone *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) rubric	*Accountable Science Talk Sentence Stems * *Sentence stem reference cards/posters * Fishbowl sentence stem cards	*Simple machine building materials (i.e., cardboard, string, spools, rulers, washers/weights, for test loads); science expo display materials or digital platform
	Pacing Guide					
Week(s)	Key Concept/Topic	Activities/Lessons			Assessment/Check for Understanding	
30	Motion and Speed. Reading data/descriptive text; review reading-strategies toolkit.	Read a short text on motion and speed paired with a speed/distance/time data table; annotate using signal words and data-reading strategies.			Annotated text; data-table reading check.	
31	Acceleration. Cause-effect chain organizer; vocabulary roots.	Read a short text on acceleration (e.g., a skydiver reaching terminal velocity); build a cause-effect chain organizer (net force → acceleration); vocabulary root focus (acceler-, veloc-).			Cause-effect organizer; vocabulary quiz.	
32	Forces. Diagram + text integration; introduce C-E-R for force-and-motion reasoning.	Pair a force diagram with a short text; annotate connections ; students draft a C-E-R paragraph answering 'What caused this object's motion to change?'			Diagram-annotation worksheet; C-E-R draft.	
33	Gravity and Motion. Compare/contrast: gravitational vs. electromagnetic interactions; discourse review.	Read paired texts on gravity and magnetism (e.g., a magnet pulling paper clips); build a comparison chart; Turn & Talk / Fishbowl review discussion.			Comparison chart; discourse tracker sheet.	
34	Work, Energy, and Power. Data integration; launch capstone design challenge.	Read a process text on work, energy, and power relationships paired with data; launch the 'Design-a-Machine' capstone by having students identify a real problem to solve.			Data-annotation worksheet; capstone problem statement.	
35	Machines. Process/descriptive text; build and test; draft capstone report.	Read texts on simple machines and mechanical advantage; students build/model their chosen machine, collect simple test data, and draft their design-and-explain capstone report.			Capstone draft; testing-data recording sheet.	
36	Final Assessment; Course Reflections. Publish & present at Science Expo; year-end portfolio.	Peer review and finalize capstone reports; present designs and reasoning at a culminating Science Expo; compile the year-end literacy portfolio with one piece from each of the three units.			Science Expo presentation rubric; final capstone report rubric; completed year-end portfolio.	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit Citizenship

Board Approved:

August 2026

Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.			
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).		
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).		
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.		
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.		
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).		
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.		
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).		
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.		
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.		
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.		
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.		
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.		
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.		
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.		
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.		
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus	
Citizenship	How do I evaluate the reliability and possible bias of a news source writing about a debated policy like immigration?	Informational text/data from Census.gov on U.S. population trends	citizenship	The legal status of belonging to a country, with its accompanying rights and responsibilities.
	How do I read data displays (census figures, population trends) as informational text?	Current news articles on immigration policy (Erie Times News, Newsweek)	naturalization	The legal process by which a foreign-born person becomes a citizen.
	How do I write a well-reasoned, evidence-based argument on a genuinely debated civic question?	Informational text on the rights and responsibilities of U.S. citizens	civic participation	The ways citizens engage in public life, such as voting, volunteering, or contacting officials.
		Informational text distinguishing nationalism from patriotism	census	An official count of a population, conducted in the U.S. every ten years.
			population density	The number of people living in a given area, usually per square mile.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model *Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	
			*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1	Duties and responsibilities of U.S. citizens; civic and political participation	List/enumeration text structure: rights vs. responsibilities of citizens; sort claims into categories.	CER paragraph: what is the right balance between rights and responsibilities?	Socratic seminar: what are the roles of a citizen in American democracy?
2	Population growth, the census, and immigration trends	Data-as-text; interpret census and population data; evaluate bias in real news articles on immigration.	Culminating argumentative essay: is immigration an overall positive or negative policy for the United States?	Four Corners / structured debate on U.S. immigration policy, using cited evidence.
Culminating Task:	"Is Immigration a Positive or Negative Policy?" Students write an argumentative essay answering the unit's essential question, using evidence from census/population data and at least one current news source, and addressing at least one counterargument.			
Extended Discourse Task:	Discussion: how can nationalism and patriotism be used responsibly? Use specific examples to support your reasoning.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit Foundations of Democracy

Board Approved:

August 2026

Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.				
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).			
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).			
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.			
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.			
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).			
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.			
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).			
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.			
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.			
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.			
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.			
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.			
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.			
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.			
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.			
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus		
Foundations of Democracy	How do I trace how an idea (natural rights, separation of powers) develops across multiple primary source documents over time?	Informational texts on Ancient Athens and Rome's contributions to democratic ideas Summaries of John Locke's and Montesquieu's political philosophy	natural rights	Rights believed to belong to all people simply by being human, such as life, liberty, and property.	ratification The formal approval of a document, such as the Constitution, making it official.
	How do I compare different types of government using shared categories of evidence?	Informational text on the Magna Carta, the English Bill of Rights, and the Mayflower Compact The Declaration of Independence and the U.S. Constitution (read about and analyzed; not reproduced at length)	social contract	The idea that government's authority comes from an agreement among the people it governs.	unalienable rights Rights that cannot be taken away or given up, as described in the Declaration of Independence.
			separation of powers	Dividing government authority among separate branches to prevent any one from becoming too powerful.	tyranny Cruel or unjust use of power by a government or ruler.
			checks and balances	A system in which each branch of government can limit the power of the others.	republic A form of government in which power is held by citizens who elect representatives.

	How do I write and speak about how a historical document tried to prevent abuse of power?	Selected Federalist and Anti-Federalist arguments, summarized Informational text on the Bill of Rights and a landmark Supreme Court case	federalism	A system of government in which power is divided between a national government and state governments.	
Curriculum Resources & Materials	*Chromebook/Schoology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric
Pacing Guide					
Week (s)	Content Focus	Reading Skill	Writing Task		Discourse/Talk
1	Ancient and Enlightenment roots of democracy (Athens, Rome, Locke, Montesquieu, Magna Carta, English Bill of Rights, Mayflower Compact)	Trace one idea (e.g., natural rights) across multiple sources; practice corroborating and sourcing informational texts.	Explanatory paragraph tracing how one idea moved from an earlier document into American government.		Jigsaw: small groups become experts on one foundational document and teach the class its key contribution.
2	From independence to a new government (Declaration of Independence, weaknesses of the Articles of Confederation, Federalists vs. Anti-Federalists)	Cause-and-effect text structure: how the Articles' weaknesses led to the push for a new Constitution.	CER paragraph: what was the most serious weakness of the Articles of Confederation?		Structured Academic Controversy: Federalists vs. Anti-Federalists on ratifying the Constitution.
3	The Constitution, checks and balances, and the Bill of Rights, and later amendments	Process/system text structure: how checks and balances function among the three branches.	Culminating essay: how have the concepts of equality and liberty evolved in American history?		Socratic seminar on a landmark Supreme Court case connected to the Bill of Rights.
Culminating Task:	"How Have Equality and Liberty Evolved?" Students write an explanatory essay tracing how equality and/or liberty evolved across at least three documents or amendments studied in the unit (e.g., the Declaration, the Bill of Rights, a later amendment).				
Extended Discourse Task:	Discussion: how can abuse of power be avoided? Use evidence from at least two mechanisms studied (checks and balances, federalism, the Bill of Rights).				



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit Colonies Take Root

Board Approved:

August 2026

				Board Approved:		August 2026	
Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.						
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).					
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).					
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.					
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.					
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).					
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.					
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).					
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.					
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.					
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.					
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.					
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.					
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.					
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.					
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.					
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus				
Colonies Take Root	How do I compare colonial regions using shared categories of evidence (geography, economy, religion, society)?	Informational text on the founding and struggles of Jamestown	colony	A territory controlled by another country and settled by people from that country.	cash crop	A crop grown to be sold for profit rather than used by the grower.	
	How does a text use multiple causes to explain why people made the risky decision to emigrate?	Informational text on the Pilgrims, the Mayflower Compact, and Plymouth Colony	charter	An official document granting rights or privileges, such as permission to found a colony.	Tidewater	The low-lying coastal region of the Southern colonies, known for large plantations.	
		Comparative texts on the New England, Middle, and Southern colonies	dissent	Disagreement with an official or widely held view, especially a religious or political one.	backcountry	The inland frontier region of the Southern colonies, settled by small farmers.	
	How do I write a comparative paragraph about regional development using specific evidence?	Informational text on Spanish colonies and missions in Florida and the borderlands	indentured servant	A person who worked for a set number of years in exchange for passage to the colonies.	mission	A Spanish religious settlement established to convert Native Americans to Christianity	
Curriculum Resources & Materials	*Chromebook/Schoolology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1	The first English settlements: Jamestown and Plymouth	Cause-and-effect text structure: why settlers came, and why early colonies struggled or survived.	RACE response: how did the Pilgrims manage to survive their first years in Plymouth?	Think-Pair-Share comparing the founding and early struggles of Jamestown and Plymouth.
2	The New England and Middle Colonies	Compare/contrast text structure: geography, religion, and economy across regions.	Compare/contrast paragraph on the New England and Middle Colonies.	Jigsaw: small groups research one colony and report its distinct qualities to the class.
3	The Southern Colonies and Spanish colonies on the borderlands	Description and cause-effect text structures: Tidewater vs. backcountry; the purpose of Spanish missions.	Culminating comparative essay across colonial regions.	Gallery walk comparing all colonial regions studied in the unit.
Culminating Task:	"How Did Geography and Belief Shape Colonial Development?" Students write a comparative essay on how geography and/or religious belief shaped the development of at least two colonial regions, citing specific evidence from the unit's texts.			
Extended Discourse Task:	Socratic seminar: how did religious beliefs and dissent shape settlement patterns in the New England Colonies specifically?			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit The Road to Revolution

Board Approved:

August 2026

Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.				
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).			
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).			
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.			
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.			
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).			
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.			
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).			
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.			
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.			
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.			
	Jigsaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.			
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.			
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.			
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.			
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.			
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus		
The Road to Revolution	<i>How does a text trace an escalating chain of cause-and-effect events leading to conflict?</i>	Informational text on the causes and results of the French and Indian War	boycott	A refusal to buy or use goods or services as a form of protest.	Patriot A colonist who supported independence from Britain.
	<i>How do I compare differing perspectives (Patriot vs. Loyalist, colonist vs. British) on the same events?</i>	Informational texts on colonial responses to British tax laws (Stamp Act, Townshend Acts) Multiple-perspective accounts of the Boston Massacre	repeal	To officially cancel a law.	Loyalist A colonist who remained loyal to Britain during the Revolution.
	<i>How do I write an argument evaluating whether a historical protest action was justified?</i>	Informational text on the Boston Tea Party and the Intolerable Acts	propaganda	Information, often biased or misleading, used to promote a cause or point of view.	petition A formal written request, often signed by many people, appealing to an authority.
		Informational text on the events at Lexington and Concord	militia	A group of civilians organized for military service, especially in an emergency.	sedition Speech or action that incites rebellion against governmental authority.
Curriculum Resources & Materials	*Chromebook/Schoology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model *Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	The French and Indian War and trouble on the frontier	Cause-and-effect chain: the causes and results of the French and Indian War.	Summary paragraph on how the war set the stage for later conflict with Britain.	Think-Pair-Share: how did the war draw colonists together while increasing friction with Britain?
3-4	Colonial resistance: tax laws, the Boston Massacre, the Boston Tea Party	Compare perspectives text structure: Patriot vs. British accounts of the Boston Massacre.	CER paragraph: was the Boston Tea Party a justified form of protest?	Structured debate: was colonial resistance justified resistance or unlawful defiance?
5-6	From protest to rebellion: the Intolerable Acts, Lexington and Concord, the Second Continental Congress	Cause-and-effect/sequence text structure tracing the escalation to war.	Culminating essay: how did the relationship between Britain and the colonies fall apart?	Socratic seminar: whose position was more reasonable, the Patriots or the Loyalists?
Culminating Task:	"From Protest to Rebellion" Students write a cause-and-effect essay explaining how the relationship between Britain and the colonies broke down, citing evidence from at least three events studied in the unit.			
Extended Discourse Task:	Debate: were the colonists' protest actions (boycotts, the Tea Party) justified, or did they go too far? Support your position with specific evidence.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit The American Revolution

Board Approved:

August 2026

Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	Jigsaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
The American Revolution	How do I analyze the structure and persuasive purpose of a founding document like Common Sense or the Declaration of Independence?	Informational text on Thomas Paine's Common Sense and its persuasive purpose The structure and purpose of the Declaration of Independence (analyzed, not reproduced at length) Informational text on the Battle of Saratoga as a turning point Texts on the roles of African Americans, women, and civilians during the war Informational text on the Treaty of Paris	pamphlet	A short, unbound printed publication, often used to spread political ideas — as Thomas Paine did with Common Sense.	treaty	A formally signed agreement between two or more nations.
	How does a text use multiple causes to explain why the Americans ultimately won the war?		grievance	A formal complaint, especially about unfair treatment.	turning point	A moment in an event after which the outcome is significantly more likely to go one way.
	How do I write about a historical event from multiple groups' perspectives (soldiers, African Americans, women, civilians)?		mercenary	A soldier hired to fight for a foreign power.	casualties	People killed, wounded, or captured in war.
			alliance	A formal agreement between groups or nations to cooperate, especially in war.		

Curriculum Resources & Materials	*Chromebook/Schoology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric
	Pacing Guide				
	Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
	1-2	Declaring independence: Thomas Paine and the Declaration of Independence	Persuasive/rhetorical text structure in Common Sense; analyze the Declaration's structure (grievances, principles, declaration).	RACE response: how did Thomas Paine persuade colonists to support independence?	Think-Pair-Share on how the Declaration of Independence is organized and why.
	3-4	A critical time and the war widens: Saratoga, foreign aid, diverse wartime roles	Cause-and-effect text structure (why Saratoga was a turning point); multiple-perspectives text structure (African Americans, women, civilians).	Explanatory paragraph on one group's experience of the Revolutionary War.	Jigsaw: groups research one group's wartime role and report to the class.
	5-6	Winning independence: the final battle and the Treaty of Paris	Multiple-cause text structure explaining the American victory.	Culminating CER essay: what factor most led to American victory?	Socratic seminar on the lasting effects of the American Revolution, including for groups who did not gain full rights.
Culminating Task:	"What Factor Most Led to American Victory?" Students write a claim-evidence-reasoning essay identifying the factor they judge most responsible for the American victory, addressing at least one counterargument.				
Extended Discourse Task:	Seminar: what were the effects of the American Revolution, and who was left out of its promise of liberty? Cite specific text evidence.				



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit Creating the Constitution

				Board Approved:		August 2026	
Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.						
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).					
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).					
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.					
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.					
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).					
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.					
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).					
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.					
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.					
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.					
	Jigsaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.					
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.					
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.					
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.					
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.					
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus				
Creating the Constitution	How do I read a text explaining how a specific compromise resolved a political conflict?	Informational text on the weaknesses of the Articles of Confederation	compromise	An agreement in which each side gives up some demands to reach a settlement.	bicameral	Made up of two legislative houses or chambers.	
	How do I compare two opposing historical arguments (Federalist vs. Anti-Federalist) on the same issue?	Informational text on the Northwest Ordinance	ratification	The formal approval of a document, making it officially binding.	representation	Having someone act or speak on one's behalf, especially in government.	
		Informational text on the Virginia Plan and the Great Compromise	Federalist	A supporter of ratifying the Constitution and a stronger national government.	Great Compromise	The agreement creating a two-house Congress to balance large and small states' interests.	
	How do I write persuasively, taking and defending a side in a historical debate?	Summarized Federalist and Anti-Federalist arguments	Anti-Federalist	An opponent of ratifying the Constitution, fearing too much national power.	Three-Fifths Compromise	The agreement on how enslaved people would be counted for representation and taxation.	
		Informational text on the ratification debate and the Bill of Rights					
Curriculum Resources & Materials	*Chromebook/Schoolology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1-2	A weak central government: the Articles of Confederation and the Ordinances of 1785/1787	Cause-and-effect text structure: the weaknesses of the Articles of Confederation.	Explanatory paragraph on why the Articles of Confederation failed to govern effectively.	Think-Pair-Share: what lessons did the framers learn from a weak central government?
3-4	The Constitutional Convention: the Virginia Plan, the Great Compromise, and the slavery compromises	Problem-solution text structure: how compromise resolved conflicts between large/small states and over slavery.	CER paragraph evaluating whether the Great Compromise was a fair resolution.	Structured Academic Controversy simulating the Constitutional Convention.
5-6	Ratification: Federalists vs. Anti-Federalists and the Bill of Rights	Compare/contrast text structure of the two ratification positions.	Culminating persuasive essay: take a Federalist or Anti-Federalist position on ratification.	Mock ratification debate and class vote.
Culminating Task:	"Federalist or Anti-Federalist?" Students write a persuasive essay taking a Federalist or Anti-Federalist position on ratifying the Constitution, citing at least two specific concerns or arguments from the historical debate and addressing the opposing view.			
Extended Discourse Task:	Mock debate: reenact the ratification debate, with student groups representing Federalist and Anti-Federalist positions using evidence from the unit's texts.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit Federal Government (Three Branches)

Board Approved:

August 2026

Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.						
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).					
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).					
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.					
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.					
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).					
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.					
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).					
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.					
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.					
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.					
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.					
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.					
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.					
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.					
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.					
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus				
Federal Government (Three Branches)	How do I read a process text (how a bill becomes law) and represent it visually and sequentially?	Informational text on the structure and powers of each of the three branches	veto	The power of the president to reject a bill passed by Congress.	checks and balances	A system in which each branch of government can limit the power of the others.	
	How do I read a case summary to determine its main holding and reasoning?	Procedural/sequence text: how a bill becomes law	override	When Congress passes a bill despite a presidential veto, requiring a supermajority vote.	cabinet	The group of top advisors who head the executive departments and advise the president.	
	Summaries of landmark Supreme Court cases	Summaries of landmark Supreme Court cases	jurisdiction	The official authority of a court to hear and decide cases.	committee	A smaller group within Congress that reviews and shapes bills before a full vote.	
	How do I write a persuasive, evidence-based letter to an actual government official?	A real, current bill located via congress.gov's bill search	precedent	A previous court decision used as a guide for deciding later, similar cases.	constituent	A person represented by an elected official.	
Curriculum Resources & Materials	*Chromebook/Schoolology access *supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model		*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1	The three branches and the legislative branch	Sequence/procedural text structure: how a bill becomes law.	Step-by-step explanatory paragraph on the lawmaking process.	Jigsaw: compare the roles and requirements of the House vs. the Senate.
2	The executive branch: presidential powers, the Cabinet, and limits on power	Description text structure: presidential powers, Cabinet departments, and constitutional limits.	CER paragraph: is presidential power sufficiently limited by the Constitution?	Socratic seminar on the limits of executive power.
3	The judicial branch: levels of courts and landmark Supreme Court rulings	Reading a case summary for its main holding and the Court's reasoning.	RACE response summarizing and evaluating a landmark Supreme Court ruling.	Mock oral argument or seminar on a landmark case.
4	Checks and balances in action; culminating task	Synthesize across all three branches: how each checks the power of the others.	Culminating persuasive letter to a real legislator (via congress.gov) about a current bill.	Showcase: students share their letters and the civic reasoning behind them.
Culminating Task:	A Persuasive Letter to a Legislator Using congress.gov's bill search, students identify a real, current bill and write a formal persuasive letter to their legislator arguing for or against it, following proper letter format and citing specific provisions of the bill.			
Extended Discourse Task:	Discussion: is the system of checks and balances still effective today? Support your position with a specific, current example.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit Political Parties and Elections

Board Approved:

August 2026

Board Approved:						August 2026
Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	JigSaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
Political Parties and Elections	How do I identify persuasive and propaganda techniques in media, and evaluate a source's credibility?	Informational text on the history of the American two-party system	political party	An organized group of people who share similar views and work to elect candidates who represent them.	electoral college	The system of electors who formally choose the U.S. president based on state results.
			platform	The stated positions and goals a political party or candidate campaigns on.	popular vote	The total votes cast directly by citizens, as opposed to electoral votes.
	How do I read and interpret data displays (electoral maps, voter turnout data) as informational text?	Current news articles (Erie Times Newspaper) and political maps (New York Times, U.S. political map)	propaganda	Information, often biased or misleading, spread to promote a particular political cause.	incumbent	A politician currently holding the office being contested in an election.
			bias	A tendency to favor one perspective unfairly over another.	media literacy	The ability to critically analyze and evaluate media messages and sources.
	How do I write a media-literacy analysis evaluating a real news source or political advertisement?	Informational text on the Electoral College				
		Examples of political propaganda techniques for analysis				
Curriculum Resources & Materials	*Chromebook/Schoology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster		*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1	Political parties then and now: history, the two-party system, liberalism/conservatism, third parties	Sequence/chronology text structure (history of parties) and compare/contrast (ideologies, third parties).	Compare/contrast paragraph on two political ideologies or parties.	Four Corners on a current political issue, using evidence rather than personal opinion alone.
2	Elections and the Electoral College	Data-as-text: interpreting electoral maps and past election results.	Explanatory paragraph analyzing an electoral map or past election data.	Think-Pair-Share predicting a current election's outcome using evidence.
3	Media, propaganda, and campaign finance	Identify propaganda techniques and evaluate source credibility in real media texts.	Culminating media-literacy analysis of a real news source or political ad.	Seminar: what sources of information can we trust to tell us the truth?
Culminating Task:	A Media Literacy Analysis Students select a real news article or political advertisement and write an analysis identifying its claims, evaluating its credibility and possible bias, and naming any propaganda techniques used.			
Extended Discourse Task:	Discussion: are citizens responsible for the success or failure of our government? Support your position with evidence from the unit.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Social Studies Unit State and Local Government

			Board Approved:		August 2026	
Course Purpose:	This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9.					
Reading Strategies	Close Reading & Annotation	Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).				
	Text Structure Recognition	Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).				
	Determining Main Idea & Details	Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.				
	Primary vs. Secondary Source Awareness	Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.				
	Vocabulary in Context	Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).				
Writing Frameworks	RACE (short response)	Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.				
	C-E-R (argument/claim)	Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).				
	Explanatory Essay Structure	Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.				
	Compare/Contrast Frame	Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.				
Discourse Protocols	Think-Pair-Share	Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.				
	Jigsaw	Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.				
	Socratic Seminar/Fishbowl	A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.				
	Four Corners/Structured Academic Controversy	Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.				
	Accountable Talk Stems	Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.				
Running Cross-Unit Tool	The Founding Documents & Power Tracker	Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review.				
Unit	Literacy Essential Questions	Suggested Informational Text Sets	Vocabulary Focus			
State and Local Government	How do I distinguish primary from secondary sources when researching a current bill or local issue?	PA General Assembly homepage and informational text on state government	federalism	A system of government in which power is divided between a national government and state governments.	ordinance	A law or regulation made by a local government.
	How do I compare federal, state, and local government structures using shared categories?	Informational text on how a bill becomes law in the PA legislature	reserved powers	Powers not given to the national government and therefore kept by the states.	mayor-council plan	A form of city government with an elected mayor and city council sharing power.
		Informational text on Girard/Lake City's local government structure	concurrent powers	Powers shared by both the national and state governments.	primary source	A firsthand account or original document from the time being studied.
	How do I write a properly formatted persuasive letter that could actually be sent to an official?	A Pennsylvania map (used as visual/geographic text)	municipality	A city, borough, or township with its own local government.	secondary source	A source that analyzes or interprets information from primary sources.
		Sample persuasive letters and business letters as mentor texts				
Curriculum Resources & Materials	*Chromebook/Schoology access *Census.gov **supremecourt.gov *commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org		*Frayer Model	*Accountable Talk Stems *Text Structure Signal Word Reference Sheet *Annotation Poster	*C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	

Pacing Guide				
Week (s)	Content Focus	Reading Skill	Writing Task	Discourse/Talk
1	Federalism and state government: reserved/shared powers, the General Assembly, how a PA bill becomes law	Description/compare-contrast text structure: federal vs. state vs. local powers.	Explanatory paragraph on federalism, using specific examples of reserved and shared powers.	Think-Pair-Share on the advantages and disadvantages of a federal system.
2	Local government: counties, townships, boroughs, cities, and mayor-council plans	Compare/contrast text structure across types of local government; primary vs. secondary source sort.	Compare/contrast paragraph on local government types, or on Girard/Lake City's own government structure.	Jigsaw: groups research one type of local government and report to the class.
3	Persuasive and letter writing (Language Arts collaboration); culminating civic action; Citizenship Test review	Distinguish primary from secondary sources while researching a real, current state or local bill.	Culminating formal persuasive/business letter to a state or local legislator, arguing a strength or weakness of a current bill.	Peer feedback circle on persuasive letters; final review seminar synthesizing citizenship themes from across the year in preparation for the Citizenship Test.
Culminating Task:	Persuasive/Business Letter to a State or Local Legislator As specified in the curriculum's ACT 35 requirement, students research a current bill in the state or local legislature, distinguishing primary from secondary sources, and write a formal persuasive business letter arguing a strength or weakness of the bill. This assignment is designed for direct collaboration with the Language Arts department.			
Extended Discourse Task:	Culminating course-wide seminar: drawing on all nine units, discuss what makes an informed, engaged citizen — in preparation for the end-of-course Citizenship Test.			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Environmental 1

Board Approved:

August 2026

Course Purpose:		This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse.					
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Environmental 1	Sequence; Process & Description Content is procedural and descriptive (how a cell obtains matter and energy, how systems maintain stability), so students learn to track multi-step processes and label/describe structures.	Short informational articles on cell structure & function Diagram-and-caption texts (cell diagrams, photosynthesis/respiration process diagrams) for visual + print literacy "How Things Work" style explainer texts on an organ system of student choice	bio-, -cyte, photo-, chloro-, -osis, homeo-	1. Annotate a process text, numbering each step and circling signal words (first, then, as a result, in order to) 2. Use a graphic organizer (flow map) to sequence a multistep biological process from text 3. Determine the central idea of a short informational article and write a one-sentence summary distinct from personal opinion. 4. Integrate a diagram/labeled image with the print text to explain a structure's function.	Explanatory Process Essay: Choose a cell process (i.e., photosynthesis, cellular respiration, homeostasis). Write an explanatory piece that walks a reader through the process step-by-step, using at least two pieces of evidence from text/diagrams and correct domain vocabulary.	Turn & Talk with sentence stems (The text says __, which means ____.; First ____ happens, which causes ____.; I noticed ____ in the diagram that shows ____.).	Student choice of organism/system to research; students design an infographic or short explainer video teaching a process to a younger audience.
Curriculum Resources & Materials	*levelled informational articles on cell structure/function (Science News for Students, CommonLit, ReadWorks)		*root-word lists: bio-, -cyte, photo-, chloro-, -osis, homeo- *Science Vocabulary Notebook *Frayer Model	*labeled diagrams: cell organelles, photosynthesis/cellular respiration process diagrams *How Things Work style explainer texts *Flow-map graphic organizer template *Text Structure Signal Word Reference Sheet *Annotation Poster *GIST Cue Cards *GIST to Summary Log	*Explanatory paragraph/essay frame handout *Evidence-highlighting checklist *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) rubric	*Accountable Science Talk Sentence Stems *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters	*Infographic tool (Canva, Google Slides) or basic video tool

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Launch routines: Science Vocabulary Notebook (Frayer Model) and Science Writer's Notebook; establish annotation norms.	Model Frayer Model with 2-3 unit words (cell, organism); daily 3-minute quick writes reacting to a cell/organism image; teach basic annotation marks (circle unknown words, underline claims, start surprising facts).	Notebook check; annotated sample paragraph turned in.
2	Reading Strategies Toolkit: text chunking + signal words for sequence/process text.	Chunk a short 'how photosynthesis works' article into numbered steps; highlight signal words (first, then, as a result); partner compares chunking choices.	Chunked/annotated article with signal words highlighted.
3	Sequence/process text structure; flow-map graphic organizer	Read a process text on cellular respiration or digestion; build a flow-map organizer in pairs; gallery walk to compare flow maps.	Completed flow-map organizer; peer feedback sticky notes.
4	Central idea & summarizing; GIST summary strategy	Read a short informational article on an organ system; practice GIST (20-word summary) individually, then in pairs; distinguish summary from opinion.	GIST summary exit ticket
5	Integrating diagrams/visuals with print text	Pair a labeled diagram (e.g., cell organelles) with a short text; students annotate how each label connects to text evidence; diagram detective station rotation.	Diagram-annotation worksheet; quick oral check with a partner.
6	Vocabulary deep-dive: bio-, -cyte, photo-, chloro-, -osis, homeo- root families	Root word web-building activity; students generate/predict meanings of unfamiliar science words using roots; vocabulary Frayer additions.	Root-word quiz; Frayer Model notebook check.
7	Explanatory writing: introduce explanatory process paragraph frame	Model writing an explanatory paragraph on a process using text + diagram evidence; students choose their own cell process and draft.	Draft paragraph with evidence highlighted (2 pieces minimum)
8	Revise & extend paragraph into short explanatory essay; discourse: turn & talk with sentence stems + 'Explain it to a 5th grader'	Peer review using sentence-stem checklist; students verbally explain their process to a partner using stems (e.g., The text says ____, which means, ____; revise writing based on feedback.	Peer-review checklist; revised essay draft.
9	Publish & present: infographic or short explainer video	Students finalize infographic/video teaching their chosen process to a younger audience; class gallery walk or video showcase.	Final explanatory essay + infographic/video rubric; unit reflection quick-write.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Environmental 2

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with conunterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Environmental 2	Problem/Solution & Cause/Effect	Current events articles on human impact on ecosystems (deforestation, invasive species, renewable resources, conservation successes)	eco-	1. Identify a problem/solution structure in an environmental text and evaluate the proposed solution's evidence base.	Research & Persuasive Writing: Research a local or global environmental issue tied to ecosystem health or resource use. Write a persuasive piece (i.e., letter to a legislator, PSA script, etc.) proposing a solution, supported by evidence from at least three sources and addressing a counterargument.	Turn & Talk with sentence stems (The text says __, which means____.; First____happens, which causes____.; I noticed _____ in the diagram that shows _____.).	Students choose their issue, audience, and format (op-ed, letter, PSA video/script, infographic) and present to an authentic audience where possible (school newsletter, local paper, student council, community members, etc.)
	Human-impact content is naturally problem/solution in structure.	Local/regional environmental data (charts, graphs) paired with print text for quantitative-text integration Op-ed/persuasive model texts to study argument structure and rhetorical moves	-cide sustain- conserv-	2. Read and interpret a data chart/graph alongside text to support or challenge a claim. 3. Conduct short research across multiple sources to build background on a self-selected environmental issue.			
Curriculum Resources & Materials	*current event articles on human impact on ecosystems (Newela, CommonLit)		*root-word lists: eco-, -cide, sustain-, conserv- *Science Vocabulary Notebook *Frayer Model	*local/regional environmental data charts or graphs *Model op-ed/persuasive texts (for studying rhetorical structure) *problem/solution graphic organizer *Data-annotation worksheet template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Source credibility checklist *Research note taking template *Op-ed/letter/PSA-script outline templates *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) rubric	*Accountable Science Talk Sentence Stems *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters *Structured peer-review checklist	*Infographic tool (Canva, Google Slides) or basic video tool *Rubric
Pacing Guide							
Week(s)		Key Concept/Topic		Activities/Lessons		Assessment/Check for Understanding	
1		Establish ecosystems as systems of interacting organisms		Use organism cards to construct a food web and identify roles; sort scenarios for predation, competition, mutualism; remove/add a species and track predicted effects.		Exit ticket; predict ripple effects and justify with evidence; quiz	
2		Vocabulary: eco-, -cide, sustain-, conserv- root families		Root word sort connected to environmental issues; build a class 'eco-vocabulary wall'.		Vocabulary notebook check.	

3	Problem/solution text structure	Read a short current-events article on an environmental issue; identify problem, proposed solution(s), and evidence for each; problem/solution graphic organizer.	Problem/solution organizer.
4	Integrating data (charts/graphs) with text	Read a short text paired with a local/regional environmental data chart; annotate how the data supports or challenges the text's claims.	Data-annotation worksheet.
5	Short research process	Students select an environmental issue; mini-lesson on evaluating source credibility; begin gathering sources and taking notes.	Research notes/source log.
6	Studying argument structure in model op-eds/persuasive texts	Close read a model op-ed; annotate rhetorical moves (hook, claim, evidence, counterargument, call to action); students outline their own piece.	Annotated model text; outline
7	Draft persuasive piece (op-ed/letter/PSA script)	Writing workshop; students draft using outline and research notes; mini-conferences with teacher on evidence use and counterargument.	Draft (claim, evidence from 3+ sources, counterargument)
8	Peer review & revision; prep for discourse event	Structured peer review using rubric; students prepare to present	Peer-review feedback form; presentation notes
9	Peer review & revision; prep for discourse event	Structured peer review using rubric; students prepare to present	Peer-review feedback form; presentation notes



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Cells & Heredity

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Cells & Heredity	Cause/Effect & Compare/Contrast	Short case-study texts on inherited traits and genetic conditions (e.g., colorblindness, albinism) from leveled science-literacy sources.	gen-/genetic	1. Identify and label cause-effect chains in a genetics text using a chain-of-events organizer.	C-E-R Paragraph--Short Argumentative Response: Using a case study text and pedigree chart, argue whether a given trait is most likely inherited, caused by a mutation, or influenced by environment. State a claim, cite at least two pieces of textual/visual evidence, and explain your reasoning.	Fishbowl discussion introducing academic discourse norms; intro-level Socratic Seminar on the ethics of genetic testing or selective breeding.	Home-connection interview: students interview a family member about a family trait (with sensitivity/privacy guidance), then blend personal narrative with informational writing to explain the biology behind it.
	Genetics content is build on cause-effect chains (mutation-protein change-trait change) and comparison (siblings, inherited vs acquired traits), so this is where student formalize those structures in reading and writing.	Pedigree-chart texts paired with print explanation Paired texts: one on selective breeding, one on a genetic mutation (for compare/contrast practice)	-ology hetero-/homo- muta-	2. Compare/contrast two texts on the same topic (e.g., two explanations of a genetic condition) noting differences in emphasis or evidence. 3. Distinguish a claim supported by genetic evidence from an unsupported claim in a short case study.		Sentence Stems: I agree/disagree with _____ because the text show _____. Can you say more about why _____? That connects to _____ from the text.	
Curriculum Resources & Materials	*short case-study texts on inherited traits/genetic conditions *Paired texts on selective breeding vs genetic mutation *Pedigree chart texts paired with explanatory print texts		*root-word lists: gen-/genetic, -ology, hetero-/homo-, muta- *Science Vocabulary Notebook *Frayer Model	*Cause-effect chain organizer template *Comparison chart template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Claim-sort activity sheet (supported vs unsupported claims) *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters *Fishbowl protocol guide + discourse tracker sheet *Socratic Seminar norms handout	*Infographic tool (Canva, Google Slides) or basic video tool *Rubric

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Establish the genetic information pathway and introduce inheritance patterns as evidence.	Trait survey/photo set to notice patterns and generate questions; build/interpret a simple DNA model; genes located on chromosomes; simple trait scenarios.	Exit ticket; note-taking; label and explain; match terms to description.
2	Reading cause-effect chains in genetics text.	Read a short case-study on a genetic trait/condition; build a cause-effect chain organizer (mutation-protein change-trait); think-aloud modeling first.	Cause-effect chain organizer.
3	Vocabulary: gen-/genetic, -ology, hetero-/homo-, muta- root families.	Root-word sort and word-part puzzle stations; students build new words from roots and predict meanings.	Root-word matching quiz.

4	Visual + print integration pedigree charts.	Read a pedigree chart alongside a short explanatory text; annotate how the chart supports/extends the text; partner quiz-trade on a pedigree interpretation.	Pedigree annotation worksheet.
5	Compare-contrast paired texts.	Read two short texts on the same topic (e.g., two explanations of a genetic condition, or selective breeding vs. mutation); Venn Diagram or comparison chart.	Comparison chart with 3+ points of differences/similarity.
6	Distinguishing supported vs unsupported claims.	Claim-sort activity; students sort statements from a case study into 'evidence-supported vs not-supported; discuss as a class.	Claim-sort activity sheet.
7	Introduce C-E-R paragraph frame; draft short argumentative response.	Model C-E-R using a pedigree + case study text; students draft; is a trait most likely inherited, mutation-caused, or environmental?	C-E-R draft paragraph (claim, evidence, reasoning).
8	Discourse: Fishbowl introducing academic discourse norms.	Fishbowl model discussion on a genetics case study; outer circle tracks stems used; students practice inner-circle roles in small groups.	Discourse tracker sheet; self-reflection on participation.
9	Socratic Seminar on ethics of genetic testing/selective breeding;	Full Socratic Seminar using seminar norms;	Seminar participation rubric; revised C-E-R response.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Biodiversity & Classification

Board Approved:

August 2026

Course Purpose:		This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse.					
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Biodiversity & Classification	Compare/Contrast & Chronological Sequence & Argument	Multiple short texts presenting different lines of evidence for evolution (fossil record, embryology, anatomy, selective breeding) for a text-set/synthesis task	-logy	1. Identify a problem/solution structure in an environmental text and evaluate the proposed solution's evidence base.	Research & Persuasive Writing: Research a local or global environmental issue tied to ecosystem health or resource use. Write a persuasive piece (i.e., letter to a legislator, PSA script, etc.) proposing a solution, supported by evidence from at least three sources and addressing a counterargument.	Turn & Talk with sentence stems (The text says __, which means ____.; First ____ happens, which causes ____.; I noticed ____ in the diagram that shows ____.).	Students choose their issue, audience, and format (op-ed, letter, PSA video/script, infographic) and present to an authentic audience where possible (school newsletter, local paper, student council, community members, etc.)
	Evolution content is evidence-heavy (fossil record, embryology, anatomy) and argumentative by nature, making this the unit where students take on full argumentative reading and writing with multiple sources.	Timeline-style texts on fossil evidence (chronological structure) Paired texts on natural selection vs. artificial selection for compare/contrast and debate prep	taxo- evolut- select-embryo-	2. Read and interpret a data chart/graph alongside text to support or challenge a claim. 3. Conduct short research across multiple sources to build background on a self-selected environmental issue.			
Curriculum Resources & Materials	*multiple short evidence texts: fossil record, embryological evidence, anatomical/selective breeding evidence *Timeline style texts on fossil evidence *Paired texts: natural selection vs artificial selection		*root-word lists: -logy, taxo-, evolut-, select-, embryo- *Science Vocabulary Notebook *Frayer Model	*Evidence-syntheiss organizer template *Timeline/chronological organizer *Evidence ranking worksheet (strong vs weak evidence) *Text Structure Signal Word Reference Sheet *Annotation Poster	*Multi-source argumentative essay outline/frame *Source log/works-cited template *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters *Structured Academic Controversy protocol cards/debate station material *Socratic Seminar norms handout	*Infographic tool (Canva, Google Slides) or basic video tool *Rubric

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Build foundational understanding of biodiversity & classification.	Quick phenomenon: images of diverse organisms; students sort by their own rules; use a key to identify unknown organisms; model an ecosystem and identify roles/species present.	Exit ticket; quick write on how biodiversity affects stability.
2	Vocabulary: -ology, taxo-, evolu-, select-, embryo-root families.	Root word web building; students classify new science vocabulary by root family; connect to classification theme.	Vocabulary notebook checks.
3	Chronological/timeline text structure (fossil evidence).	Read a timeline-style text on fossil evidence; sequence events on a class timeline; explain how sequence supports a scientific claim.	Timeline organizer with explanation sentence.
4	Synthesizing evidence across multiple short texts.	Jigsaw; small groups each read one evidence text (fossil, embryological, anatomical); regroup to synthesize into a shared evidence organizer.	Synthesis evidence organizer (group + individual notes).
5	Evaluating strength of evidence in argument texts.	Read a short argument text; rank pieces of evidence from strongest to weakest with justification; partner debate on rankings.	Evidence-ranking worksheet with justifications.
6	Compare-contrast natural vs. artificial selection texts; prep for debate.	Paired texts comparison chart; students choose a position and gather evidence for Structured Academic Controversy.	Comparison chart; evidence gathering organizer for debate.
7	Draft multi-source argumentative essay.	Mini-lesson on argument essay structure (claim, evidence from 3 sources, counterclaim); students draft body paragraphs using synthesis organizer from week 4.	Argumentative essay draft.
8	Discourse: Structured Academic Controversy/Debate Stations (natural vs artificial selection).	Small-group debate stations; students argue assigned position, then switch to argue the opposite, building counterclaim awareness for essay.	Debate participation rubric; counterclaim notes for essay.
9	Socratic Seminar on biodiversity and humans question; publish classification key/field guide project.	Full Socratic Seminar; students finalize and present a classification key/field guide for local (or class-created) organisms, defending classification choices with evidence.	Seminar rubric; final argumentative essay; field guide/classification key presentation rubric.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	STEM Innovation Lab	Teacher(s):	Tobolewski
Grade Level:	8	Unit Duration:	5 days
Unit Title:	UNIT 1: Think Like a Scientist & Engineer		
Unit Overview:	Students are introduced to scientific phenomena. Students make observations and create theories/mental models explaining the phenomena.		

Board Approval Date: August 2026

Content					
Science Phenomena:	Driving Phenomenon: "How can our observations help us to understand what we see?"			Essential Question(s):	How do scientists make sense of the natural world? What makes an observation different from an inference? How do scientists develop explanations for phenomena? Why do scientific explanations change over time? How does evidence support or challenge a theory?
Standards:	Life	Physical	Earth & Space	Environmental Literacy & Sustainability	Technology & Engineering
	N/A	3.2.6-8: PS2: Motion and Stability-Forces and Interactions; PS3: Energy	ESS3: Earth and Human Activity	Environmental Problem Solving	3.5.6-8.A; 3.5.6-8.B; 3.5.6-8.C;

Crosscutting Concepts (CCCs)

Cause & Effect:	Events have causes, sometimes simple and sometimes multifaceted. Understanding cause-and-effect relationships helps predict and explain phenomena. Students analyze how design choices influence performance and outcomes during engineering challenges and investigations.
Systems and System Models:	A system is a group of interacting components that work together to perform a function. Students examine structures, airplanes, and prototypes as systems composed of interacting parts working together to achieve a function.
Stability & Change:	Systems can be stable over time or change when conditions are altered. Students test designs, identify weaknesses, and make modifications to improve stability and effectiveness.
Structure & Function:	The way an object is shaped or structured determines how it functions. Students investigate how the shape, organization, and construction of a design influences its ability to perform a task.

Scientific & Engineering Practices (SEPs)

Investigating Practices	Sensemaking Practices	Critiquing Practices
Asking questions & defining problems Planning & carrying out investigations	Developing & using models Analyzing & interpreting data Constructing explanations & designing solutions	Engaging in argument from evidence Obtaining, evaluating, & communicating information

Vocabulary

Content/Domain Specific					Academic			
engineer	scientist	prototype	design process	criteria	analyze	evaluate	justify	infer
constraints	innovation	model	data	evidence	investigate	revise	optimize	collaborate
investigation	observation	optimization	variable		communicate	synthesize	construct	

Curriculum Resources & Materials

STEM notebooks

Demonstration materials

Chromebooks



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide							
Day	Key Concept/Learning Target	Engage	Explore	Explain	Elaborate	Evaluate	Assessment/Check for Understanding
1	Observations and Theories <i>I can make observations about a scientific phenomena and develop a theory.</i>	Elephant Toothpaste Demonstration Question: What did you observe?	Students learn the difference between observations and theories. Demonstration is repeated.	Students record their observations.	Students create a theory as to what is causing the phenomena.	Exit ticket: Define observations and scientific theory in their own words.	Formative Assessments: exit tickets, STEM notebook entries, design sketches, data tables, group discussions, CER responses;
2	Observations and Theories <i>I can make observations about a scientific phenomena and develop a theory.</i>	Molecular Motion demonstrations. Question: What explains your observations?	Second molecular motion demonstration. Students make observations.	Students write a scientific theory. <i>Individually, small groups.</i>	Students share their theories in large group and offer feedback to others.	Reflection: A theory is only as good as its explanatory power.	
3	Observations and Theories <i>I can make observations about a scientific phenomena and develop a theory.</i>	Phenomenon: Gas Law demonstrations. Question: What did you observe?	Students make observations.	Students write a scientific theory. <i>Individually, small groups.</i>	Students share their theories in large group and offer feedback to others.	Exit Ticket: where in real life phenomena can this new theory of yours be applied?	
4	Observations and Theories <i>I can make observations about a scientific phenomena and develop a theory.</i>	Phenomenon: Gummy Bear Demonstration Question: What did you observe?	Students make observations.	Students write a scientific theory. <i>Individually, small groups.</i>	Students share their theories in large group and offer feedback to others.	Exit ticket: What conclusions can you draw about a fundamental law of matter?	Summative Assessments "Engineering Design Challenge Portfolio": problem definition, design sketches, testing results, data analysis, reflection, revised design
5	Observations and Theories <i>I can make observations about a scientific phenomena and develop a theory.</i>	Phenomenon: Perpetual water fountain Question: What did you observe?	Students make observations.	Students write a scientific theory. <i>Individually, small groups.</i>	Students share their theories in large group and offer feedback to others.	Exit ticket: What conclusions can you draw about a fundamental law of matter?	

								Girard School District CURRICULUM MAP AND PACING GUIDE									
Content Area: STEM Innovation Lab				Teacher(s): Tobolewski													
Grade Level: 8				Unit Duration: 3 days													
Unit Title: UNIT 2: Think Like an Engineer																	
Unit Overview: Students are introduced to engineering challenge and must collaborate to complete the challenge.																	
								Board Approval Date:		August 2026							
Content																	
Science Phenomena:		Driving Phenomenon: "How are engineers able to solve complex problems that have never been solved before?"					Essential Question(s):		How do engineers solve problems? Why are criteria and constraints important? Why do engineers rarely get a perfect solution on the first attempt? How does collaboration improve engineering solutions?								
Standards:		Life	Physical		Earth & Space		Environmental Literacy & Sustainability		Technology & Engineering								
		N/A	3.2.6-8: PS2: Motion and Stability-Forces and Interactions; PS3: Energy		ESS3: Earth and Human Activity		Environmental Problem Solving		3.5.6-8.A; 3.5.6-8.B; 3.5.6-8.C;								
Crosscutting Concepts (CCCs)																	
Cause & Effect:		Events have causes, sometimes simple and sometimes multifaceted. Understanding cause-and-effect relationships helps predict and explain phenomena. Students analyze how design choices influence performance and outcomes during engineering challenges and investigations.															
Systems and System Models:		A system is a group of interacting components that work together to perform a function. Students examine structures, airplanes, and prototypes as systems composed of interacting parts working together to achieve a function.															
Stability & Change:		Systems can be stable over time or change when conditions are altered. Students test designs, identify weaknesses, and make modifications to improve stability and effectiveness.															
Structure & Function:		The way an object is shaped or structured determines how it functions. Students investigate how the shape, organization, and construction of a design influences its ability to perform a task.															
Scientific & Engineering Practices (SEPs)																	
Investigating Practices				Sensemaking Practices				Critiquing Practices									
Asking questions & defining problems				Developing & using models				Engaging in argument from evidence									
Planning & carrying out investigations				Analyzing & interpreting data				Obtaining, evaluating, & communicating information									
				Constructing explanations & designing solutions													
Vocabulary																	
Content/Domain Specific						Academic											
engineer		scientist		prototype		design process		criteria		analyze		evaluate		justify		infer	
constraints		innovation		model		data		evidence		investigate		revise		optimize		collaborate	
investigation		observation		optimization		variable				communicate		synthesize		construct			
Curriculum Resources & Materials																	
STEM notebooks				Mini Marshmallows				Eye masks				Chromebooks					
Demonstration Materials				Dry Spagheetti				Bike tubes, string, meter sticks, metal cans									
Dry popcorn				LEGO Kits													



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide							
Day	Key Concept/Learning Target	Engage	Explore	Explain	Elaborate	Evaluate	Assessment/Check for Understanding
1	Engineering and Design Identify the criteria and constraints of an engineering challenge. Design and construct a prototype. Test and improve a design based on results. Reflect on how redesign improves engineering solutions.	Task requirements are given Design and build the tallest free-standing tower using only dry spaghetti and mini marshmallows.	Working in teams, students brainstorm ideas, sketch designs, and construct their towers within the allotted time. After testing, teams analyze failures and strengths before completing a second design iteration.	Students discuss: What design choices worked well? Why did some towers fail? How did redesign improve performance?	Students compare their design process to how professional engineers develop bridges, skyscrapers, and other structures through repeated testing and redesign.	Exit ticket: Define observations. Students complete a design reflection describing: Their original design Changes made during redesign Evidence that redesign improved the structure Lessons learned about engineering	Formative Assessments: exit tickets, STEM notebook entries, design sketches, data tables, group discussions
2	Collaboration and Communication I can communicate technical information clearly.	Display a completed LEGO model. Could someone build this accurately without ever seeing it?	One student wears a blindfold while teammates provide only verbal instructions to guide construction of a LEGO model. After the first attempt, teams discuss communication challenges before completing a second round using improved communication strategies.	Group Discussion Which communication strategies were effective?	Students compare the communication required during the activity to real engineering fields where mistakes in communication can have significant consequences..	Reflection: Students complete a teamwork reflection describing: Effective communication strategies Obstacles encountered How teamwork improved performance One strategy they would use in future collaborative projects.	
3	Engineering and Communication I can understand that engineers solve complex problems by working collaboratively, evaluating constraints, and developing innovative solutions.	Phenomenon: Toxic Popcorn Question: Can you work with a group to solve a complex engineering problem.	Toxic Popcorn Challenge A container of toxic material has spilled in a hazardous area. Engineers must safely transfer the material to a secure container without entering the contaminated zone.	Student discussion Which design was most effective? Which restraint was the most difficult.	Students brainstorm other situations where engineers solve problems remotely, such as space exploration, underwater research, nuclear facilities, and medical robotics.	Students complete a reflection identifying: Their team's solution Challenges encountered Modifications made One improvement they would make in a future design?	Summative Assessments "Engineering Design Challenge Completion"



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	STEM Innovation Lab	Teacher(s):	Tobolewski
Grade Level:	8	Unit Duration:	9-10 days (6 lessons)
Unit Title:	UNIT 3: Observation and Application		
Unit Overview:	Students are introduced to scientific phenomena, make observations, and apply that information to a variety of new novel tasks.		

Board Approval Date: **August 2026**

Content					
Science Phenomena:	Driving Phenomenon: "How can invisible properties of matter explain the world around us?"			Essential Question(s):	How do scientists use measurements to explain natural phenomena? Why do some objects float while others sink? How do differences in density affect everyday materials? How does water influence Earth's climate? How can scientific concepts explain weather patterns in our region?
Standards:	Life	Physical	Earth & Space	Environmental Literacy & Sustainability	Technology & Engineering
	N/A	3.2.6-8: PS2: Motion and Stability-Forces and Interactions; PS3: Energy	ESS3: Earth and Human Activity;	Environmental Problem Solving	3.5.6-8.A; 3.5.6-8.B; 3.5.6-8.C;

Crosscutting Concepts (CCCs)

Cause & Effect:	Events have causes, sometimes simple and sometimes multifaceted. Understanding cause-and-effect relationships helps predict and explain phenomena. Students analyze how design choices influence performance and outcomes during engineering challenges and investigations.
Systems and System Models:	A system is a group of interacting components that work together to perform a function. Students examine structures, airplanes, and prototypes as systems composed of interacting parts working together to achieve a function.
Stability & Change:	Systems can be stable over time or change when conditions are altered. Students test designs, identify weaknesses, and make modifications to improve stability and effectiveness.
Structure & Function:	The way an object is shaped or structured determines how it functions. Students investigate how the shape, organization, and construction of a design influences its ability to perform a task.

Scientific & Engineering Practices (SEPs)

Investigating Practices	Sensemaking Practices	Critiquing Practices
Asking questions & defining problems	Developing & using models	Engaging in argument from evidence
Planning & carrying out investigations	Analyzing & interpreting data	Obtaining, evaluating, & communicating information
	Constructing explanations & designing solutions	

Vocabulary

Content/Domain Specific					Academic			
engineer	scientist	prototype	design process	criteria	analyze	evaluate	justify	infer
constraints	innovation	model	data	evidence	investigate	revise	optimize	collaborate
investigation	observation	optimization	variable		communicate	synthesize	construct	

Curriculum Resources & Materials

STEM notebooks	Film canisters	Fruit Drinks	Vernier Temperature Probes
Demonstration Materials	water	Chromebooks	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide							
Day	Key Concept/Learning Target	Engage	Explore	Explain	Elaborate	Evaluate	Assessment/Check for Understanding
1	Density and Buoyancy <i>I can understand that density is a measurable property of matter that determines whether an object will float or sink in a fluid.</i>	Demonstrate several objects floating and sinking in water, including surprising examples <i>Ask students why objects behave differently and record initial ideas.</i>	Students are given balances, rulers, graduated cylinders, etc. Students develop and mathematical theory about why objects sink and float in water.	Introduce the density equation and compare object density to water. Students compare their findings	Students predict whether unfamiliar objects will float or sink using density calculations and explain their reasoning. Students make one final density column	Students calculate density for new objects and use evidence to explain why each object floats or sinks. Reflection: Students evaluate their experimentation process and how it could have been improved	Formative Assessments: exit tickets, STEM notebook entries, design sketches, data tables, group discussions
2	Fruit Drink Density Investigation <i>I can understand that liquids have different densities that can be determined through careful experimentation.</i>	Introduce the challenge. Create a density column of layered fruit juices based on density. <i>Can you make a layered drink?</i>	Students start to evaluate the different fruit drinks? <i>Figure out the relative order of densities.</i>	Students compare Students compare their findings	Students make one final density column	Reflection: Students evaluate their experimentation process and how it could have been improved	
3	Engineering a Galileo Thermometer <i>I can apply density to and engineering task</i>	Phenomenon: Galileo Thermometer Show the students a Galileo thermometer.	Introduce the challenge Using sand and film canisters create a Galileo Thermometer at different Temperatures	Develop a theory <i>Students collaborate to develop a theory to explain their data</i>	Students are introduced formally to the concept of specific heat capacity	Reflection: Student explain specific heat capacity in their own words.	Summative Assessments: 1. Galileo Thermometer Challenge. 2. Create a presentation explaining Lake Effect Snow in terms of Specific Heat Capacity
4	Specific Heat Capacity <i>I can understand that different substances absorb and release thermal energy at different rates because they have different specific heat capacities.</i>	Phenomenon: Sand and Water absorb energy differently Show students sand and water under a identical heat source. Have them collect data to prove there is a difference between properties of the two substances.	Student design experimental parameters	Student collaboration <i>Students work in groups to optimize thier design.</i>	Students compare their design with commercial Galileo thermometers and identify improvements.	Students complete a reflection identifying: Challenges encountered Modifications made One improvement they would make in a future design?	
5	Lake Erie Temperature Investigation <i>I can interpret graphs and data</i>	Phenomenon: Yearly average air and water temperature data for Lake Erie Students intepret the data.	Studens develop a theory to explain their data What causes the air and water temperature trends to be different?	Group discussion <i>Students compare their theories in large group and develop one class theory.</i>	Students explain how these findings may effect our daily lives.	Reflection: What are the implications of your findings for our daily lives?	
6	Lake Effect Snow Explanation <i>I can explain why Girard gets so much Lake Effect Snow</i>	Phenomenon: Lake Effect Snow Show the students snow accumulation data for Erie, PA	Introduce the assignment Explain why we get so much snow here in terms of specific heat capacity.	Research <i>Students research to enhance their knowledge.</i>	Students develop an explanation to the essential question.	Students present their data given theories in a video presentation	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	STEM Innovation Lab	Teacher(s):	Tobolewski
Grade Level:	8	Unit Duration:	12 days (4 Lessons)
Unit Title:	UNIT 4: Alternative Energy and Innovation		
Unit Overview:	Students are introduced to scientific phenomena, make observations, and apply that information to a variety of new novel tasks.		

Board Approval Date: August 2026

Content					
Science Phenomena:	Driving Phenomenon: "What alternative energies can enhance our society?"			Essential Question(s):	How can engineers use science and technology to meet our future energy needs? What are the advantages and limitations of different alternative energy sources? How do engineers evaluate and improve renewable energy technologies to solve real-world problems?
Standards:	Life	Physical	Earth & Space	Environmental Literacy & Sustainability	Technology & Engineering
	N/A	3.2.6-8: PS2: Motion and Stability-Forces and Interactions; PS3: Energy	ESS3: Earth and Human Activity	Environmental Problem Solving	3.5.6-8.A; 3.5.6-8.B; 3.5.6-8.C;

Crosscutting Concepts (CCCs)

Cause & Effect:	Events have causes, sometimes simple and sometimes multifaceted. Understanding cause-and-effect relationships helps predict and explain phenomena. Students analyze how design choices influence performance and outcomes during engineering challenges and investigations.
Systems and System Models:	A system is a group of interacting components that work together to perform a function. Students examine structures, airplanes, and prototypes as systems composed of interacting parts working together to achieve a function.
Stability & Change:	Systems can be stable over time or change when conditions are altered. Students test designs, identify weaknesses, and make modifications to improve stability and effectiveness.
Structure & Function:	The way an object is shaped or structured determines how it functions. Students investigate how the shape, organization, and construction of a design influences its ability to perform a task.

Scientific & Engineering Practices (SEPs)

Investigating Practices	Sensemaking Practices	Critiquing Practices
Asking questions & defining problems	Developing & using models	Engaging in argument from evidence
Planning & carrying out investigations	Analyzing & interpreting data	Obtaining, evaluating, & communicating information
	Constructing explanations & designing solutions	

Vocabulary

Content/Domain Specific					Academic			
engineer	scientist	prototype	design process	criteria	analyze	evaluate	justify	infer
constraints	innovation	model	data	evidence	investigate	revise	optimize	collaborate
investigation	observation	optimization	variable		communicate	synthesize	construct	

Curriculum Resources & Materials

STEM notebooks	Teabag	Wooden Spoons	Chromebooks
Kidwind turbines	Scissors, Rulers, Pencils	Cardboard, paper, napkins, rubber bands	Hair dryer



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide							
Day	Key Concept/Learning Target	Engage	Explore	Explain	Elaborate	Evaluate	Assessment/Check for Understanding
1-2	Engineering and Design Identify the criteria and constraints of an engineering challenge. Design and construct a prototype. Test and improve a design based on results.	Engineer a device to lift a teabag vertically 12" using a blowdryer and assorted supplies	Working in teams, students brainstorm ideas, sketch designs, and construct their devices within the allotted time. After testing, teams analyze failures and strengths before completing a second design iteration.	Students discuss: What design choices worked well? Why did some towers fail? How did redesign improve performance?	Students compare their design process to how professional engineers develop alternative energy solutions	Exit ticket: Define observationsStudents complete a design reflection describing: Their original design Changes made during redesign Evidence that redesign improved the structure Lessons learned about engineering	Formative Assessments: exit tickets, STEM notebook entries, design sketches, data tables, group discussions Summative Assessments: 1. Teabage design challenge 2. Turbine Design Challenge. 3. Alternative Energy Research Assignment
3-5	Engineering and Design Identify the criteria and constraints of an engineering challenge. Design and construct a prototype. Test and improve a design based on results. Reflect on how redesign improves engineering solutions.	Introduce Kidwind Turbines Engineer blades for a wind turbine to create 1V of electricity	Working in teams, students brainstorm ideas, sketch designs, and construct their turbines within the allotted time. After testing, teams analyze failures and strengths before completing a second design iteration.	Students discuss: What design choices worked well? Why did some towers fail? How did redesign improve performance?	Students compare their design process to how professional engineers develop alternative energy solutions	Exit ticket: Define observationsStudents complete a design reflection describing: Their original design Changes made during redesign Evidence that redesign improved the structure Lessons learned about engineering	
8-12	Alternative Energy Research I can research a topic to present with correct citations and methods	Select a Alternative energy to research Students given summative assessment options and parameters	Fill out basic information and create 1st draft	What needs to be improved to meet parameters	2nd and 3rd drafts of project are created	Reflection: What is the most interesting part of your technology	



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	Foundations of Keyboarding	Teacher(s):	Armitage & Staaf
Grade Level:	Grades 5-8	Unit Duration:	30 classes/semester or 60 classes/full year
Overview:	Foundations of Keyboarding is an introductory performance-centered general music course. Students progress from keyboard care and basic technique through note reading, rhythm, chords, keyboard technology, and an original composition, culminating in a final performance.		
			Board Approval Date: August 2026
Essential Questions:	How does proper setup and hand position affect a keyboardist's ability to play accurately and comfortably? How does understanding intervals and hand position help a musician read and play new music efficiently? How does consistent hand and finger technique create an even, controlled sound? How do primary chords support and enrich a melody? How does music notation help a musician communicate and reproduce a melody accurately? How does technology expand the creative and expressive possibilities of a keyboard instrument? How does coordinating two independent hands change the way a musician reads and performs music? How has the evolution of keyboard instruments influenced the music we hear today? How does rhythm work together with pitch to create a complete piece of music? What does it mean to take ownership of a musical idea from creation to performance? How do dynamics and articulation shape the expressive meaning of a piece of music? How does preparation and reflection contribute to a successful performance?		
Standards:	9.1.5.A/9.1.8.A: Know and use the elements and principles of music (rhythm, pitch, dynamics, form) to create and perform works.		
	9.1.5.B/9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts vocabulary.		
	9.1.5.C/9.1.8.C: Know and demonstrate music techniques (instrumental technique, posture, tone production).		
	9.1.5.E/9.1.8.E: Know and demonstrate composition/arranging skills to create a musical work.		
	9.1.5.F/9.1.8.F: Identify and use style elements for musical performance.		
	9.1.5.G/9.1.8.G: Explain the function and benefits of rehearsal and practice sessions.		
	9.1.5.H/9.1.8.H: Identify and use fundamental vocal/instrumental production, performance, and exhibition.		
	9.1.5.J/9.1.8.J: Distinguish informal and formal presentation of a musical work.		
	9.2.5.A/9.2.8.A: Explain the historical and cultural context of a given musical work.		
	9.2.5.G/9.2.8.G: Relate genres of music to a time period and geographic location.		
	9.3.5.A/9.3.8.A: Know similarities and differences in works of music..		
	9.3.5.C/9.3.8.C: Know and use appropriate vocabulary for critical response to music.		
	9.4.5.A/9.4.8.A: Explain meaning of a musical work based on knowledge and personal experience..		
9.4.5.B/9.4.8.B: Explain how personal experience influences interpretation of a musical work.			
Learning Targets:	I can identify the parts of keyboard and its basic controls. I can read and play a simple melody with my right hand alone, my left hand alone, and with both hands together. I can play contrasting dynamics, including crescendo and decrescendo. I can play the chord progression I-IV-V7-I with a steady beat (*60 day course).		
	I can use correct finger numbers (1-5) on each hand. I can identify notes on the bass staff. I can play both legato and staccato articulation. I can record a short performnce using available technology (*60 day course).		
	I can find and play Middle C. I can identify the time signature of a piece. I can set my hands in G position and shift between C and G positions (*60 day course). I can describe how keyboard instrument have changed over time (*60 day course).		
	I can play single notes with a controlled, even tone. I can keep a steady beat while reading rhythm notation. I can play a piece that shifts smoothly between two hand positions (*60 day course). I can choose chords, a melody, and a voice/style for an original piece (*60 day course).		
Curriculum Resources & Materials			
class set of 61-key touch sensitive electronic keyboards Headphones Whiteboard/projector or document camera for staff and chord diagram Printed staff paper, lead sheets, and rubrics			
keyboard stands/benches or table setups Headphone splitters for paired work Metronome Recording device			
power adapters Sustain pedal for each keyboard Note-naming flashcards			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide					
Unit #	Unit Title	Unit Focus	Vocabulary	Suggested Activities	Checks for Understanding
1 (Days 1-5)	Getting Started- Keyboard Care, Posture & Keyboard Geography	Parts of the keyboard; power on/off; headphone use and care; proper bench height, posture, and hand position (curved fingers, relaxed wrist); keyboard geography- finding groups of 2 and 3 black keys; locating and playing Middle C; finger numbers 1-5; practice routine and a simple steady-beat exercise with Middle C	<i>keyboard, white keys, black keys, Middle C, finger numbers, bench height, hand position, headphone jack, power/volume controls</i>	1. Find the Groups black key scavenger hunt 2. Posture and hand-position demon with mirror or partner check 3. Middle C finding relay across the keyboard 4. Steady beat single note exercise with Middle C	Exit ticket labeling keyboard parts and black-key groups; teacher observation checklist for posture and hand position; Middle C location spot-check
2 (Days 6-10)	Right-Hand & Left-Hand Technique	Proper finger curvature, wrist alignment, and relaxed arm weight; playing single notes with even tone (touch/dynamic control); introducing the sustain pedal and it's effect; basic ear training-matching pitches by ear; tempo-matching exercise with a metronome	<i>finger curvature, wrist alignment, touch, sustain pedal, tone, tempo</i>	1. Finger -curvature drills 2. Touch/dynamic control exercises 3. Pedal experimentation 4. Echo-pitch ear-training games	Teacher observed technique checklist; pitch-matching accuracy check
3 (Days 11-15)	Reading the Staff & Middle C Position	Introduction to the staff, treble clef, bass clef, and grand staff; Middle C position hand shape (right hand: C-D-E-F-G); reading and playing simple five-finger melodies, right hand alone; note naming practice (line and space notes); right hand melody performance check	<i>staff, treble clef, bass clef, grand staff, line notes, space notes, five-finger position</i>	1. Staff scavenger hunt (identify line and space notes) 2. Guided right hand reading practice 3. Note-naming flash drills 4. Partner listening check	Note naming quiz; right hand playing check against a rubric
4 (Days 16-20)	Left-Hand Reading & Hands Together	Bass clef reading; left-hand five-finger position; reading and playing simple five-finger melodies, left hand alone; combining short right-hand/left-hand phrases; playing a full five-finger piece hands together; hands-together performance check	<i>bass clef, left-hand five finger position, hands together, independence</i>	1. Left hand reading drills 2. Right hand/left hand phrase-trading activity 3. Slow hands together practice 4. Partner peer-check	Left-hand playing check; hands together rubric check
5 (Days 21-25)	Rhythm Notation & Hands-Together Pieces	Note values-whole, half, and quarter notes and rests; reading and clapping simple rhythms; identifying time signatures (2/4, 3/4, 4/4); playing a hands-together piece with mixed rhythms; rhythm and playing performance	<i>whole/half/quarter note, rest, time signature, measure, meter</i>	1. Rhythm dictation and clapping games 2. Time signature sorting activity 3. Hands separate then together drills 4. Small group play along	Written rhythm quiz; hands together playing rubric check
6 (Days 26-30)	Dynamics & Articulation	Dynamics-forte, piano, mezzo forte/piano, crescendo/decrescendo; articulation-legato vs. staccato; applying dynamics and articulation to a familiar piece; expressive playing-shaping a phrase; expressive performance check	<i>dynamics, forte, piano, mezzo forte, mezzo piano, crescendo, decrescendo, legato, staccato, phrase</i>	1. Volume dial dynamics game 2. Legato/staccato contrast drills 3. Guided phrase-shaping practice 4. Expressive play along	Dynamics/articulation quiz; expressive playing check
7 (Days 31-35)	Expanding Position & Intervals	Moving to a new five-finger position (G position); reading melodic intervals (2nds through 5ths) by sight; playing a piece that shifts between C and G positions; harmonic intervals (played together) vs. melodic intervals (played separately); position-shift performance check	<i>interval, second, third, fourth, fifth, position shift, harmonic interval, melodic interval</i>	1. Interval leap or step identification game 2. Position shift drills 3. Harmonic vs. melodic interval listening activity 4. Two-hand play along	Interval identification quiz; playing check for position shifts
8 (Days 36-40)	Primary Chords	the tonic (I) triad in the key of C; the IV chord in the key of C; the V7 chord in the key of C; playing block and broken (arpeggiated) chords; playing the progression I-IV-V7-I	<i>triad, tonic (I) chord, IV chord, V7 chord, block chord, broken/arpeggiated chord, chord progression</i>	1. Chord building activity (stacking thirds) 2. Block vs broken chord drills 3. Progression drilling with a metronome 4. Chord detective listening activity	Chord-building quiz; playing check for progression accuracy



Girard School District

CURRICULUM MAP AND PACING GUIDE

9 (Days 41-45)	Keyboard Technology & Sound	Exploring built-in voices/timbres (piano, organ, strings, synth); layering and splitting voices; using auto-accompaniment/rhythm styles; recording a short performance using built in or app based recording; creative exploration project sharing	<i>timbre/voice, layering, split, auto-accompaniment, rhythm style, recording, synthesizer</i>	1. Voice-exploration scavenger hunt 2. Layering/splitting experimentation 3. Auto-accompaniment style comparison 4. Mini recording project	Exploration reflection log; short creative project share out
10 (Days 46-50)	History & Genres of Keyboard Instruments	From harpsichord to piano-early keyboard instrument history; the pipe organ and electric organ; the rise of the synthesizer and electronic keyboard; keyboard instruments across genres (classical, jazz, pop, electronic); guided listening and compare/contrast activity	<i>harpsichord, pipe organ, synthesizer, electronic keyboard, genre, timeline</i>	1. Guided listening and compare/contrast across eras and genres 2. Timeline building activity 3. Class discussion connecting history to today's keyboards	Listening log/reflection; discussion based formative check or short quiz
11 (Days 51-55)	Composition & Arranging Project	Elements of song form (verse/chorus); brainstorming original ideas; choosing chords, melody, and voice/style for an original piece; small-group composing/arranging workshop; peer-coaching rehearsal and revision; recording session	<i>composition, arrangement, original work, verse/chorus structure, form</i>	1. Guided composition brainstorm (chord bank and melody outline) 2. Small group/individual arranging workshop 3. Peer-coaching rehearsal sessions 4. Recording sessions	Composition draft check-in; rubric for originality and craftsmanship
12 (Days 56-60)	Final Rehearsal, Performance & Reflection	Polishing the final composition/arrangement; full rehearsal with teacher/peer coaching; dress rehearsal and performance etiquette; final performance; portfolio reflection	<i>performance etiquette, audience, critique, portfolio, self-assessment, informance</i>	1. Final rehearsal with targeted coaching 2. Dress rehearsal and performance etiquette discussion 3. Culminating performance for class or invited audience 4. Portfolio reflection writing	Final performance rubric (technique, rhythm, chord accuracy, expression); written self-reflection/portfolio; teacher summative assessment



Girard School District

CURRICULUM MAP AND PACING GUIDE

Content Area:	Foundations of Ukulele	Teacher(s):	Armitage & Staaf
Grade Level:	Grades 5-8	Unit Duration:	30 classes/semester or 60 classes/full year
Grade Level Focus:	Foundations of Ukulele is an introductory performance-centered general music course. Students progress from instrument care and basic technique through chords, rhythm, fingerpicking, ensemble playing, and an original composition, culminating in a final performance. The sequence assumes no prior string-instrument experience.		
			Board Approval Date: August 2026
Essential Questions:	How does proper instrument care and playing posture affect sound quality and long-term skill development? How does changing key or chord choice affect the mood of a song? How does consistent right-hand technique create a steady, controlled sound? How does rhythm shape the feel and style of a piece of music? What physical and mental skills are required to change chords smoothly while keeping a steady beat? How does fingerpicking change the texture and expression of a song compared to strumming? How do new chord shapes and progressions expand musical possibilities? How does notation, such as tab, help musicians learn and share melodies? How does understanding an instrument's cultural origins deepen our appreciation of the music we play? How do musicians work together to create a unified performance? What does it mean to take ownership of a musical idea from creation to performance? How does preparation and reflection contribute to a successful performance?		
Standards:	9.1.5.A/9.1.8.A: Know and use the elements and principles of music (rhythm, pitch, dynamics, form) to create and perform works.		
	9.1.5.B/9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts vocabulary.		
	9.1.5.C/9.1.8.C: Know and demonstrate music techniques (instrumental technique, posture, tone production).		
	9.1.5.E/9.1.8.E: Know and demonstrate composition/arranging skills to create a musical work.		
	9.1.5.G/9.1.8.G: Explain the function and benefits of rehearsal and practice sessions.		
	9.1.5.H/9.1.8.H: Identify and use fundamental vocal/instrumental production, performance, and exhibition.		
	9.1.5.J/9.1.8.J: Distinguish informal and formal presentation of a musical work.		
	9.1.5.J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.		
	9.2.5.A/9.2.8.A: Explain the historical and cultural context of a given musical work.		
	9.2.5.G/9.2.8.G: Relate genres of music to a time period and geographic location.		
	9.3.5.A/9.3.8.A: Know similarities and differences in works of music..		
	9.3.5.C/9.3.8.C: Know and use appropriate vocabulary for critical response to music.		
	9.4.5.A/9.4.8.A: Explain meaning of a musical work based on knowledge and personal experience..		
9.4.5.B/9.4.8.B: Explain how personal experience influences interpretation of a musical work.			
Learning Targets:	I can identify the parts of ukulele and demonstrate proper care, posture, and hand position. I can read and clap basic rhythm notation. I can play with appropriate dynamics and follow a conductor's cues. I can perform a reggae strum pattern and switch between multiple strum styles within a song (*60 day course).		
	I can tune my ukulele and play a steady downstroke and upstroke strum. I can perform a variety of strum patterns, including the island/calypso strum. I can compose an original piece by choosing chords and a strum pattern, then rehearse and perform it for an audience with proper etiquette. I can play an arpeggio pattern and combine fingerpicking with strumming in a full arrangement (*60 day course).		
	I can read a chord diagram and play clean C and Am chords, switching between them while keeping a steady beat. I can play a basic fingerpicking pattern. I can play Dm and A7/E7 chords and describe the difference between major and minor sounds (*60 day course). I can read tab notation, play a simple melody, and combine it with chord accompaniment (*60 day course).		
	I can play clean F an G7 chords and perform the progression C-Am-F-G7. I can listen and adjust my volume to blend with an ensemble. I can transpose a song to a new key or use a capo (*60 day course). I can describe the ukulele's origins and its role in Hawaiian culture, and compare playing styles across genres (*60 day course).		
Curriculum Resources & Materials			
class set of soprano or concert ukuleles	Whiteboard/projector for chord diagrams	Printed chord charts, lead sheets, and rubrics	felt/rubber picks
clip-on chromatic tuners or a free tuner app	Bluetooth speaker or classroom sound system	recording device for playback/self-assessment	Music stands or table space for handouts
metronome			



Girard School District

CURRICULUM MAP AND PACING GUIDE

Pacing Guide					
Unit #	Unit Title	Unit Focus	Vocabulary	Suggested Activities	Checks for Understanding
1 (Days 1-5)	Instrument Care, Posture, & Parts of a Ukulele	Parts of ukulele; care and handling; proper posture and holding position; right-hand placement; tuning the ukulele; using a tuner; teh basic down-strum; keeping a steady beat; practice routine and strum-along to a steady tempo	<i>ukulele, soprano, concert, tenor, headstock, tuning pegs, nut, frets, bridge, sound hole, re-entrant tuning (G-C-E-A), strum, downstroke, steady beat, tempo</i>	1. Label the Ukulele scavenger hunt using real instruments 2. Posture and holding-position demo with mirror or partner check 3. Paired tuning practice with teacher circulating for support 4. Steady-beat clapping transferred to down-strums on open strings	Exit ticket: label the parts of a ukulele; teacher obseravtion checklist for posture and instrument hold; peer tuning check-off
2 (Days 6-10)	Right-Hand Technique & Steady Rhythm	Down-strokes and up-strokes; relaxed wrist motion; introducing string muting for rhythmic accents; reading simple strum patterns from notation; ear training-matching a played rhythm by echo; tempo-matching play-along; formative technique check	<i>downstroke, upstroke, strum pattern, muting, dynamics, beat, meter, tempo, marking</i>	1. Down/up strum drills at varying tempos 2. Muting exercises for rhythmic accents 3. Rhythm echo (call-and-response) games 4. Tempo-matching play-along	Teacher-observed strum technique checklist; rhythm echo accuracy check
3 (Days 11-15)	First Chords (C and Am)	Left-hand finger numbers and reading a chord diagram; the C chord shape; producing a clean, buzz-free sound; the Am chord shape; switching cleanly between C and Am with a strum pattern; playing a simple two-chord song; formative playing check	<i>chord, chord diagram, fret hand/strum hand, fingering, chord change/transition, clean tone</i>	1. Chord-shape drills (place, check, release, repeat) 2. Chord Change Challenge on a visual or verbal cue 3. Partner peer-check for clean chord tone 4. Slow play-along, gradually increasing tempo	Individual chord-change speed/accuracy spot-check; rubric-based playing check
4 (Days 16-20)	Expanding Chords (F and G7)	The F chord shape; the G7 chord shape; practicing the progression C-Am-F-G7; playing a full song using all four chords; small group performance with structured peer feedback	<i>chord progression, harmony, measure/bar, time signature, four-chord song</i>	1. Progression drilling with a metronome 2. Musical chairs chord-rotation game 3. Small group rehearsal time 4. Informal in-class performance	Group performance rubric; teacher circulation checklist
5 (Days 21-25)	Additional Chords & Playing in Different Keys	The Dm chord shape; the A7/E7 chord shape; comparing major vs. minor sound and mood; introduction to transposition/using a capo; change the mood mini improvisation activity	<i>minor chord, major chord, key, transposition, capo, mood/mode</i>	1. Major/minor listening comparison 2. Transposition practice with and without capo 3. Change the mood small group improvisation game	Aural discrimination quiz (major vs. minor); playing check in a new key
6 (Days 26-30)	Rhythm Notation & Strumming Pattern Variety	Reading rhythm notation (quarter, eighth, dotted rhythms); the calypso/island strum pattern; the reggae "skank" strum pattern; switching strum styles within one song;	<i>rhythm notation, quarter/eighth note, syncopation, calypso/island strum, reggae strum</i>	1. Rhythm dictation and clapping games 2. Strum-pattern relay race 3. Style-switching play-along	Written rhythm notation quiz; strum-pattern performance check
7 (Days 31-35)	Fingerpicking Technique	Introducing the P-i-m-a fingerpicking pattern; finger-isolation drills for accuracy; Arpeggio patterns over familiar chords; combining fingerpicking and strumming in one song	<i>fingerpicking, P-i-m-a (thumb-index-middle-ring), arpeggio, texture, fingerstyle</i>	1. Finger isolation drills 2. Arpeggio pattern practice 3. Combining pick and strum in a single arrangement	Fingerpicking accuracy playing check; self-recorded practice log
8 (Days 36-40)	Reading Tab & Playing Simple Melodies	Introduction to tablature (tab)notations; reading and playing single-note melody lines from tab; playing a familiar melody by ear vs. by tab; combining a melody line with chordal accompaniment; melody-reading and performance check	<i>tablature (tab), melody, single-note line, staff, fret numbers</i>	1. Guided tab-reading practice 2. Play-by-ear vs. play-by-tab comparison 3. Melody and accompaniment combination activity	Tab-reading quiz; melody performance check
9 (Days 41-45)	History & Cultural Context of the Ukulele	Origins of teh ukulele (the Portuguese braguinha/machete and Hawai'i); the ukulele in Hawaiian music and culture; the ukulele across genres (folk, pop, jazz); guided listening and compare/contrast activity; mini research share-out or class discussion	<i>braguinha/machete, Hawaiian culture, genre, folk music, cultural diffusion</i>	1. Guided listening and compare/contrast across styles 2. Short research mini-project or partner discussion 3. Class discussion connecting history to today's playing	Listening log/reflection; discussion-based formative check or short quiz



Girard School District

CURRICULUM MAP AND PACING GUIDE

10 (Days 46-50)	Ensemble Skills, Harmony & Dynamics	Playing in an ensemble (listening and balance); dynamics and tempo changes as a group; introducing simple two-part harmony; sectional rehearsal with assigned parts; full ensemble run-through with self/peer evaluation	<i>ensemble, balance, blend, crescendo/decrescendo, harmony, unison, conducting cues</i>	1. Call and response listening drills 2. Volume dial dynamics game with a student conductor 3. Sectional practice rotations 4. Full ensemble rehearsal with recorded playback	Ensemble rehearsal observation rubric; structured peer-feedback form
11 (Days 51-55)	Composition & Arranging Project	Elements of song form (verse/chorus); brainstorming original ideas; choosing chords, strum pattern, and structure for an original piece; small-group composing/arranging workshop; peer-coaching rehearsal and revision; recording session	<i>composition, arrangement, original work, verse/chorus structure, form</i>	1. Guided composition brainstorm (chord bank and strum pattern menu) 2. Small group arranging workshop 3. Peer-coaching rehearsal sessions 4. Recording sessions	Composition draft check-in; rubric for originality and craftsmanship
12 (Days 56-60)	Final Rehearsal, Performance & Reflection	Polishing the final composition/arrangement; full rehearsal with teacher/peer coaching; dress rehearsal and performance etiquette; final performance; portfolio reflection	<i>performance etiquette, audience, critique, portfolio, self-assessment</i>	1. Final rehearsal with targeted coaching 2. Dress rehearsal and performance etiquette discussion 3. Culminating performance for class or invited audience 4. Portfolio reflection writing	Final performance rubric (technique, rhythm, chord accuracy, expression); written self-reflection/portfolio; teacher summative assessment

Elk Valley El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Elk Valley El Sch		105254053
Address 1		
2556 Maple Ave		
Address 2		
City	State	Zip Code
Lake City	PA	16423
Chief School Administrator		Chief School Administrator Email
Mr DAVID J KOMA		david.koma@girardsd.org
Principal Name		
Miss Shannon Holley		
Principal Email		
shannon.holley@girardsd.org		
Principal Phone Number		Principal Extension
814-774-5602		6401
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shannon Holley	Principal	Elk Valley Elementary	shannon.holley@girardsd.org
Cheryl Krachkowski	Other	Assistant Principal EVES	cheryl.krachkowski@girardsd.org
Angel Ghastin	District Level Leaders	Federal Program Coordinator	angel.ghastin@girardsd.org
David Koma	Chief School Administrator	Superintendent	david.koma@girardsd.org
Erin Benson	Education Specialist	School Counselor/Parent	erin.benson@girardsd.org
Tammy Rader	Community Member	Community School Director	tammy.rader@girardsd.org
Joanna Fiscus	Education Specialist	Instructional Support Teacher	joanna.fiscus@girardsd.org
Kristen Hull	Education Specialist	Reading Interventionist	kristen.hull@girardsd.org
Jeanene Stark	Education Specialist	Instructional Support Teacher	jeanene.stark@girardsd.org
Nancy Snyder	Education Specialist	Reading Interventionist	nancy.snyder@girardsd.org
Reba Robie	Other	Title I Secretary	reba.robie@girardsd.org
Sue Dahlstrand	Education Specialist	Math Coach	sue.dahlstrand@girardsd.org
Jacob Hagmaier	Parent	Business Director/Parent	jacob.hagmaier@girardsd.org
Desirae Andrzejczak	Parent	Parent/Teacher	desirae.andrzejczak@girardsd.org
Kaylee Orr	Paraprofessional	Paraprofessional/Parent	Kaylee.orr@girardsd.org
Ashley Griffith	Parent	Parent	agriffith1011@yahoo.com
Lauren Staszewski	Education Specialist	Reading Interventionist	lauren.staszewski@girardsd.org
Beth Frawley	Parent	Parent	baarena00@hotmail.com

Vision for Learning

Vision for Learning

Our vision for learning is to ensure that intervention is viewed as a coordinated system of support across our building rather than not a separate component of the school day. Regardless of the service model, we want to ensure we are providing students with the right support, at the right time, based on their individual needs, the data we have available, and collaborative conversations within grade-level teams.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

52.3% of the ALL Student Group are scoring at proficient or advanced in English Language Arts; although, this is above the state average of 49.9%, we have oscillating up and down since COVID. This is in line with the steady decline in state averages. Structured Literacy mandates will help provide professional development in this area.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	53.3% of the White subgroup is scoring at proficient or advanced in English Language Arts.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	45.2% of Economically disadvantaged students are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group.
Students with Disabilities	17.4% of Students with Disabilities are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

67.6% of the ALL Student Group are scoring proficient or advanced in Mathematics which is above the statewide average by 25.9%. Although we were oscillating in this content area too, we are trending upward. We have implemented a new math curriculum in grades K-4.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	59.3% of Economically Disadvantaged students are scoring proficient or advanced in Mathematics.

Challenges

ESSA Student Subgroups	Indicator
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Students with Disabilities	23.9% of Students with Disabilities are scoring proficient or advanced in Mathematics.
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Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

78% of the all student group is meeting the academic growth target for English Language Arts, this is slightly above the state average of 75.4.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	76% of the Economically Disadvantaged student group is meeting the academic growth target for English Language Arts,

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Although there is an insufficient sample for students with disabilities in English Language Arts, we know this is an area we need to focus on.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

85% of the all student group is meeting the academic growth target for Mathematics, this is above the state average of 74.9%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	81% of the Economically Disadvantaged student group is meeting the academic growth target for Mathematics.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Although there is an insufficient sample for students with disabilities in Mathematics, we know this is an area we need to focus on.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

89.4% percent of the ALL student group are not chronically absent. This is 10% above the state average.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	83% percent of students with disabilities group are not chronically absent.
Economically Disadvantaged	87% percent of Economically disadvantaged student group are not chronically absent.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	75% of multi-racial/combined student group are not chronically absent.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

67.6% of the ALL Student Group are scoring proficient or advanced in Mathematics which is above the statewide average by 25.9%. Although we were oscillating in this content area too, we are trending upward. We have implemented a new math curriculum in grades K-4.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
On the MAP Growth for Reading Grades 1-4, the all student group for achievement was in the 63rd percentile.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the MAP Growth for Reading Grades 1-4, the all student group for growth was in the 60th percentile.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
Grades 1, 3, 4 showed high growth, high achievement. Grade 2 was high achievement, low growth.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, the all Kindergarten student group was in the 71st percentile for Early Literacy RIT.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 93 % of the all Kindergarten student group is meeting or exceeding expectations in phonological awareness.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 94 % of the all Kindergarten student group is meeting or exceeding expectations in phonics and word recognition .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.

On MAP Reading Fluency, 89 % of the all Kindergarten student group is meeting or exceeding expectations in Language Comprehension Listening .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 86% of the all Kindergarten student group is meeting or exceeding expectations in Language Comprehension Picture Vocabulary .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On MAP Reading Fluency, 21 % of the all Kindergarten student group is meeting or exceeding expectations in Sentence Reading Fluency .	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 72% of Kindergarten students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 56% of 1st grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 74% of 2nd grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 73% of 3rd grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and

	auditing new curricular materials aligned with the Science of Reading.
On the EOY Acadience Reading Assessment, 58% of 4th grade students at or above benchmark.	We have 2 instructional support teachers and 4 reading interventionists providing Tier 1 and Tier 2 services for teachers and students. We continue to provide professional development around best practices related to small group instruction. We will be working on ELA curriculum revisions and auditing new curricular materials aligned with the Science of Reading.

English Language Arts Summary

Strengths

We have reading interventionists to support each grade level. Our reading interventionist have extensive training in Orton-Gillingham strategies and structured literacy.
We have also allocated two teachers as instructional support coaches to help focus on Tier 1 and classwide intervention.
We have strategically aligned our Americorp Volunteers and Americorp High School students to provide 1:1 and small group tutoring.

Challenges

Realigning curriculum to ensure we are covering all components of structured literacy.
Auditing and purchasing an ELA curriculum that is comprehensive and spirals to meet foundational literacy skills.
Universal implementation of small group practices at all Tiers based on student data.
Establishing a data culture where screening, diagnostic, formative, and benchmark assessments are used to drive instructional practices.

Mathematics

Data	Comments/Notable Observations
On the MAP Growth for Mathematics Grades K-4, the all student group for achievement was in the 72nd percentile.	New curriculum was implemented in grade 4 this year. Now grades K-4 are using Eureka Math Squared. 4th grade also had an instructional coach.
On the MAP Growth for Mathematics Grades K-4, the all student group for growth was in the 73rd percentile.	New curriculum was implemented in grade 4 this year. Now grades K-4 are using Eureka Math Squared. 4th grade also had an instructional coach.
Grade 1, 3, 4 were high achievement, high growth. Grade K and 2 are high achievement, low growth.	New curriculum was implemented in grade 4 this year. Now grades K-4 are using Eureka Math Squared. 4th grade also had an instructional coach.

Mathematics Summary

Strengths

We have a standards aligned K-4 Math Curriculum.
We have an instructional support teacher who is able to provide math coaching at the Tier 1 level and also provide some Tier 2 interventions.

Challenges

Ensuring new teachers receive the instructional coaching needed to be successful with our new math curriculum.
Administrative walkthroughs to ensure accountability of instructional implementation routines.
Restructuring PLC agendas to better support data analytics and collaboration between teams.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students receive STEELS aligned science curriculum and instruction through the Mystery Science platform which includes phenomenon and inquiry based lessons.	Students are highly engaged with the science content.
Students rotate once a week through a STEM lab which focuses on engineering practices.	Students are highly engaged with the science content.

Science, Technology, and Engineering Education Summary

Strengths

We have an updated and comprehensive Science curriculum K-4 focused on STEELS.
--

Challenges

Ensuring that we always have all materials needed to conduct hands-on inquiry based science lessons.
--

Related Academics

Career Readiness

Data	Comments/Notable Observations
We utilize SMART FUTURES curriculum to expose all students to career readiness pathways.	All students participate in lessons K-4.
Through the community school, we have a partnership with Matrix Tool, Inc. who come in and do presentations around engineering concepts.	This is focused more for grade 4.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Partnership with Matrix Tool, Inc. through the Community School Model helps provide experiences for our students related to career development.
Our students are learning about careers starting in Kindergarten and have opportunities to learn about various options for their future.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Carving out time to make sure all lessons through SMART FUTURES are completed with fidelity.
Coordinating times for partners to supplement our curriculum.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our district includes our subgroups within all planning and implementation of programming and curriculum.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The cost of implementing some programs and purchasing of supplemental materials.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Continuously monitor implementation of the school improvement plan and adjust as needed

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
--

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Leveraging administrative time for evaluative walkthroughs to ensure fidelity in instruction.

Making sure time is allocated to analyzing student data to inform instruction.
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
67.6% of the ALL Student Group are scoring proficient or advanced in Mathematics which is above the statewide average by 25.9%. Although we were oscillating in this content area too, we are trending upward. We have implemented a new math curriculum in grades K-4.	False
59.3% of Economically Disadvantaged students are scoring proficient or advanced in Mathematics.	False
78% of the all student group is meeting the academic growth target for English Language Arts.	False
76% of the Economically Disadvantaged student group is meeting the academic growth target for English Language Arts,	False
85% of the all student group is meeting the academic growth target for English Language Arts, this is above the state average of 74.9%.	False
81% of the Economically Disadvantaged student group is meeting the academic growth target for Mathematics.	False
89.4% percent of students are not chronically absent. This is 10% above the state average.	False
83% percent of students with disabilities group are not chronically absent.	False
83% percent of students with disabilities group are not chronically absent.	False
87% percent of Economically disadvantaged student group are not chronically absent.	False
We have reading interventionists to support each grade level. Our reading interventionist have extensive training in Orton-Gillingham strategies and structured literacy.	True
We have also allocated two teachers as instructional support coaches to help focus on Tier 1 and classwide intervention.	True
We have strategically aligned our Americorp Volunteers and Americorp High School students to provide 1:1 and small group tutoring.	False
We have a standards aligned K-4 Math Curriculum.	True
We have an instructional support teacher who is able to provide math coaching at the Tier 1 level and also provide some Tier 2 interventions.	True
We have an updated and comprehensive Science curriculum K-4 focused on STEELS.	False
Partnership with Matrix Tool, Inc. through the Community School Model helps provide experiences for our students related to career development.	False
Our students are learning about careers starting in Kindergarten and have opportunities to learn about various options for their future.	False

Our district includes our subgroups within all planning and implementation of programming and curriculum.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
52.3% of the ALL Student Group are scoring at proficient or advanced in English Language Arts; although, this is above the state average of 49.9%, we have oscillating up and down since COVID. This is in line with the steady decline in state averages. Structured Literacy mandates will help provide professional development in this area.	False
45.2% of Economically disadvantaged students are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group.	False
17.4% of Students with Disabilities are scoring at proficient or advanced in English Language Arts; this follows the same trend as our all student group	False
23.9% of Students with Disabilities are scoring proficient or advanced in Mathematics.	False
Although there is an insufficient sample for students with disabilities in English Language Arts, we know this is an area we need to focus on.	True
Realigning curriculum to ensure we are covering all components of structured literacy.	True
Auditing and purchasing an ELA curriculum that is comprehensive and spirals to meet foundational literacy skills.	True
Universal implementation of small group practices at all Tiers based on student data.	True
Establishing a data culture where screening, diagnostic, formative, and benchmark assessments are used to drive instructional practices.	True
Ensuring new teachers receive the instructional coaching needed to be successful with our new math curriculum.	False
Administrative walkthroughs to ensure accountability of instructional implementation routines.	True
Restructuring PLC agendas to better support data analytics and collaboration between teams.	True
Ensuring that we always have all materials needed to conduct hands-on inquiry based science lessons.	False

Carving out time to make sure all lessons through SMART FUTURES are completed with fidelity.	False
Coordinating times for partners to supplement our curriculum.	False
The cost of implementing some programs and purchasing of supplemental materials.	False
Leveraging administrative time for evaluative walkthroughs to ensure fidelity in instruction.	True
Making sure time is allocated to analyzing student data to inform instruction.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The underlying driving force for the upcoming year will be to identify and benchmark every student academically and provide targeted small group instruction, specifically at the Tier 1 level, to meet student needs. This will be done, in part, by maintaining our 3 instructional support teachers and revising the building wide intervention model to provide more push in support within the classrooms. Additionally, PLCs will be focused on reviewing and analyzing student data to help drive instructional practices and supports.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Although there is an insufficient sample for students with disabilities in English Language Arts, we know this is an area we need to focus on.		False
Realigning curriculum to ensure we are covering all components of structured literacy.		False
Auditing and purchasing an ELA curriculum that is comprehensive and spirals to meet foundational literacy skills.		False
Universal implementation of small group practices at all Tiers based on student data.		True
Establishing a data culture where screening, diagnostic, formative, and benchmark assessments are used to drive instructional practices.		True
Administrative walkthroughs to ensure accountability of instructional implementation routines.		True
Restructuring PLC agendas to better support data analytics and collaboration between teams.		True
Leveraging administrative time for evaluative walkthroughs to ensure fidelity in instruction.		False
Making sure time is allocated to analyzing student data to inform instruction.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have reading interventionists to support each grade level. Our reading interventionist have extensive training in Orton-Gillingham strategies and structured literacy.	Collaboration with grade level teams
We have also allocated two teachers as instructional support coaches to help focus on Tier 1 and classwide intervention.	Coaching related to Tier 1 classwide interventions and targeted small group
We have a standards aligned K-4 Math Curriculum.	Providing consistency among grade levels and instructional practices
We have an instructional support teacher who is able to provide math coaching at the Tier 1 level and also provide some Tier 2 interventions.	Coaching related to Tier 1 classwide interventions and targeted small group
Continuously monitor implementation of the school improvement plan and adjust as needed	Administration and IST can work to coach teachers and monitor data trends.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Utilize PLCs to review student data and trends

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish a consistent, data-driven system for small-group instruction across all tiers to effectively meet student needs.
	Establish a consistent data culture in which multiple assessment measures guide instructional decisions and student support.
	Implement consistent administrative walkthroughs to monitor and strengthen instructional practices.
	Restructure PLCs to prioritize data analysis, collaborative planning, and responsive instruction.

Goal Setting

Priority: Establish a consistent, data-driven system for small-group instruction across all tiers to effectively meet student needs.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of instructional teams will consistently use student data to plan, implement, and monitor targeted small-group instruction across all tiers, as evidenced by lesson plans, student groupings, progress-monitoring data, and walkthrough observations.			
Measurable Goal Nickname (35 Character Max)			
Targeted Small Group Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish expectations, assessment protocols, and planning tools for data-driven small-group instruction.	At least 75% of classrooms implement small-group instruction based on current student data.	At least 90% of classrooms regularly adjust student groups and instructional strategies using progress-monitoring data.	100% of classrooms consistently implement and monitor data-driven small-group instruction, with evidence of student growth across all tiers.

Priority: Establish a consistent data culture in which multiple assessment measures guide instructional decisions and student support.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of instructional teams will consistently analyze screening, diagnostic, formative, and benchmark assessment data to make instructional decisions, identify student supports, and monitor progress, as evidenced by PLC documentation, instructional plans, and intervention records.			
Measurable Goal Nickname (35 Character Max)			
Data Analysis			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish common data-analysis protocols, assessment expectations, and baseline student needs.	At least 75% of instructional teams use multiple assessment measures to plan instruction and student supports.	At least 90% of teams regularly monitor progress and adjust instruction, interventions, and student groupings based on data.	100% of teams consistently demonstrate the assessment-instruction-monitoring cycle and evaluate its impact on student growth.

Priority: Implement consistent administrative walkthroughs to monitor and strengthen instructional practices.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

By June 2027, administrators will conduct at least two instructional walkthroughs per teacher per semester using a common walkthrough tool, provide timely feedback, and use districtwide trends to guide professional learning and strengthen instructional practices.			
Measurable Goal Nickname (35 Character Max)			
Walkthrough Feedback			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop the walkthrough tool, establish expectations, and complete baseline walkthroughs for 100% of teachers.	Complete one walkthrough per teacher, provide feedback, and identify buildingwide instructional trends.	Complete one additional walkthrough per teacher and provide targeted support based on identified needs.	Complete final walkthroughs and analyze yearlong data to evaluate implementation, recognize growth, and establish priorities for the following year.

Priority: Restructure PLCs to prioritize data analysis, collaborative planning, and responsive instruction.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of PLC teams will consistently use a structured agenda focused on data analysis, collaborative planning, and responsive instructional practices, as documented through submitted agendas, meeting notes, and action plans.			
Measurable Goal Nickname (35 Character Max)			
PLC Restructure			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop a common PLC agenda and schedule to train all teams on the data-analysis process.	75% of PLCs consistently use the agenda and document instructional responses to student data.	90% of PLCs use data to plan, implement, and monitor targeted instructional strategies.	100% of PLCs demonstrate consistent implementation and evaluate the impact of instructional responses on student growth.

Action Plan

Measurable Goals

Targeted Small Group Instruction	Data Analysis
Walkthrough Feedback	PLC Restructure

Action Plan For: Targeted Small Group Intervention & Collaborative Planning

Measurable Goals:	
- By June 2027, 100% of instructional teams will consistently use student data to plan, implement, and monitor targeted small-group instruction across all tiers, as evidenced by lesson plans, student groupings, progress-monitoring data, and walkthrough observations. - By June 2027, 100% of PLC teams will consistently use a structured agenda focused on data analysis, collaborative planning, and responsive instructional practices, as documented through submitted agendas, meeting notes, and action plans. - By June 2027, 100% of instructional teams will consistently analyze screening, diagnostic, formative, and benchmark assessment data to make instructional decisions, identify student supports, and monitor progress, as evidenced by PLC documentation, instructional plans, and intervention records. - By June 2027, administrators will conduct at least two instructional walkthroughs per teacher per semester using a common walkthrough tool, provide timely feedback, and use districtwide trends to guide professional learning and strengthen instructional practices.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish expectations for targeted small-group instruction across all tiers.		2026-08-31	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum	Written expectations, small group framework	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop common PLC agendas that prioritize data analysis, student grouping, instructional planning, and progress monitoring.		2026-08-31	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum	Common PLC template; PLC calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning on analyzing data, forming flexible groups, selecting targeted strategies, and monitoring progress.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	training materials; data records; planning sessions; in-service days	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use PLC meetings to identify priority skills and create flexible student groups based on current data.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal;	PLC agendas & minutes; student grouping; Tier 2 minutes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement consistent small-group instructional routines during designated instructional blocks.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	lesson plans; walkthroughs; observations; small group lesson plans; coaching resources/meetings	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct administrative and instructional-coach walkthroughs using a common small-group instruction look-for tool.		2026-08-31	2027-06-08

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum	walkthrough tool; PaEtep feedback; administrative meetings reviewing trends	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review progress-monitoring data during PLCs and adjust student groups, strategies, intensity, or tier of support.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	updated intervention groups and small groups; progress monitoring data; Tier 2 outcomes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide coaching and modeling for teams or classrooms needing additional support.		2026-08-31	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	coaching schedules; walkthroughs;	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Evaluate implementation and student outcomes to identify effective practices and needs for the following year.		2026-12-17	2027-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Joanna Fiscus, IST;	Mid year and end of year data review; Title I committee reflection	No	

Jeanene Stark, IST; Sue Dahlstrand, IST			
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent building system in which PLC teams regularly analyze student data, create flexible instructional groups, implement targeted small-group instruction across all tiers, and monitor student progress to adjust support.	Teachers and administrators will maintain PLC agendas and minutes, assessment and data, small group instruction logs, regular review of student progress and benchmark data meetings and logs of IST meetings. Administration will log walk-throughs and feedback via PA-ETEP.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Targeted Small Group Intervention & Collaborative Planning	Title I Salaries	366743	
Instruction	Targeted Small Group Intervention & Collaborative Planning	Title I Benefits	89649	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Title I NonPub Services	8315	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Parent Family Engagement Supplies	3374	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Social Work--homeless set aside	250	
Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Community Service salary and benefits; parent family engagement events	5289	

Other Expenditures	Targeted Small Group Intervention & Collaborative Planning	Supplies for parent family engagement events	1000	
Title II.A and Title IV.A Transfer Funds	Targeted Small Group Intervention & Collaborative Planning	salaries and benefits	86652	
Title II.A and Title IV.A Transfer Funds	Targeted Small Group Intervention & Collaborative Planning	Non Pub services	1292	
Title II.A and Title IV.A Transfer Funds	Targeted Small Group Intervention & Collaborative Planning	supplies for parent family engagement	979	
Total Expenditures				563543

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted Small Group Intervention & Collaborative Planning	Provide professional learning on analyzing data, forming flexible groups, selecting targeted strategies, and monitoring progress.

Data Analysis PD

Action Step		
Provide professional learning on analyzing data, forming flexible groups, selecting targeted strategies, and monitoring progress.		
Audience		
All teachers		
Topics to be Included		
1. BOY Benchmark assessments: MAP Growth for ELA and Math, MAP Reading Fluency Kindergarten, Acadience Reading K-4 2. Firefly Benchmarks Grades 3-4 3. MOY Benchmark assessments: MAP Growth for ELA and Math, MAP Reading Fluency Kindergarten, Acadience Reading K-4 4. EOY Benchmark assessments: MAP Growth for ELA and Math, MAP Reading Fluency Kindergarten, Acadience Reading K-4 5. Acadience Reading Progress Monitoring K-4 6. MAP Reading Fluency Progress Monitoring Kindergarten 7. District Writing Benchmarks and Collaborative Scoring 8. Data protocol/data meetings 9. Common assessment scoring		
Evidence of Learning		
meeting agendas; data analysis; flexible small group instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Shannon Holley, Principal; Cheryl Krachkowski, Assistant Principal; Angel Ghastin, Director of Curriculum; Joanna Fiscus, IST; Jeanene Stark, IST; Sue Dahlstrand, IST	2026-09-28	2027-06-08

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Embedded throughout the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
David J. Koma	2026-08-12
Building Principal Signature	Date
Shannon Holley	2026-08-12
School Improvement Facilitator Signature	Date

Girard School District Title I Teacher Equity Plan 2026-2027

Girard School District

1203 Lake Street

Girard, PA 16417

Federal Programs Coordinator:

Mrs. Angel Ghastin

angel.ghastin@girardsd.org

Contact information:

(814) 774-4006



Girard School District Equity Worksheet

- School Accountability Status: Title I Designation
- School Poverty Percentage
- School Minority Percentage
- Teachers' Applicable Certification Status
- Number and Percentage of "not new teachers"
- Number and Percentage of "new teachers"
- Teacher Effectiveness status

Clarification of Terms:



"Not New Teachers"

Defined as having three or more full academic years of public school teaching experience.



"New Teachers"

Defined as having less than three full academic years of public school teaching experience.

Girard School District Equity Plan 26-27

List of Schools	Title I Designation	Principal	% of Poverty	% of Minority Students	Teacher Experience # of "not" new teachers	Teacher Experience # of "new" teachers
Elk Valley Elementary	YES	Shannon Holley	63.7%	8.6%	38	5
Rice Avenue Middle School	NO	Michael Trudnowski	58%	9.3%	42	4
Girard High School	NO	Eric Louis Dave Ashton	60.6%	8.6%	36	2



Girard School District Equity Plan 2026-2027 Summary Findings

Teacher Experience, Certification, and Effectiveness

For the 2026-2027 school year, **91%** of the teachers in the District were considered "not new" by having three or more full years of public school teaching experience. There are **11** teachers who have taught in a public school for less than three full years. All teachers are teaching in certificated areas and similarly all teachers have been rated "Effective" by administration using rating methods approved by the PA Department of Education.

Equity Assurance Plan

Girard School District recognizes that teachers are the single greatest influence on student achievement. As such, GSD has implemented a sound professional development program to provide growth opportunities for staff to enable them to meet the district expectations while improving their instructional practice. District led professional development will focus on the following:

- We are committed to building the capacity of educators, specialists, and support staff to effectively meet the diverse needs of students with disabilities and those requiring additional supports. Through ongoing training, collaborative learning, and evidence-based practices, we aim to strengthen the delivery of special education services and promote student-centered, legally compliant, and trauma-informed approaches.
- As we prepare students for a rapidly evolving digital world, our professional development prioritizes the responsible, ethical, and innovative integration of artificial intelligence (AI) into teaching and learning. Our goal is to empower educators to harness AI as a tool for enhancing instructional practices, personalizing learning, and streamlining administrative tasks—while maintaining a strong emphasis on human connection, critical thinking, and digital citizenship.
- Our professional development is rooted in the belief that meaningful learning occurs when curriculum is intentionally connected across content areas and instruction is responsive to individual student needs. We are committed to equipping educators with strategies that support integrated, standards-aligned instruction and effective small group teaching practices that maximize student engagement, differentiation, and academic growth.



Girard School District Equity Plan 2026-2027 Summary Findings

Utilizing teacher development as the vehicle for student success, all students enrolled in the District are provided innovative 21st century education by highly qualified educators. Every teacher participates in ongoing professional development that focuses on literacy development and college and career readiness. In the summer and throughout the school year, professional development sessions are offered for teachers to attend at their discretion. Curricular areas specifically highlighted this year are around small group instruction, student support services, and the curricular integration of artificial intelligence.

All students at Elk Valley Elementary are monitored closely through benchmark testing and provided high quality, research-based Orton Gillingham inspired intervention through Accessing the Code (AtC). Likewise, all students in grade K-8 are benchmark tested using NWEA's MAP testing and Acadience. All of our reading specialists/interventionists who provide services have been trained in these methods, as well as our K-4 classroom teachers, and core teachers K-12 have been trained in using assessment results to target instruction.

Our interventionists and classroom teachers meet weekly in PLCs (professional learning communities) to discuss student concerns/data. During these meetings, students may be regrouped based on their particular needs.

Additionally, all schools have a STEAM lab where students have the opportunity to put their creative minds to work by critically thinking, collaborating, and communicating to engineer ideas of the future. All students in grades K, 1, 2, 3, and 4 participate in this STEAM lab on a consistent basis with a set curriculum, and many more students take STEAM courses as electives throughout middle school and high school.

Monitoring for Effectiveness

Girard School District ensures that all students regardless of race or status have an even distribution between "new teachers" and "not new teachers", while all being served by effective and appropriately certificated teachers. Further, GSD will review, revise, and monitor this Teacher Equity Plan annually to safeguard this practice and make necessary adjustments.



Girard School District

1203 Lake Street, Girard, Pennsylvania 16417

Title I Local Education Agency Parent and Family Engagement Policy SY 2026-2027

All Local Education Agencies (LEA) receiving Title I funds are required under Section 1116 of Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA.

ESSA states that the LEA Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the LEA plan (Consolidated Application), and distributed to parents of participating children in a format and language that parents can understand. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

The policy must be:

- ☐ developed jointly with and agreed upon by parents and family members of Title I children;
- ☐ written in an understandable format and provided in a language parents can understand;
- ☐ distributed to all parents and family members of Title I children;
- ☐ made available to the local community; and
- ☐ updated annually to meet the changing needs of parents, family members and the school.

Girard School District ***involves parents and family members in the joint development of the Title I Plan*** (Title I Application) (ESSA, Section 1116(a)(2)(A)).

- GSD has an established **Parent Advisory Council** of ten parent volunteers who meet (6) times per year to reflect on academic achievement, school climate, attendance, extracurricular activities, etc.
 - Strengths, challenges, and possible solutions are discussed as a team
- In **June**, the GSD Title I Planning Committee conducts an **annual meeting to review**:
 - Title IA programming; allocations
 - Title II and Title IV funding; allocations
 - Option of transferability to Title IA
 - Collaborative practices with parent and family engagement



Girard School District

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Title I Local Education Agency Parent and Family Engagement Policy

SY 2026-2027

- Reserve a minimum of 1% for parent and family engagement
 - Review and revisions of the LEA Level Parent and Family Engagement Policy
 - Review and revisions of the School Level Parent and Family Engagement Policy
 - School Compacts review and revisions
 - Discuss Parent and Family Engagement events and opportunities
-
- ***Title I Schoolwide Plan*** and the goals set the previous year. During this meeting, achievement data, behavioral data, and perceptual data is reviewed with the committee and focus area recommendations are determined.
-
- Parental input is requested ***through surveys*** and during the ***annual Title I Parent Family Information Night*** held in September. As parents visit different stations, they are able to record any feedback they would like to share regarding the following topics:
 - Parent and Family Engagement Policy (LEA Level & School Level)
 - Parent and Family Engagement Opportunities
 - School Compact Revisions
 - Grade level curriculum & assessments
 - Special Education items
 - English Language Arts and Mathematics interventions and resources
 - Educational websites and technology integration
 - Community School initiatives and resources
 - STEM lab programming and Title IV funding
 - Ways to help your child at home
 - Positive Behavioral Interventions & Supports Programming
 - Toolbox Resources
 - In ***August***, the GSD Title I Planning Committee conducts a meeting to review any feedback and ***finalize the Title I Schoolwide Plan*** to be submitted by September 1st.



Girard School District

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Title I Local Education Agency Parent and Family Engagement Policy SY 2026-2027

Girard School District ***involves parents and family members in the process of school review and improvement*** (ESSA, Section 1116(a)(2)(A)).

- The **Parent Advisory Council** meets (6) times per year to reflect on academic achievement, school climate, attendance, extracurricular activities, etc.
- In **December, February, April, and June**, GSD's Title I Planning Committee meets to review student achievement data, behavioral data, and perceptual data from surveys to **reflect on and monitor the quarterly Title I Schoolwide Plan measurable goals and action plan**. This information is completed in the Future Ready Comprehensive Planning Portal.
- Parental input is requested through **annual surveys and during the annual Title I Parent Family Information Night**.

Girard School District ***provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities*** to improve student academic achievement and school performance (ESSA, Section 1116(a)(2)(B)).

- **Parent and Family Engagement Policies** (LEA Level and School Level) are developed collaboratively with school staff and parents. These policies are sent home with students during the first few weeks of school, posted on the district website, and highlighted in weekly building level newsletters.
- During **planning meetings and at the annual Title I Parent and Family Engagement Information Night**, parents are informed of their rights to be involved and their right to participate on the planning committees or Parent Advisory Council.
- The **district website** has a Title I menu with numerous academic resources and links to educational websites, meeting agendas, and training materials.
- A **weekly newsletter** is sent at the school level to highlight and promote school events.
- Encourage parents to volunteer by determining and **scheduling volunteer opportunities**.

Girard School District ***will coordinate and integrate parent and family engagement strategies*** with other federal, State, and local laws and programs (ESSA, Section 1116(a)(2)(C)).



Girard School District

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Title I Local Education Agency Parent and Family Engagement Policy SY 2026-2027

- Collaborate with the **United Way Community School** to bring parent and family programming and trainings to the schools.
- Collaborate with the building level **Parent Teacher Organization** to coordinate parent and family engagement events.
- Discuss **Title IIA and Title IVA funding** with the Title I Planning Committee and Parent Advisory Council to obtain feedback and input on planning.
- Conduct a **kindergarten registration program** to transition local preschool students and families to our elementary school.

Girard School District **conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy** in improving the academic quality of all schools, including identifying

- barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. (ESSA, Section 1116(a)(2)(D)(i-iii).
-
- At the **annual Title I Parent and Family Engagement Information Night**, the Parent and Family Engagement Policies (LEA & School Level) will be presented and reviewed with parents for feedback and input.
 - The **annual parent and family engagement survey** will be reviewed for feedback regarding academics, barriers, and needs.
 - Any pertinent and relevant topics discussed during the **Parent Advisory Council meetings** will also be considered as it pertains to improving the academic quality of our schools.

Girard School District **will use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family involvement**, and revise, if necessary, the Parent and Family Engagement Policy (ESSA, Section 1116(a)(2)(E)).



Girard School District

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Title I Local Education Agency Parent and Family Engagement Policy

SY 2026-2027

- Review the recommendations from past meetings and surveys and make agreed upon revisions to the Parent and Family Engagement Policies (LEA & School Level) as determined by the Title I Planning Committee and Parent Advisory Council.
- Support schools in providing professional development regarding parent and family engagement strategies.
- Support programs that reach parents and family members at home, in the community, and at school.
- Distribute information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Girard School District ***involves parents and family members in the activities of the school, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members*** to adequately represent the needs to the population; revising; and reviewing the Parent and Family Engagement Policy (ESSA, Section 1116(a)(2)(F)).

- GSD has an established ***Parent Advisory Council*** of ten parent volunteers who meet (6) times per year to reflect on academic achievement, school climate, attendance, extracurricular activities, etc.).
- ***Parents and family members are surveyed*** each year and have the opportunity to indicate their interest in ***participating on various committees***.
- ***Parent Teacher Organization*** membership and attendance at monthly meetings is encouraged.
- Parents are encouraged to obtain their ***volunteer clearances*** and assist at different school events, classroom celebrations, etc.

Use of Funds

If the LEA reserves \$500,000 or more and are required ***to set aside 1%, funds*** shall be used to ***carry out activities and strategies consistent with the LEA's parent and family engagement policy***, including not less than one of the following:

- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members (ESSA, Section 1116(3)(D)(i)).



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Title I Local Education Agency Parent and Family Engagement Policy

SY 2026-2027

- **Supporting programs that reach parents and family members at home, in the community, and at school. (ESSA, Section 1116(3)(D)(ii)).**
 - Annual Title I Parent and Family Information Night
 - Family Math, Family Literacy, and Family Science Nights
 - Title I Summer Safety Event
 - Bingo for Books
 - Community Discovery Night
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members (ESSA, Section 1116(3)(D)(iii)).
- Collaborating, or providing subgrants to schools to enable such schools to collaborate with, community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement (ESSA, Section 1116(3)(D)(iv)).
- Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's Parent and Family Engagement Policy (ESSA, Section 1116(3)(D)(v)).

Adoption: The Girard School District Title I LEA Level Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs as evidenced by the collaborative planning meeting between the Title I Planning Committee and the Parent Advisory Council on August 12, 2026.

This policy was adopted by the Girard School District on August 24, 2026, and will be reviewed yearly. The school district will distribute this policy to all parents of students participating in Title I programs on or before September 30, 2026.

Girard School District School Board President

Angel Ghastin

Federal Programs Coordinator

Kevin E. Benson

Parent Advisory Council Representative

Date

8-12-26

Date

8-12-26

Date



Elk Valley Elementary

2556 Maple Avenue, Lake City, Pennsylvania 16423

Title I School Level Parent and Family Engagement Policy SY 2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Elk Valley Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

All engagement meetings with parents and family members must be accompanied by agendas and sign-in sheets.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

At Elk Valley Elementary School:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.
3. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advising committees to assist in the education of their child.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

- Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:
 - **Take** the following actions to involve parents in the process of school review and improvement:
 - i. **Review** existing literacy programs, procedures, and resources in use for levels of effectiveness.
 - ii. **Elicit** recommendations and suggestions for improvement.
 - iii. **Offer** opportunities for continued input about improving Title I programming.
 - iv. **Establish** planning committees, including parents as key stakeholders.



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Title I School Level Parent and Family Engagement Policy SY 2026-2027

- v. **Give** surveys and compile results for review by committee members.
- vi. **Share** survey results with stakeholders.
- vii. **Offer** flexible scheduling times for parent meetings and parent workshops.
- viii. **Provide** childcare to enable parents to participate in school-related Title I meetings and training sessions.
- **Hold** some events virtually to increase participation.
- **Create** a parent advisory committee.
- Convene an annual meeting, at a convenient time:
 - To which all parents and family members of participating children shall be invited, and encouraged to attend;
 - To inform parents and family members of their school's participation as a Title I school; and
 - To explain the requirements and the rights of parents and family members to be involved.
 - **Plan** an annual Title I Fall Family Information Night. The purpose of this event will be to:
 - **Share** information regarding the school's participation in the Title I programs.
 - **Explain** the program requirements.
 - **Offer** available resources to help children at home.
 - **Discuss and answer** questions related to curriculum, instruction, and assessment.
 - **Explain** parental rights as they relate to being involved and receiving timely information.
 - **Involve** parents in decisions regarding the best use of the Title I funds reserved for parent and family engagement.
- Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.
 - Share the list of the committee planning dates for June, August, and December.
 - Share list of monthly meeting dates for the Parent Advisory Council meetings, some of which will be virtual in the evenings.



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Title I School Level Parent and Family Engagement Policy SY 2026-2027

- Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:
 - Invite parents to attend planning meetings and advisory council meetings
 - Seek input through surveys
- Provide parents and family members of participating children with timely information about the Title I program:
 - Fall Family Information Night
 - Information posted to the Title I section of the website
 - Email blasts and monthly newsletters
 - Fliers about events sent home
 - Student achievement data from Benchmark assessments when available
- Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:
 - Fall Family Information Night
 - Parent reports on student achievement data from Benchmark assessments
 - Scheduled parent meetings/conferences
- Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:
 - **Build** positive school and parent/guardian relationships by:
 - **Supporting** parents/guardians in understanding:
 - i. Pennsylvania's academic content standards
 - ii. Pennsylvania's student academic achievement Common Core Standards
 - iii. Local academic curriculum, instruction, and assessments
 - iv. Title I requirements
 - v. How to monitor their child's progress
 - vi. How to help their child learn at home
 - vii. How technology can help from home
 - viii. Creating a parent advisory committee
- Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law.



Elk Valley Elementary

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Title I School Level Parent and Family Engagement Policy SY 2026-2027

- i. Invitation to participate in planning meetings in June, August, and December.
 - ii. Invitation to participate on the Parent Advisory Council
 - iii. Survey input
- Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:
 - i. **Develop** and review annually its School-Parent Compact with teachers, parents and students.
 - ii. **Provide** full opportunities for the participation of all parents including those with limited English proficiency, parents with responsibilities, and parents of migratory children.
 - iii. **Seek** and value input from parents and submit those comments on the plan when we make it available to the LEA.
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
- Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parents and family members on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and



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Title I School Level Parent and Family Engagement Policy SY 2026-2027

- Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.
- Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:
 - **Supporting** parents/guardians in understanding:
 - i. Pennsylvania's academic content standards
 - ii. Pennsylvania's student academic achievement Common Core Standards
 - iii. Local academic curriculum, instruction, and assessments
 - iv. Title I requirements
 - v. How to monitor their child's progress
 - vi. How to help their child learn at home
 - vii. How technology can help from home
 - viii. Creating a parent advisory committee
- Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement
- Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:
 - i. SPAC Skits and discussions
 - ii. Faculty meetings
 - iii. PTO Meetings
 - iv. **Educate** teachers and staff on the value of relationships with parents and their contributions as equal partners.
- To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local



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Title I School Level Parent and Family Engagement Policy SY 2026-2027

programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- **Partners to include where possible for parent engagement activities:**
 - a. YMCA
 - b. CDC
 - c. Elk Creek Recreation Board
 - d. United Way
 - e. Achievement Center of LECOM
 - f. Matrix Tool, Inc.
 - g. AmeriCorps
 - h. Diversified Occupations
- Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:
- **Providing** information, materials and training to help parents work with and promote their children's academic achievement:

1. Items to send home:

- a. NWEA Map and Acadience Student Reports (hardcopy)
- b. Deficiency reports (hard copy)
- c. Report cards (hard copy)
- d. Elk Valley Newsletters (emailed)
- e. Future Ready Index for state performance measures (link on website)
- f. Title I Schoolwide Plan (on Website, link emailed on newsletter)
- g. PSSA Parent Report for your child (hard copy)

2. Events to facilitate or support:

- a. Parent & Teacher Conferences
- b. Family Literacy, Math, and Science Nights
- c. Fall Title I Family Informational Night
- d. PTO events and monthly meetings
- e. Summer Safety Event/National Night Out in Collaboration with United Way Community Schools



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Title I School Level Parent and Family Engagement Policy SY 2026-2027

3. Possible events to facilitate:

- a. Family STEM Challenge
 - b. Family Career Days at school
 - c. Community Discovery Night
 - d. One School, One Book
- Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):
 - **Ensure** information related to all school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and language, the parents can understand. Additionally, **honor** requests for alternate formats, to the extent appropriate; in a language the parents can understand.
- Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:
 - Sent home in folders the first month of school
 - Posted to the district website

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and objectives to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact

LETTER OF AGREEMENT FOR TITLE I SERVICES

This Agreement is made and entered into the 30 day of June, 2026, by and between The Girard School District (herein referred to as "District") and Fort LeBoeuf School District.

1. TERM

The term of this Agreement shall commence on August 15, 2026 and terminate on June 30, 2027.

2. DESCRIPTION

Upon the terms and conditions set forth herein, District requests that Fort LeBoeuf School District provide reading and math instructional services at Erie First Christian Academy, in accordance with the Title I programs at Erie First Christian Academy (herein referred to as "Site"). Such services will be secular, neutral, and non-ideological.

Fort LeBoeuf School District agrees to comply with all Title I statutory and regulatory requirements.

District and Fort LeBoeuf School District agree to pool Title I funds for instruction at Site to provide Title I services to eligible students who reside in participating public Site attendance areas regardless of the amount of funds generated by the number of children from low-income families attending Site.

District requests that the Fort LeBoeuf School District provide Parental Involvement in accordance with Title I at Site.

District requests that the Fort LeBoeuf School District provide Professional Development for the Title I teachers at Site in accordance with Title I, as appropriated by a Professional Development set-aside.

District will provide Summer School services to Site for eligible students at Site in accordance with Title I.

3. FEES AND PAYMENT

In consideration of the services mutually agreed upon as described herein, District shall pay the Fort LeBoeuf School District for instructional services as determined by their per-pupil allocation of each school times the number of low-income nonpublic school students living in eligible attendance areas. Please complete the below chart for per pupil allocations and number of low income students in the school attendance area but attend a Diocesan/Non-Public school.

School	Gradespa	# Low Income	School Per Pupil	Nonpublic
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	n	Students	Allocation	Fair Share
Erie First Christian Academy	K-4	4	1978.40	7913.60
				0
				0
				0
Total		4		7913.60

In consideration of the Parent Engagement services mutually agreed upon as described herein, District shall pay the Fort LeBoeuf School District \$20 for each low-income, nonpublic school student, for a total of \$80.

The Fort LeBoeuf School District will provide invoices to District after the final allocations have been determined. District may withhold payment if the Fort LeBoeuf School District does not comply with all statutory and regulatory requirements of Title I.

The Fort LeBoeuf School District and District acknowledge that the allocations reflected in this agreement are preliminary and that final allocations will be available after November 30. District agrees to provide the Fort LeBoeuf School District with the final Title I allocation for the 2026-27 school year for Sites by May 20, 2027. District and the Fort LeBoeuf School District acknowledge that an increase or decrease in funds from the preliminary allocation may increase or decrease the services outlined in this Agreement.

4. RESPONSIBILITIES

District and the Fort LeBoeuf School District agree that responsibility for providing the Title I program transfers from District to the Fort LeBoeuf School District upon the effective date of this Agreement. Such responsibilities may include:

Fort LeBoeuf School District responsibilities

- a. To provide instructional services by a certified elementary teacher
- b. To use appropriate evaluative testing/screening procedures and materials
- c. To provide the District and the nonpublic school an outline of the local assessment plan
- d. To provide small group supplemental reading and math instruction for eligible nonpublic school students
- e. To assure all financial and legal responsibilities in providing the instruction:
 - i. Pay salary and all benefits for the teacher(s)
 - ii. Provide educational materials, which supplement instruction
 - iii. Provide diagnostic testing instruments
 - iv. Supervise the instruction
 - v. Provide appropriate Professional Development for Title I teachers
 - vi. Provide Parent Involvement activities for Title I parents
 - vii. Provide any other responsibilities necessary to conduct the program as intended
- f. To provide meetings with Nonpublic School officials to review services

District responsibilities:

- a. To provide the Fort LeBoeuf School District with the number of nonpublic schools student generating Title I funds
- b. To inform the Fort LeBoeuf School District of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes to the original funding allocation in a timely fashion
- c. To report all required data and documentation to PDE for students served by this agreement by the date determined by PDE
- d. To coordinate Summer School and/or tutoring activities, as indicated by the District set-asides

District assures the Fort LeBoeuf School District that all meaningful consultation between District and Site needed to set up this agreement has been completed prior to the effective date of this agreement.

District and the Fort LeBoeuf School District acknowledge that it may be necessary to modify this Agreement if there is a reauthorization of ESEA during the performance period of the contract.

5. MISCELLANEOUS

The Fort LeBoeuf School District maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.

The Fort LeBoeuf School District shall indemnify, defend, and hold harmless District from any and all losses, damages, claims or costs, including attorney's fees, arising from any act or omission of the Fort LeBoeuf School District, its officials, agents or employees.

The Girard School District

Angel Ghastin
Name

Signature
6/30/2026
Date

Director of Curriculum
Title

Fort LeBoeuf School District

Sean Wolfrom, Federal Programs Coordinator

Sam 7/20/26
Signature/Date

**SAP Mental Health Liaison Letter of Agreement
Between the Northwest Tri-County IU #5
and the Girard School District
2026-2027 FY**

This Letter of Agreement is between the Northwest Tri-County Intermediate Unit #5 and the Girard School District. Both parties agree to cooperate in providing services for the Student Assistance Program.

Both the provider and the School District agree that this Letter of Agreement shall be supplemented by, include by reference, and are governed by:

- A. The provisions of the Public School Code of 1949, as amended, 24 P.S. section 15-1547:
- B. Any other statutory or regulatory provisions pertaining to the Student Assistance Program.
- C. The district's alcohol, tobacco, and other drugs policy, suicide/ mental health crisis policy, weapon policy, record release policy, and any other policy regarding the Student Assistance Program.
- D. Provider and the School District agree that all records generated by the Student Assistance Program, with respect to individual students, are records of the district; the retention and disclosure of which shall be governed by the policies of the District.

Provider agrees (via IU Service Purchase Contract(s) with Achievement Center to provide the following services as an ad hoc member of the building student assistance core team:

- A. SAP Mental Health Liaisons will be trained and receive certification from an approved Pennsylvania Network for Student Assistance (PNSAS) SAP Trainer in the mandatory K-12 Training and attend professional development webinars as offered by PNSAS.
- B. If the provider agency supervisor overseeing the SAP Mental Health Liaison is not SAP certified the agency supervisor will participate in an upcoming SAP new team training or will attend the online (no cost) Bridge training offered through PNSAS or participate in an orientation to SAP with the IU5 SAP supervisor until they become certified.
- C. SAP Mental Health Liaisons will consult with school staff in SAP CORE team meetings to receive referrals for students for screening for whom parents or school staff have serious behavioral, social, or emotional concerns. Attend (at least biweekly) regularly scheduled core team meetings for the purpose of referrals, case management, and follow-up services.
- D. SAP Mental Health Liaison staff will conduct a screening, clinical interview, and level of care assessment with a student once parental permission for

SAP MHL is obtained. SAP Mental Health Liaisons will conduct a screening using a screening tool as licensed through the IU5/County SAP contract. For students ages 12 and up the screening tool - school 12-24 will be used, for students under age 12 screening tool for ages 6-14 will be completed by the student's parent/ guardian. Mental Health Liaisons will follow up the screener with a clinical interview and other assessment tools as appropriate. SAP Mental Health Liaisons will understand the mental health system within Erie County and will work to make referrals to the appropriate level of care for the students' need and the student/ family's agreement.

- E. SAP Mental Health Liaisons can provide brief, individual counseling for students (up to six sessions) to resolve problems. The target population would be students who have mild (usually adjustment) problems who can benefit from this brief intervention.
- F. SAP Mental Health Liaisons can also facilitate and or co-facilitate school-based support programs including psycho-educational groups. Student participation in these groups shall be provided only with parental permission in accordance with school policies.
- G. For those in greater need, SAP Mental Health Liaisons refer students and parents to local community agencies and private practitioners, depending on student/ family preference. SAP Mental Health Liaisons may consult with the Erie County Care Management (ECCM) office when needed to assist in referral of services or contact Community Care Behavioral Health (CCBH). The target population here is that group of students who have chronic moderate to severe problems.
- H. SAP Mental Health Liaison staff provide consultation, technical assistance, and education to school staff and SAP Core team regarding student needs.
- I. SAP Mental Health Liaison staff, when indicated, make referrals to Erie County Office of Children and Youth/ Childline and/or Crisis Services (UPMC Western Behavioral Health at Safe Harbor) and coordinate efforts with staff from those agencies.
- J. SAP Mental Health Liaisons are involved with student counseling in the event of a school crisis, e.g., postvention. SAP Mental Health Liaisons will work with their assigned school districts to attend and be familiar with emergency plans and procedures while working in the district. SAP Mental Health Liaisons may provide Crisis assistance/ intervention, postvention, and

management to students, family, and faculty as needed. (Within district and across districts)

- K. SAP Mental Health Liaisons may participate in the marketing of SAP and SAP Mental Health Services within the buildings/ school district they work in. Including faculty in-service and student orientation within the limits of staff availability.
- L. Assist with aftercare services for identified students that have returned to the school following treatment as they adjust back into the school environment.
- M. From the Department of Human Services MH-ID Grant and as determined by the Department of Human Services MH-ID Office, a designated number of days per week of service for Girard School District: 235 hours
- N. SAP Mental Health Liaisons will update Annual Report Data on a weekly basis and will follow end school year deadlines for submission of final edits on Annual Reporting Data per the IU5 Annual Reporting Schedule.
- O. Will participate in 3 mandatory staff meetings per year and any mandatory trainings.

The School District agrees to provide the following.

- A. Appropriate space in the school where services can be provided with safety and privacy, and adequate access to a telephone and or WIFI Connection.
- B. Copies of the district's alcohol, tobacco, and other drug policy, suicide/mental health crisis policy, school calendar, a schedule of special activities, and any other school policies, which may affect Student Assistance Program, services.
- C. Family notification of the Student Assistance Program and the services to be provided in the school as required in the record policy.
- D. Family and community education of the Student Assistance Program.
- E. Faculty, pupil personnel, and student orientation to the Student Assistance Program that includes staff, services, and referral procedures.
- F. A Student Assistance Core Team that complies with BEC 24 P.S. 15-1547 for membership, training, common planning times, and ongoing maintenance.
- G. Release time as established by the core team for referred students. Time sessions will be designed so that missed instructional time does not

overlay or interfere. Release time shall coincide with the normal school day.

- H. Contact parent or guardian of identified students to explain referral, gather information, and obtain permission to involve students in the Student Assistance Program.
- I. Designate a contact person between the team and the provider to ensure effective communication.
- J. Submit data regarding the Student Assistance Program as requested to the Departments of Health, Education, and Public Welfare.
- K. Assist IU 5 SAP MH Liaison staff in their effort to obtain completed IU 5 SAP MH Liaison Consumer Surveys for students, parents, and core team members.
- L. Allow release time for liaison to attend 3 mandatory staff meetings per year and any mandatory training.
- M. Provide any assistance necessary to ensure that Annual reports are completed and sent to the IU on time.

The terms of this Agreement shall coincide with the 2026-2027 school year of the district. This Agreement can be amended by mutual agreement of both parties.

FOR SCHOOL DISTRICT

FOR PROVIDER

Mr. David Koma
Superintendent
Girard School District

Mr. Brad Whitman
Executive Director
IU 5

Date

Date

cc: SAP Liaison Supervisor
SAP Core Team Contact
Gina Mannarelli-Agostine
Rachel Pierce

GANNON UNIVERSITY

THIS AGREEMENT is made this 24th day of August, 2026, by and between **Gannon University** (hereinafter referred to as “University”) and the **Girard School District** (hereinafter “School District.”) This agreement is for the placement of **Advanced Certification Candidates** and/or **Student Teacher Candidates** (hereinafter “Candidates”) at the **Girard School District**. The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- a. Selection of Candidates.** The University shall be responsible for the selection of qualified candidates to participate in the field experience/practicum/internship or student teaching experience. Selected candidates must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the School District.
- b. Education of Candidates.** The University shall assume full responsibility for the classroom education of its candidates. The University shall be responsible for the administration of the candidates’ preparation program, the curriculum content, and the requirements of matriculation, grading, and graduation.
- c. Submission of Candidates’ Names.** The University shall submit the names of the candidates to the School District or a designated representative of the School District at least four weeks prior to the field experience/practicum/internship or student teaching assignment.
- d. Background Checks.** The University acknowledges that placement of each candidate at the School District is contingent upon the provision of background check information dated less than one year prior to the commencement of the clinical education placement. All candidates will obtain the following criminal clearances as required by PA Clearance/Background Checks: PA Criminal History (Act 34); FBI (Act 114); and PA Child Abuse Clearance (Act 151), a PDE 6004 Arrest/Conviction Report and Certification Form, child Abuse Recognition Training (Act 126), a physical form as well as evidence of a negative result from a Valid Tuberculosis (TB) test. The failure to obtain such certifications shall result in the participating candidate's exclusion from the School District. University will advise students of their responsibility to provide a copy of all such clearances to School District.
- e. Advising Candidates and University Supervisors of Rights and Responsibilities.** The University will be responsible for advising candidates and university supervisors of their own responsibilities under this Agreement. Candidates and supervisors shall be advised of their obligations to abide by the policies and procedures of the School District, and should any candidates or supervisors fail to abide by any policy and/or procedure, they may be removed from the field experience/practicum/internship or student teaching placement.
- f. Professional Liability Insurance.** The University shall be responsible for providing professional liability insurance for candidates at its own expense. The limits of

the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the field experience or student teaching assignment.

g. Compensation. For and in consideration of the placement of student teachers with district cooperating teachers, the University agrees to pay each cooperating teacher selected to guide the candidate's experience a stipend to be determined by the University. This stipend is in addition to the regular salary paid by the School District or Agency. There is no compensation for School District personnel who guide the field practicum/field experience/internship candidates. This Agreement is not intended to and shall not be construed to create an employment relationship between the University and the cooperating teacher.

h. Student Records; FERPA. The University acknowledges that the education records of School District students are protected by the Family Educational Rights and Privacy Act, as amended, 20 U.S.C. sec. 1232g ("FERPA"). The University agrees to comply with the requirements of FERPA and to protect the privacy of education records concerning any School District student under this Agreement.

II. DUTIES AND RESPONSIBILITIES OF THE SCHOOL DISTRICT

a. Establishment of Field Experience/Practicum/Internship or Student Teaching. The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as a field experience/practicum/internship or student teaching center. This field experience/practicum/internship or student teaching is for candidates enrolled in the University's Teacher Education and Advanced Certification Programs. This field experience/practicum/internship or student teaching is required and authorized by law.

b. Policies of School District. Prior to the field experience/practicum/internship or student teaching assignment, the University will review with each candidate all applicable School District policies, codes or confidentiality issues related to the experience. The School District will provide the University all the applicable information and materials at least two weeks in advance of the candidate's participation.

c. Administration. The School District will have the sole authority and control over all aspects of services for its students. The School District will be responsible for and retain control over the organization and operation of its programs.

d. Removal of Noncompliant Candidates. The School District shall have the authority to immediately remove any candidates who fail to comply with its policies and procedures. If such a removal occurs, the School District will immediately contact the University's Coordinator of Clinical Experiences.

e. Designation of Representative. The School District shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University to discuss, plan, and evaluate the experience of the candidates.

- f. Supervision of Candidates.** The School District shall provide a practicum site supervisor, cooperating teacher, or district administrator who will supervise candidate activities during field experience/practicum/internship or student teaching.
- g. Reporting of Candidates' Progress.** The School District shall provide all reasonable information requested by the University on the candidates' work performance. If there are any written candidate evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.
- h. Student Records.** The School District shall protect the confidentiality of District student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information without written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.
- i. Eligibility Requirements.** Each advanced certification supervisor or cooperating teacher selected to supervise a candidate shall hold a current Pennsylvania certificate in the subject area/grade level to which the candidate is assigned. All cooperating teachers for student teaching experiences will possess a minimum of three (3) years of full-time teaching experience and will have been in their current assignments in the school district for a minimum of one (1) year.
- j. Substitute Teaching.** The School District shall comply with the appropriate Pennsylvania statutes prohibiting field experience/practicum/internship students and student teachers to be used as substitute teachers at any time during their field experience or student teaching assignments.

III. MUTUAL TERMS AND CONDITIONS

- a. Number of participating candidates.** The parties will mutually agree upon the number of candidates who shall be assigned to the School District for field experience/practicum/internship and/or student teaching experiences.
- b. Term of Agreement.** The term of this Agreement shall be five (5) years from the date of execution. The Agreement may not exceed a period of five (5) years.
- c. Termination of Agreement.** The University or the School District may terminate this Agreement for any reason with ninety (90) days' notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic semester, all teacher candidates enrolled at that time may continue their practicum/field experience/internship or student teaching experiences.
- d. Data Security; Incident Notification.** The Parties acknowledge and agree to implement commercially reasonable measures to protect the confidentiality, integrity, and availability of all information and records pertaining to education records, as well as any information identified as confidential or sensitive by one party or the other. In the event a party experiences a security incident or breach that involves education records, that party shall inform the other party within 48 hours of its discovery and it shall conduct a reasonable prompt investigation of the same. To the extent that any such breach of

security incident requires notification to any individuals under applicable law,¹ the party experiencing the breach of security incident shall bear all reasonable costs associated therewith.

e. Nondiscrimination. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, and national origin, Title IX of the Educational Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.

f. Interpretation of the Agreement. The laws of the Commonwealth of Pennsylvania shall govern this Agreement. Disputes arising under, or related to, this Agreement shall be brought and maintained in the state and federal courts having jurisdiction over Erie County, Pennsylvania.

g. Modification of Agreement. This Agreement shall only be modified in writing with the same formality as the original Agreement.

h. Relationship of Parties. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors. Neither party has the authority to act on behalf of the other by virtue of the Agreement.

i. Liability. Neither of the parties shall assume any liabilities to each other. As to liability to each other for injuries or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the University's or School District's rights, claims, or defenses which arise as a matter of law pursuant to any provisions of this contract.

j. Entire Agreement. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regard to this relationship.

k. Right-to-Know. The School District acknowledges that it is a public agency subject to the Pennsylvania Right-to-Know Law, 65 P.S. §§ 67.101 et seq. ("RTKL"). To the extent required by applicable law, University shall cooperate with the School District in responding to requests for records relating to this Agreement.

Upon written notice from the School District of a RTKL request seeking records relating to this Agreement that are in University's possession, University shall use reasonable efforts to provide responsive records within a commercially reasonable time. University may identify records or portions of records that it believes are exempt from disclosure under applicable law, including but not limited to trade secrets, confidential proprietary information, privileged communications, student education records protected by the Family Educational Rights and Privacy Act ("FERPA"), and other information protected from disclosure by federal or state law.

The parties acknowledge and agree that the School District shall have sole authority and responsibility to determine whether any record must be disclosed under the RTKL and to respond to any RTKL request. Nothing in this Agreement shall require University to waive any applicable privilege, confidentiality protection, or statutory exemption from disclosure.

University shall not be liable for, and expressly disclaims responsibility for, any determination made by the School District regarding the disclosure or withholding of records in response to a RTKL request. Accordingly, University shall not be responsible for any penalties, attorney's fees, costs, or damages arising from the School District's administration of or response to a RTKL request, except to the extent caused by University's willful failure to provide records required under this section.

The obligations set forth in this Section shall survive expiration or termination of this Agreement for so long as either party retains records relating to this Agreement pursuant to its applicable records retention requirements.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Gannon University

Girard School District

Authorized Signature
Sarah J. Ewing, Ph.D.
Provost and VP for Student Experience

Authorized Signature
David J. Koma
Superintendent of Schools

Print Name/Title

Print Name/Title

Date

Date



Policy 338 — Sabbatical Leave

Policy Number	338
Title	Sabbatical Leave
Status	Second Reading
Adopted	8/27/2018
Last Revised	7/22/2019
Last Reviewed	8/24/2026

Purpose

This policy shall establish the district's parameters for granting sabbatical leaves for restoration of health to certificated administrative and professional employees. **Sabbatical leaves for professional development are governed by Policy 338.1.**

Authority

The Board shall grant sabbatical leaves to eligible administrative and professional employees for the purpose of restoration of health and for other purposes at the discretion of the Board.[\[1\]](#)

The Board reserves the right to specify the conditions under which sabbatical leaves for restoration of health may be taken, consistent with law.

Guidelines

Eligibility

To qualify for sabbatical leave, an eligible employee shall have completed ten (10) years of satisfactory service in the public schools of the Commonwealth; at least five (5) consecutive years of such service shall be in this school district.[\[1\]](#)

A sabbatical leave may be taken for a half or full school term or for two (2) half school terms during a period of two (2) years, at the employee's option.[\[1\]](#)

The total number of administrative employees on sabbatical leave at any one time shall not exceed ten percent (10%) of the number of eligible employees. The total number of professional employees on sabbatical leave at any one time shall not exceed ten percent (10%) of the number of eligible employees.[\[2\]](#)

Application

Requests for sabbatical leave shall be submitted on the approved district form and forwarded with medical documentation to the Superintendent or designee as soon as possible.

The Board shall review each application for sabbatical leave and shall approve those meeting the requirements of Board policy and applicable law.

Documentation

Applicants for sabbatical leave shall submit with the application form a supporting medical statement and recommendation from his/her physician.

At both the approximate midpoint of the leave and at least thirty (30) days prior to the conclusion of the leave, a physician's statement shall be submitted to the Superintendent or designee, indicating the extent to which the purpose of the leave has been achieved and evaluating the health status of the employee relative to his/her ability to return to employment.[\[3\]](#)

The Board reserves the right to require at its own expense additional examinations and reports by physicians of its choice to determine the validity of the request and whether the leave is being used for the purpose for which it was granted.[\[3\]](#)

Commitment of Employee

Acceptance of a sabbatical leave incurs a commitment by the employee to return to active duty in this district immediately following the sabbatical leave for one (1) full school term, unless prevented by illness or physical disability.[\[4\]](#)

The Board reserves the right to require at its own expense additional examinations and reports by physicians of its choice to determine the employee's ability to return to work.

Commitment of Employer

At the expiration of the sabbatical leave, the employee shall unless agreed otherwise, be reinstated in the same position held at the time of the granting of the leave.[\[4\]](#)

Time on sabbatical leave shall be counted as time on the job for purposes of seniority and for retirement fund purposes, but for no other purpose.[\[5\]](#)

Compensation

During the period of sabbatical leave, an employee shall be compensated at least one-half the salary to which s/he would have been entitled had the employee not taken leave.[\[6\]](#)

While on leave, the employee shall be entitled to insurance benefits provided other employees of a similar classification.

A sabbatical leave granted for restoration of health shall also serve as a leave of absence without pay from all other school activities.[\[1\]](#)

A leave of absence may be canceled and disciplinary action may be taken if it is discovered that any leave, paid or unpaid, is being used for purposes other than that for which it was granted. The district anticipates the employee will not engage in other employment, paid or unpaid, while on leave. If it has been determined that the employee has secured other employment, whether paid or unpaid, while on leave status, s/he may be subject to disciplinary action.

Footnotes

[1] 24 P.S. 1166
Legal Reference [View source](#) 

[2] 24 P.S. 1167
Legal Reference [View source](#) 

[3] 24 P.S. 1171
Legal Reference [View source](#) 

[4] 24 P.S. 1168
Legal Reference [View source](#) 

[5] **24 P.S. 1170**
Legal Reference [View source ↗](#)

[6] **24 P.S. 1169**
Legal Reference [View source ↗](#)

2026-2027 Bus List

[illegible]

2026-2027
Cafeteria Personnel

NAME	POSITION	2026-2027	Base Rate	Longevity	2026-2027
		Hours Per Day			Hourly Rate
<u>GHS</u>					
Jennifer Butterfield	Cook	7.0	19.76	0.60	20.36
<u>RAMS</u>					
Amy Simmons	Helper - PT	5.0	15.00		15.00
<u>EVES</u>					
Nadine Straw	Cook	7.0	19.76	0.30	20.06
Barbara Foutz	Helper - PT	5.0	16.61		16.61

Update: 7/21/2026

2026 - 2027 Professional Instructional Personnel - Elk Valley Elementary School

Name	Assignment	26-27 Step	26-27 Base	26-27 Credits	26-27 Salary
Andrzejczak, Desirae	Special Education / Itinerant Emotional Support	M 8	58,725		58,725
Aranyos, Trisha	Special Education / Learning Support	B 6	56,725		56,725
Bailey, Carrie	Grade 4 Math/Science	M 17	81,400		81,400
Bayus, Stacy	Art (EVES, RAMS)	M 17 + 21	81,400	630	82,030
Bowen, Amber	Special Education / Learning Support	M 6	57,725		57,725
Campoli, Amy	ELA/SS - Grade 3	M 17	81,400		81,400
Dahlstrand, Suzanne	Math Intervention	M(T) 17 + 4	86,920	120	87,040
Davenport, Taylor	Math/Science Grade 4	M 12 + 21	60,725	630	61,355
Davis, Lisa	Math/Science - Grade 3	B 6	56,725		56,725
Durst, Leslye	Kindergarten	M 17 + 16	81,400	480	81,880
Esterline, Emily	Music	B 1	54,225		54,225
Fiscus, Joanna	Reading Intervention - Instructional Support Teacher	M(T) 17 + 6	86,920	180	87,100
Flint, Janae	Kindergarten	M 17 + 12	81,400	360	81,760
Funk, Alison	Math/Science - Grade 3	M 17 + 3	81,400	90	81,490
Gornic, Sarah	Special Education / Life Skills Support	M 17	81,400		81,400
Gruber, Armorel	ELA/SS - Grade 3	M 10	59,725		59,725
Hull, Kristen	Reading Intervention	M 12	60,725		60,725
Kochera, Paula	Grade 1	M(T) 17 + 22	86,920	660	87,580
Konieczki, Diana	Grade 4 ELA/SS	M 17 + 6	81,400	180	81,580
Konieczki, Nicole	Special Education / Learning Support	M 13	61,225		61,225
Laird, Kellie	Grade 2	M 17	81,400		81,400
Lavery, Remington	Special Ed/ Emotional Support	B 4	55,725		55,725
McKean, Nicole	Kindergarten	M 12	60,725		60,725
McKenzie, Tricia	Grade 1	M 17	81,400		81,400
Meka, Wendy	Special Education/Emotional Support	M 8 + 16	58,725	480	59,205
Minnick, Bobbi	Speech and Language Therapist	M 17	81,400		81,400
Mumford, Olivia	Grade 1	B 2	54,725		54,725
Owens, Lorin	Grade 2	M 17 + 4	81,400	120	81,520
Ploss, Katie	Grade 2	M 17 + 9	81,400	270	81,670
Riccardi, Tammy	Speech and Language Therapist	M 15	64,835		64,835
Settelmaier, Jeanette	STEM, ESL & Gifted Support	M 11	60,225		60,225
Seybert, Courtney	Kindergarten	M 4	56,725		56,725
Snodgrass, Ashtyn (Getz)	Grade 1	M 2	55,725		55,725
Snyder, Nancy	Reading Intervention	M(T) 17 + 21	86,920	630	87,550
Stark, Jeanene	Reading Intervention/Grade 1	M 17	81,400		81,400
Starr, Rebecca	Grade 2	M 17	81,400		81,400
Staszewski, Lauren	Reading Intervention/ESL	M 17 + 21	81,400	630	82,030
Sterzer, Shelly (Ferretti)	Grade 3	M 15	64,835		64,835
Susnik, John	Sepcial Education/Learning Support	M 1	55,225		55,225
Tramontano, Shelly	Kindergarten	M(T) 17 + 3	86,920	90	87,010
Turner, Dana	Grade 2	M(T) 17 + 5	86,920	150	87,070
Wade, Hunter	Phys Ed	M 2	55,725		55,725
Welker, Jennifer	Grade 4 ELA/SS	M 17	81,400		81,400
Wells, Ashley	Special Education /Itinerant Emotional Support	M 5	57,225		57,225

2026 - 2027 Professional Instructional Personnel - Rice Avenue Middle School

Name	Assignment	26-27 Step	26-27 Base	26-27 Credits	26-27 Salary
Armitage, Silas	Music (RAMS, GHS)	B 2	54,725		54,725
Baldwin, Melissa	Spec Ed 5/6-Emotional Support	M 4	56,725		56,725
Ball, Jane	Grade 8 - ELA	M 17 + 22	81,400	660	82,060
Bashline, Jill	Grade 5 - Math and Science	M 17 + 6	81,400	180	81,580
Baxter, Samantha	Special Education / Secondary Learning Support	M 6	57,725		57,725
Beachly, Frank	Grade 6 - Geography	M (T) 17 + 36	86,920	1,080	88,000
Buren, Lori	Technology Education/Gifted Support	M 17 + 6	81,400	180	81,580
Chamberlain, Amanda	Grade 8 - Science	M 17	81,400		81,400
Chiocco, Jason	Grade 7 - Entrepreneurship/Social Studies	M (T) 17 + 33	86,920	990	87,910
Chiocco, Julie	Grade 5 - ELA & Social Studies	M 17 + 33	81,400	990	82,390
Dewey, Autumn	Family & Consumer Science (RAMS & GHS)	B 17	80,400		80,400
Fitzgerald Montagna, Amy	Grade 5 - Science & Social Studies	M 17 + 15	81,400	450	81,850
Fries, Nicole	Speech and Language Therapist	M 13 + 15	61,225	450	61,675
Gomes, Kristen	Grade 6 - Science	M 17 + 9	81,400	270	81,670
Griffith, Ashley	Grade 8 - Science	M 5	57,225		57,225
Hansen, Jerry	Grade 7 - Science	B 17	80,400		80,400
Hayes, Elizabeth	Grade 8 - Math	M 17 + 9	81,400	270	81,670
Hoover, Scott	Grade 7 - Math	M 17 + 9	81,400	270	81,670
Howells, Melissa	Special Education / Secondary Learning Support	M 12	60,725		60,725
Kaiser, Megan	Grade 5 - Math	M 12	60,725		60,725
Kizina, Grace	Grade 6 - ELA	M 17 + 60	81,400	1,800	83,200
Klemm, Stephanie	Special Education / Learning Support Elementary	B 17	80,400		80,400
Kloecker, Kelsea	Special Education / Autistic Support	M 7 + 57	58,225	1,710	59,935
Lewis, Melissa	Grade 7 - ELA	M 17 + 30	81,400	900	82,300
McKinstry, Jamie	Grade 5 - ELA	M 17	81,400		81,400
McKissock, Kendyl	Special Education / Secondary Learning Support	B 3	55,225		55,225
Miller, Julie	Special Education / Learning Support Elementary	M17	81,400		81,400
Murphy, Sean	Special Education - Grade 5-8 Learning Support	B 2	54,725		54,725
Noon, Kailynn	Health & Physical Education	B 15	63,835		63,835
Pizzo, Erin	Reading Intervention/Secondary Learning Support	M 17 + 60	81,400	1,800	83,200
Greg Proper	Special Education / Life Skills Support	M 17 + 21	81,400	630	82,030
Reinwald, Julia	Grade 6 - Math	M (T) 17 + 37	86,920	1,110	88,030
Shepard, Catherine	Special Education / Learning Support Grade 5 & 6	M (T) 17	86,920		86,920
Short, Kasey	Special Education Emotional Support 5/6	M 1	55,225		55,225
Staaf, Richard	Music (1/3 GHS, 2/3 RAMS)	M 16	70,835		70,835
Styborski, Randy	Grade 8 - Social Studies	M 17	81,400		81,400

Updated: 8/17/2026

2026-2027 Professional Instructional Personnel GHS

Name	Assignment	26-27 Step	26-27 Base	26-27 Credits	26-27 Salary
Acker, Julie	Special Education/Learning Support	M 17 + 12	81,400	360	81,760
Amenta, Mark	Health & Physical Education-Split Fall Semester GHS/RAMS	M (T) 17 + 7	86,920	210	87,130
Andrews, Karen	Science - Biology/Environmental Science	M (T) 17 + 16	86,920	480	87,400
Andrews, Mark	Mathematics	M (T) 17 + 28	86,920	840	87,760
Beam, Robert	Social Studies	B 17	80,400		80,400
Bish, Jenna	Special Education / Emotional Support	M 9	59,225		59,225
Brant, Lacy	Art (GHS, RAMS)	M (T) 17 + 7	86,920	210	87,130
Brocius, Allison	Special Education / Autistic Support	B 17	80,400		80,400
Conley, Yvonne	Business Education / FCS-Career Ed / Diversified Occupations Co-Op/Gifted Support	M 17 + 16	81,400	480	81,880
Delfreo, Gina	Health & Physical Education	M 17 + 18	81,400	540	81,940
Dore, Gregory	Science : Biology	M 17 + 30	81,400	900	82,300
Duffy, Matthew	Social Studies	M 17 + 6	81,400	180	81,580
Funk, James	Driver's Ed / Health & Physical Education	M 17 + 18	81,400	540	81,940
Hlebik, Michael	Business Education	M 17	81,400		81,400
Hricz, Alicia	Mathematics	M 17 + 12	81,400	360	81,760
Huster, Tiffany	Science - Earth & Space Science	M 17	81,400		81,400
Kobierski, Karen	English	M 17 + 9	81,400	270	81,670
Lueck, Jennifer	French	M 17	81,400		81,400
Mikovich, Matthew	Social Studies	B (T) 17	85,920		85,920
Paslowski, Jeffrey	English	M 17 + 3	81,400	90	81,490
Rokosky, Christopher	Social Studies	M (T) 17 + 45	86,920	1350	88,270
Russell, Scott	Health & Physical Education -Split Spring Semester GHS/RAMS	M (T) 17 + 4	86,920	120	87,040
Schodt, Patrick	Mathematics	B 17	80,400		80,400
Shepard, Matthew	Special Education / Learning Support	B 3	55,225		55,225
Smith, Shannon	Special Education / Learning Support	M 17 + 33	81,400	990	82,390
Stelter, Greg	English/Math	M 17	81,400		81,400
Tobolewski, Jacob	Chemistry, Physical, & Forensic Science GHS (RAMS) STEM	M 17	81,400		81,400
Tolbert, Jennifer	Special Education / Life Skills	M (T) 17 + 30	86,920	900	87,820
Tubayan, Laura	English/Spanish / ELL (H+GHS, EVES)	M 17 + 30	81,400	900	82,300
Worline, Maggie	Mathematics	M 2	55,725		55,725
Young, Zachary	Technical Education/STEM	M 4	56,725		56,725
Zona, Michael	Special Education / Learning Support	M 17 + 3	81,400	90	81,490

2026 - 2027 Professional Instructional Personnel

Name	Assignment	26-27 Step	26-27 Base	26-27 Credits	26-27 Salary
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GUIDANCE

Benson, Erin	EVES	M 14	61,725		61,725
Ratkowski, Erica	RAMS	M 17 + 27	81,400	810	82,210
Morettini, Casie	RAMS	M 1	55,225		55,225
Hadbavny, Jessica	GHS	M 13 + 4	61,225	120	61,345
Edwards, Courtney	GHS	M (T) 17 + 30	86,920	900	87,820

LIBRARIAN

Koma, Melissa	EVES, RAMS, GHS	M (T) 17 + 19	86,920	570	87,490
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NURSES

Taylor, Heather	EVES	B 2	54,725		54,725
McCorrison, Amy	RAMS	B 17	80,400		80,400
McConnell, Linnea	GHS	M 7	58,225		58,225

2026-2027

Aides

NAME	POSITION	2026-2027			2026-2027
		Hours/ Day	Base Rate	Longevity	Hourly Rate
GHS					
Stephanie Suscheck	Aide - Autustic Support (Brocius)	7.0	19.35	0.15	19.50
Melissa Edwards	Aide - Autustic Support (Brocius)	7.0	19.35	0.15	19.50
Ryan Notaro	Aide - ES/Learning Support	7.0	17.55	0.00	17.55
Tara Rand	Aide - ES/Learning Support	7.0	17.55	0.00	17.55
Marci Wisniewski	Aide - Emotional Support(Bish)	7.0	17.55	0.00	17.55
Tammy Bryan	Aide - Life Skills (Tolbert)	7.0	19.35	0.60	19.95
Linda MacInnes	Aide - Life Skills (Tolbert)	7.0	19.35	0.15	19.50
Melissa Spaulding	Aide - Life Skills (Tolbert)	7.0	19.35	0.30	19.65

RAMS					
Katie Baldwin	Aide - Austic Support (Kloecker)	7.0	17.55	0.00	17.55
Dana Wingard	Aide - Austic Support (Kloecker)	7.0	17.55	0.00	17.55
Kimberly Condor	Aide - Emotional Support (Baldwin)	7.0	17.55	0.00	17.55
Melanie Bova	Aide - Emotional Support (Short)	7.0	17.55	0.00	17.55
Jessica Durante	Aide - ISS	7.0	19.35	0.30	19.65
Harvey Carnahan	Aide - Learning Support	7.0	17.55	0.00	17.55
Kelli Koppes	Aide - Learning Support	7.0	17.55	0.00	17.55
Chloe Barnes	Aide - Life Skills (Proper)	7.0	17.55	0.00	17.55
Christy Barnes	Aide - Life Skills (Gornic)	7.0	19.35	0.30	19.65
Stephany Connell	Aide - Life Skills (Proper)	7.0	17.55	0.00	17.55
Aja Christian	Aide - Life Skills (Proper)	7.0	17.55	0.00	17.55

EVES					
Lauren Korb	Aide - Emotional Support (Lavery)	6.75	17.55	0.00	17.55
Lisa Alexander	Aide - Emotional Support (Lavery)	6.75	17.55	0.00	17.55
Allen Clark	Aide - Emotional Support (Meka)	6.75	17.55	0.00	17.55
Kaylee Orr	Aide - Emotional Support (Meka)	6.75	17.55	0.00	17.55
Michele Fenner	Aide - Emotional Support (Wells & Andrezejczak)	6.75	19.35	0.60	19.95
Mollie Dell'Omo	Aide - Life Skills (Gornic)	6.75	19.35	0.30	19.65
Lisa Phelps	Aide - Life Skills (Gornic)	6.75	19.35	0.45	19.80
Laura Michaels	Aide - Life Skills (Gornic)	6.75	17.55	0.25	17.80

Part-Time					
Tina Twichel	Aide - Nurse Office PT EVES	5.0	16.61		16.61
Elaine Fragale	Aide - Supervision & Recess PT EVES	3.25	16.15		16.15
Vacant	Aide - Supervision & Recess PT EVES	3.25	16.15		16.15
Vacant	Aide - Supervision & Recess PT EVES	3.25	16.15		16.15
Vacant	Aide - Supervision & Recess PT EVES	3.25	16.15		16.15

Update: 08/18/2026

School Board Meeting August 24, 2026

**GIRARD SCHOOL DISTRICT
FIRST NATIONAL BANK
TREASURER'S REPORT
July 2026**

Book Balance June 30, 2026		\$	609,290.00
July Cash Receipts		\$	2,630,692.95
July Receipts By W/H		\$	-
	Sub Total	\$	<u>2,630,692.95</u>
July Expenditures By Check		\$	906,591.54
July Expenditures By W/H			
July Expenditures By Bank Transfer		\$	860,846.15
Voided Checks		\$	<u>(6,615.00)</u>
	Sub Total	\$	<u>1,760,822.69</u>

Book Balance July 31, 2026	Total	\$	\$	1,479,160.26
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RECONCILIATION

Bank Balance July 31, 2026		\$	2,113,694.64
Less Outstanding General Fund Checks		\$	(634,534.38)
Less Outstanding Payroll Fund Checks		\$	-
Less Outstanding Payroll Liabilities		\$	-
Book Balance July 31, 2026	Total	\$	1,479,160.26
	Difference	\$	0.00

School Board Meeting August 24, 2026

GIRARD SCHOOL DISTRICT
FIRST NATIONAL BANK
Financial Report
August 14, 2026

Book Balance July 31, 2026		\$	1,479,160.26
August Receipts To Date	\$	1,246,320.52	
		\$	1,246,320.52
August Expenditures By Check To Date	\$	80,582.97	
August Expenditures By Bank Transfer		413,436.35	
Voided CK			
			494,019.32
Book Balance August 14, 2026		\$	2,231,461.46

July 2026

Account	June Balance	Deposit	Expenses	
Student Activities	\$ 8,227.24			\$ 8,227.24
Interest		\$3.57		\$ 3.57
Deposit 07/08/26		\$1,500.09		\$ 1,500.09
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
Total	\$ 8,227.24	\$ 1,503.66	\$ -	\$ 9,730.90
		First National	Statement Balance	
			Outstanding Checks	0.00
				\$ 9,730.90
Outstanding Checks				
Total:	0.00			

	RICE AVENUE MIDDLE SCHOOL			
	STUDENT ACTIVITIES ACCOUNTS			
		7/1/2026		
NAME	JUNE	DEPOSIT	EXPENSES	JULY
STUDENT BODY	\$1,808.40	\$342.16		\$2,150.56
STUDENT COUNCIL	\$1,293.43			\$1,293.43
CLASS OF 2030 (GR. 8)	\$0.00			\$0.00
LIFE SKILLS	\$1,549.58			\$1,549.58
JACKET PRIDE	\$508.65	\$2.59		\$511.24
EMOTIONAL SUPPORT	\$435.15			\$435.15
AUTISTIC CLASS	\$30.98			\$30.98
RAMS LIBRARY	\$513.88			\$513.88
STEEL	\$365.40			\$365.40
TOTALS	\$6,140.07	\$344.75	\$0.00	\$6,850.22
	First National Bank Balance			\$6,850.22
		Less Outstanding		\$0.00
		Book Balance		\$6,850.22
OUTSTANDING CHECKS				
TOTAL	\$0.00			

GHS Student Activities Account- July 2026

[illegible]

GHS Athletic Account-
July 2026

[illegible]

**THE GIRARD SCHOOL DISTRICT CAFETERIA REPORT
AUGUST 24, 2026 SCHOOL BOARD MEETING
JULY 31, 2026 REPORT**

FIRST NATIONAL BANK

BOOK BALANCE June 30, 2026		\$820,417.72
TRANSFERS CREDITS		
CASH RECEIPTS	5,118.00	
INTEREST	269.11	\$5,387.11
EXPENDITURES	(188,385.65)	
TRANSFERS DEBITS		
VOID CHECK		
		-\$188,385.65
BOOK BALANCE July 31, 2026		\$637,419.18

RECONCILIATION

BANK BALANCE July 31, 2026		\$668,680.58
OUTSTANDING CHECKS		-\$31,261.40
BOOK BALANCE July 31, 2026		\$637,419.18
	DIFFERENCE	\$0.00

GIRARD SCHOOL DISTRICT INVESTMENT REPORT

INSTITUTION	TYPE OF	AMOUNT	INTEREST	MATURITY
NAME	INVESTMENT		RATE	DATE
GENERAL FUND				
First National Bank	Checking Account	702,500.00		N/A
First National Bank	Sweep Account	1,411,194.64	0.80%	N/A
First National Bank	Money Market	4,668,918.99	3.72%	N/A
PSDLAF	Investment Pool	212,180.24	3.423%	N/A
PSDLAF	Investment Pool	1,187,436.74	3.64%	N/A
PSDLAF	Investment Pool	232,131.90	3.55%	N/A
PLGIT	Investment Pool	86,998.83	3.48%	N/A
PLGIT	Money Market	952,474.91	3.57%	N/A
GSD CAPITAL PROJECT				
First National Bank	Checking Account	50,000.00		N/A
First National Bank	Sweep Account	127,554.89	1.00%	N/A
First National Bank	Money Market	3,082.12	3.72%	N/A
FOOD SERVICE FUND				
First National Bank	Checking Account	668,680.58	0.45%	N/A
July 2026				

CHECK REGISTER FOR 7/20/2026 TO 8/14/2026 & CHECK NUMBERS 120810 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
120810	07/24/2026	4439 AMAZON CAPITAL SERVICES		228.31
		10-3250-610-000-30-41 GIRLS SOCCER	34.95	
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	59.98	
		10-2220-610-000-00-00 GENERAL SUPPLIES - DISTRICT TECHNOL	133.38	
* 120822	07/24/2026	5016 CORRY GOLF BOOSTERS		150.00
		10-3250-390-000-30-44 GOLF	150.00	
120823	07/24/2026	1399 GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		1,578.96
		10-1110-272-000-30-00 DENTAL	622.46 A	
		10-1241-272-270-30-00 DENTAL INSURANCE	100.00 A	
		10-2620-272-000-10-00 DENTAL	189.00 A	
		10-2630-272-000-00-00 DENTAL	667.50 A	
120824	07/24/2026	4949 MADISON NATL LIFE INS CO		0.00
			0.00	
120825	07/24/2026	4949 MADISON NATL LIFE INS CO		0.00
			0.00	
120826	07/24/2026	4949 MADISON NATL LIFE INS CO		0.00
			0.00	
120827	07/24/2026	4949 MADISON NATL LIFE INS CO		0.00
			0.00	
120828	07/24/2026	4949 MADISON NATL LIFE INS CO		3,019.00
		10-0132-050-000-00-00 DUE FROM CAFETERIA FUND	26.00	
		10-2111-213-270-00-00 LIFE INSURANCE	30.00	
		10-2111-213-890-00-00 LIFE INSURANCE (Access)	10.00	
		10-2120-213-000-10-00 LIFE INSURANCE	10.00	
		10-2120-213-000-20-00 LIFE INSURANCE	10.00	
		10-2120-213-000-30-00 LIFE INSURANCE	10.00	
		10-2170-213-000-00-00 LIFE INSURANCE	30.00	
		10-2260-213-000-00-00 LIFE INSURANCE	30.00	
		10-2360-213-000-00-00 LIFE INSURANCE	80.00	
		10-2380-213-000-10-00 LIFE INSURANCE	70.00	
		10-2380-213-000-20-00 LIFE INSURANCE	70.00	
		10-2380-213-000-30-00 LIFE INSURANCE	70.00	
		10-2380-213-222-30-00 LIFE INSURANCE RTL GRANT	-15.00	
		10-2380-213-222-30-00 LIFE INSURANCE RTL GRANT	22.50	
		10-2511-213-000-00-00 LIFE INSURANCE	30.00	
		10-2515-213-000-00-00 LIFE INSURANCE	30.00	
		10-2611-213-000-00-00 LIFE INSURANCE	30.00	
		10-2620-213-000-00-00 LIFE INSURANCE	16.00	
		10-2620-213-000-10-00 LIFE INSURANCE	32.00	
		10-2620-213-000-20-00 LIFE INSURANCE	40.00	

CHECK REGISTER FOR 7/20/2026 TO 8/14/2026 & CHECK NUMBERS 120810 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
	10-2620-213-000-30-00	LIFE INSURANCE	40.00	
	10-2630-213-000-00-00	LIFE INSURANCE	16.00	
	10-2660-213-000-00-00	LIFE INSURANCE	30.00	
	10-2818-213-000-00-00	LIFE INSURANCE	90.00	
	10-2839-213-000-00-00	LIFE INSURANCE	10.00	
	10-3250-213-000-30-30	LIFE INSURANCE	7.50	
	10-1110-213-000-10-00	LIFE INSURANCE	444.16	A
	10-1110-213-000-20-00	LIFE INSURANCE	493.34	A
	10-1110-213-000-30-00	LIFE INSURANCE	360.00	A
	10-1110-213-222-10-00	LIFE INSURANCE RTL GRANT	75.00	A
	10-1211-213-270-10-00	LIFE INSURANCE	55.00	A
	10-1211-213-270-20-00	LIFE INSURANCE	24.00	A
	10-1211-213-270-30-00	LIFE INSURANCE	39.00	A
	10-1211-213-520-10-00	LIFE INSURANCE - IDEA	15.00	A
	10-1211-213-520-20-00	LIFE INSURANCE - IDEA	15.00	A
	10-1225-213-270-10-00	LIFE INSURANCE	30.00	A
	10-1225-213-270-20-00	LIFE INSURANCE	9.00	A
	10-1225-213-270-30-00	LIFE INSURANCE	6.00	A
	10-1231-213-270-10-00	LIFE INSURANCE	76.00	A
	10-1231-213-270-20-00	LIFE INSURANCE	39.00	A
	10-1231-213-270-30-00	LIFE INSURANCE	31.00	A
	10-1233-213-270-20-00	LIFE INSURANCE	23.00	A
	10-1233-213-270-30-00	LIFE INSURANCE	31.00	A
	10-1241-213-270-10-00	LIFE INSURANCE	60.00	A
	10-1241-213-270-30-00	LIFE INSURANCE	136.00	A
	10-1241-213-270-30-00	LIFE INSURANCE	30.00	A
	10-1243-213-270-10-00	LIFE INSURANCE	0.75	A
	10-1243-213-270-20-00	LIFE INSURANCE	2.25	A
	10-1243-213-270-30-00	LIFE INSURANCE	4.50	A
	10-2120-213-000-10-00	LIFE INSURANCE	15.00	A
	10-2120-213-000-20-00	LIFE INSURANCE	30.00	A
	10-2120-213-000-30-00	LIFE INSURANCE	30.00	A
	10-2140-213-520-00-00	LIFE INSURANCE - IDEA	30.00	A
	10-2140-213-890-00-00	LIFE INSURANCE	30.00	A
	10-2250-213-000-10-00	LIFE INSURANCE	14.68	A
	10-2250-213-000-20-00	LIFE INSURANCE	0.16	A
	10-2250-213-000-30-00	LIFE INSURANCE	0.16	A
	10-2440-213-000-10-00	LIFE INSURANCE	15.00	A
	10-2440-213-000-20-00	LIFE INSURANCE	15.00	A
	10-2440-213-000-20-00	LIFE INSURANCE	15.00	A
120829	07/24/2026	3049 NATIONAL FUEL		66.01
	10-2620-621-000-00-00	NATURAL GAS BUS GARAGE	66.01	A

CHECK REGISTER FOR 7/20/2026 TO 8/14/2026 & CHECK NUMBERS 120810 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
120830	07/24/2026	2391 PENELEC		51.43
		10-2620-422-000-10-00 ELECTRICITY EVES	51.43 A	
120831	07/24/2026	4035 SAMPLE NEWS GROUP		90.00
		10-2515-610-000-00-00 GENERAL SUPPLIES	45.00	
		10-2380-610-000-20-00 GENERAL SUPPLIES RAMS	45.00	
120832	07/27/2026	3439 GIRARD FEDERATION OF TEACHERS		142.10
		10-0462-140-000-00-00 GFT UNION DUES WITHHELD	31.58	
		10-0462-140-000-00-00 GFT UNION DUES WITHHELD	110.52	
120833	07/27/2026	3214 LOCAL #1968		438.10
		10-0462-110-000-00-00 LOCAL #1968 WITHHELD	219.05	
		10-0462-110-000-00-00 LOCAL #1968 WITHHELD	219.05	
120834	07/27/2026	2727 AFT-PENNSYLVANIA		24.00
		10-0462-230-000-00-00 COPE WITHHELD	12.00	
		10-0462-230-000-00-00 COPE WITHHELD	12.00	
120835	07/27/2026	321 UNITED WAY OF ERIE COUNTY		531.32
		10-0462-120-000-00-00 UNITED WAY WITHHELD	268.16	
		10-0462-120-000-00-00 UNITED WAY WITHHELD	263.16	
120836	07/31/2026	4439 AMAZON CAPITAL SERVICES		225.54
		10-2835-330-000-00-00 HEALTH SERVICES-WELLNESS	-47.40	
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	141.97	
		10-2515-610-000-00-00 GENERAL SUPPLIES	69.99	
		10-2650-433-000-00-00 REPAIRS & MAINT AUTO	9.99	
		10-0141-000-000-00-00 DUE FROM OTHER GOV'T UNITS	50.99	
120837	07/31/2026	2832 BCM ONE, INC		3,405.67
		10-2220-538-000-00-00 TELECOMMUNICATION SERVICES-DISTRICT	1,682.02 A	
		10-2220-538-000-00-00 TELECOMMUNICATION SERVICES-DISTRICT	1,723.65	
120838	07/31/2026	4334 CHARTER COMMUNICATIONS		85.53
		10-2220-538-000-00-00 TELECOMMUNICATION SERVICES-DISTRICT	85.53	
120839	07/31/2026	4123 ERIE APPAREL		1,462.50
		10-2380-610-000-30-00 GENERAL SUPPLIES GHS	1,462.50	
120840	07/31/2026	1399 GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		1,931.00
		10-1110-272-000-00-00 DENTAL INSURANCE	382.50	
		10-1110-272-000-00-00 DENTAL INSURANCE	90.50 A	
		10-1110-272-000-10-00 DENTAL	93.00 A	
		10-1110-272-000-20-00 DENTAL	242.00 A	
		10-1110-272-000-30-00 DENTAL	203.00 A	
		10-1233-272-270-20-00 DENTAL	140.00 A	
		10-1241-272-270-20-00 DENTAL INSURANCE	100.00 A	
		10-1241-272-270-30-00 DENTAL INSURANCE	200.00 A	

CHECK REGISTER FOR 7/20/2026 TO 8/14/2026 & CHECK NUMBERS 120810 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-2515-272-000-00-00 DENTAL INSURANCE	125.00 A	
		10-2620-272-000-10-00 DENTAL	355.00 A	
120841	07/31/2026	2810 NICKOLAS HENNEBERRY		540.00
		10-1231-330-270-00-00 ES OTHER	540.00	
120842	07/31/2026	3643 PSBA INSURANCE TRUST		1,368.42
		10-1110-250-000-00-00 UNEMPLOYMENT INSURANCE	1,368.42 A	
120843	07/31/2026	4210 T-MOBILE		150.00
		10-2220-538-000-00-00 TELECOMMUNICATION SERVICES-DISTRICT	150.00	
120844	07/31/2026	974 UNIFIRST CORPORATION		114.31
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	28.14	
		10-2620-610-000-10-00 GENERAL SUPPLIES EVES	15.34	
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	38.79	
		10-2650-610-000-00-00 GENERAL SUPPLIES	32.04	
120845	07/31/2026	3468 VERIZON		1,699.42
		10-2220-538-000-00-00 TELECOMMUNICATION SERVICES-DISTRICT	1,699.42	
120846	07/31/2026	311 WASTE MANAGEMENT OF PA -ERIE		465.11
		10-2620-411-000-10-00 GARBAGE - EVES	273.16	
		10-2620-411-000-20-00 GARBAGE - RAMS	136.76	
		10-2620-411-000-30-00 GARBAGE - GHS	136.76	
		10-2620-411-000-10-00 GARBAGE - EVES	-28.76 A	
		10-2620-411-000-20-00 GARBAGE - RAMS	-25.81 A	
		10-2620-411-000-30-00 GARBAGE - GHS	-27.00 A	
120847	07/31/2026	2170 THE WILKINS CO, INC		8,663.09
		10-2220-768-000-00-00 EQUIPMENT - REPLACEMENT	8,663.09	
120848	08/07/2026	4439 AMAZON CAPITAL SERVICES		471.03
		10-2835-330-000-00-00 HEALTH SERVICES-WELLNESS	6.86	
		10-2835-330-000-00-00 HEALTH SERVICES-WELLNESS	39.99	
		10-2515-610-000-00-00 GENERAL SUPPLIES	89.00	
		10-1110-610-000-30-03 GEN.SUPPLIES BUSINESS ED.	122.63	
		10-2515-610-000-00-00 GENERAL SUPPLIES	-67.45 A	
		10-2620-432-000-10-00 REPAIRS & MAINT SRVCS EQUIP EVES	280.00	
120849	08/07/2026	4387 ESS NORTHEAST, LLC		1,778.75
		10-2620-323-000-10-00 MAINT- PROFESSIONAL SUBS	663.95 A	
		10-2620-323-000-20-00 MAINT- PROFESSIONAL SUBS	633.28 A	
		10-2620-323-000-30-00 MAINT- PROFESSIONAL SUBS	316.64 A	
		10-1110-323-000-10-00 SUBSTITUTE EDUCATIONAL SERVICES	164.88	
120850	08/07/2026	3397 FAIRVIEW HARDWARE		654.07
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	55.00	
		10-2620-431-000-00-00 REPAIRS & MAINT SRVS BUILDING GROUP	525.00	

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CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-2650-610-000-00-00 GENERAL SUPPLIES	47.98	
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	4.18	
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	24.87	
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	-2.96	
120851	08/07/2026	266 GIRARD BOROUGH		32,225.79
		10-2620-422-000-40-00 ELECTRICITY 1024 RICE AVE.	102.17	
		10-2620-422-000-20-00 ELECTRICITY RAMS	60.16	
		10-2620-422-000-20-00 ELECTRICITY RAMS	14,771.38	
		10-2620-424-000-20-00 WATER & SEWER RAMS	99.64	
		10-2620-422-000-20-00 ELECTRICITY RAMS	55.67	
		10-2620-422-000-20-00 ELECTRICITY RAMS	28.24	
		10-2620-422-000-30-00 ELECTRICITY GHS	16,621.81	
		10-2620-424-000-30-00 WATER & SEWER GHS	101.92	
		10-2620-422-000-30-00 ELECTRICITY GHS	289.72	
		10-2620-424-000-30-00 WATER & SEWER GHS	95.08	
120852	08/07/2026	1399 GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		3,586.00
		10-1110-272-000-10-00 DENTAL	276.00 A	
		10-1110-272-000-30-00 DENTAL	326.00 A	
		10-1211-272-270-10-00 DENTAL	142.00 A	
		10-1110-272-000-20-00 DENTAL	498.00 A	
		10-1110-272-000-30-00 DENTAL	517.00 A	
		10-1211-272-270-10-00 DENTAL	142.00 A	
		10-1231-272-270-10-00 DENTAL	213.00 A	
		10-1233-272-270-20-00 DENTAL	183.00 A	
		10-1241-272-270-20-00 DENTAL INSURANCE	279.00 A	
		10-2515-272-000-00-00 DENTAL INSURANCE	142.00 A	
		10-2620-272-000-30-00 DENTAL	180.00 A	
		10-2630-272-000-00-00 DENTAL	152.00 A	
		10-2818-272-000-00-00 DENTAL	536.00 A	
120853	08/07/2026	5019 OVERLAKE GOLF COURSE		240.00
		10-3250-390-000-30-44 GOLF	240.00	
120854	08/07/2026	2576 SUPERIOR AUTO SUPPLY INC		26.83
		10-2650-433-000-00-00 REPAIRS & MAINT AUTO	27.38	
		10-2650-433-000-00-00 REPAIRS & MAINT AUTO	-0.55	
120855	08/07/2026	2098 THOMSON REUTERS - WEST		712.53
		10-2220-650-000-00-00 GENERAL SUPPLIES - DISTRICT TECHNOL	712.53	
120856	08/07/2026	974 UNIFIRST CORPORATION		114.31
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	28.14	
		10-2620-610-000-10-00 GENERAL SUPPLIES EVES	15.34	
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	38.79	
		10-2650-610-000-00-00 GENERAL SUPPLIES	32.04	

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CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
120857	08/07/2026	4294 USA TODAY MEDIA CORP		202.33
		10-2515-540-000-00-00 ADVERTISING	202.33 A	
120858	08/07/2026	3514 WEX BANK		712.87
		10-2380-580-000-20-00 TRAVEL RAMS	40.82	
		10-2650-626-000-00-00 GASOLINE	237.70	
		10-2740-626-000-00-00 GASOLINE AND OIL	434.35	
120859	08/07/2026	1057 RESERVE ACCOUNT		938.60
		10-2111-610-270-00-00 GENERAL SUPPLIES	20.08	
		10-2120-610-000-30-00 GEN.SUPPLIES GUIDANCE/GHS	104.81	
		10-2380-610-000-10-00 GENERAL SUPPLIES EVES	231.22	
		10-2380-610-000-20-00 GENERAL SUPPLIES RAMS	44.69	
		10-2380-610-000-30-00 GENERAL SUPPLIES GHS	40.54	
		10-2440-610-000-10-00 GENERAL SUPPLIES EVES	6.24	
		10-2440-610-000-20-00 GENERAL SUPPLIES RAMS	22.50	
		10-2440-610-000-30-00 GENERAL SUPPLIES GHS	23.40	
		10-2515-530-000-00-00 COMMUNICATIONS	445.12	
120860	08/14/2026	4439 AMAZON CAPITAL SERVICES		985.41
		10-2220-610-000-00-00 GENERAL SUPPLIES - DISTRICT TECHNOL	63.20	
		10-1110-610-000-20-13 GEN.SUPPLIES SCIENCE	450.06	
		10-2515-610-000-00-00 GENERAL SUPPLIES	10.79	
		10-2360-610-000-00-00 GENERAL SUPPLIES	44.21	
		10-2620-610-000-20-00 GENERAL SUPPLIES RAMS	27.99	
		10-2440-610-000-10-00 GENERAL SUPPLIES EVES	20.80	
		10-2120-610-000-10-00 GEN.SUPPLIES GUIDANCE/EVES	13.29	
		10-1211-610-890-20-00 GENERAL SUPPLIES	167.07	
		10-1211-610-890-30-00 GENERAL SUPPLIES	92.65	
		10-0141-000-000-00-00 DUE FROM OTHER GOV'T UNITS	6.82	
		10-1110-610-000-14-00 GEN.SUPPLIES FOURTH GRADE	45.56	
		10-1231-610-890-10-00 GENERAL SUPPLIES - ES	42.97	
120861	08/14/2026	4467 AT&T MOBILITY		1,680.93
		10-2220-538-000-00-00 TELECOMMUNICATION SERVICES-DISTRICT	1,680.93	
120862	08/14/2026	4865 ENCOVA INSURANCE		13,584.00
		10-1110-260-000-00-00 WORKMENS COMPENSATION	13,584.00	
120863	08/14/2026	4387 ESS NORTHEAST, LLC		164.88
		10-1110-323-000-10-00 SUBSTITUTE EDUCATIONAL SERVICES	164.88	
120864	08/14/2026	1399 GIRARD SCHOOL DISTRICT DENTAL ACCOUNT		4,575.00
		10-1110-272-000-00-00 DENTAL INSURANCE	1,987.00 A	
		10-1110-272-000-10-00 DENTAL	488.00 A	
		10-1110-272-000-10-00 DENTAL	100.00 A	
		10-1110-272-000-30-00 DENTAL	64.00 A	

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<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
	10-1211-272-270-30-00	DENTAL	355.00 A	
	10-1231-272-270-20-00	DENTAL	100.00 A	
	10-1233-272-270-20-00	DENTAL	101.00 A	
	10-1241-272-270-20-00	DENTAL INSURANCE	297.00 A	
	10-2120-272-000-10-00	DENTAL	224.00 A	
	10-2380-272-000-30-00	DENTAL	142.00 A	
	10-2380-272-000-30-00	DENTAL	101.00 A	
	10-2440-272-000-30-00	DENTAL	515.00 A	
	10-3250-272-000-30-30	DENTAL INSURANCE	101.00 A	
120865	08/14/2026	3049 NATIONAL FUEL		1,509.45
	10-2620-621-000-10-00	NATURAL GAS EVES	390.65	
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS	1,064.34	
	10-2620-621-000-30-00	NATURAL GAS GHS/RAMS	54.46	
120866	08/14/2026	2391 PENELEC		10,770.66
	10-2620-422-000-00-00	ELECTRICITY BUS GARAGE	209.38	
	10-2620-422-000-50-00	ELECTRICITY MAINTENANCE GARAGE	102.64	
	10-2620-422-000-10-00	ELECTRICITY EVES	10,358.92	
	10-2620-422-000-00-00	ELECTRICITY BUS GARAGE	99.72	
120867	08/14/2026	1775 TOSHIBA FINANCIAL SERVICES		1,685.00
	10-2220-448-000-40-00	DISTRICT COPIER LEASE	921.00	
	10-2380-440-000-10-00	EQUIPMENT RENTAL	191.00	
	10-2380-440-000-20-00	EQUIPMENT RENTAL	191.00	
	10-2380-440-000-30-00	EQUIPMENT RENTAL	191.00	
	10-2515-440-000-00-00	RENTALS	191.00	
120868	08/14/2026	974 UNIFIRST CORPORATION		114.31
	10-2620-610-000-00-00	GENERAL SUPPLIES-GROUNDS	28.14	
	10-2620-610-000-10-00	GENERAL SUPPLIES EVES	15.34	
	10-2620-610-000-30-00	GENERAL SUPPLIES GHS	38.79	
	10-2650-610-000-00-00	GENERAL SUPPLIES	32.04	
TOTAL NUMBER OF CHECKS:			48	103,162.57
TOTAL NUMBER OF EPAYMENTS:			0	0.00
TOTAL NUMBER OF UPDATE-ONLYS:			0	0.00
** OUT OF SEQUENCE CHECKS ON REPORT **				<u><u>103,162.57</u></u>

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<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
120869	08/25/2026	4447 ABC SUPPLY INTERIORS, INC		1,527.22
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	235.74	
		10-2620-431-000-20-00 REPAIRS & MAINT SRVCS BLDG- RAMS	1,291.48	
120870	08/25/2026	4403 ALERT SERVICES		1,186.56
		10-3250-611-000-30-30 MEDICAL SUPPLIES	733.71	
		10-3250-611-000-30-30 MEDICAL SUPPLIES	452.85	
120871	08/25/2026	1423 BENEFIT ADMINISTRATORS INC		0.00
			0.00	
120872	08/25/2026	1423 BENEFIT ADMINISTRATORS INC		0.00
			0.00	
120873	08/25/2026	1423 BENEFIT ADMINISTRATORS INC		0.00
			0.00	
120874	08/25/2026	1423 BENEFIT ADMINISTRATORS INC		0.00
			0.00	
120875	08/25/2026	1423 BENEFIT ADMINISTRATORS INC		776.25
		10-0132-050-000-00-00 DUE FROM CAFETERIA FUND	11.25	
		10-1110-272-000-00-00 DENTAL INSURANCE	86.25	
		10-2111-272-270-00-00 DENTAL INSURANCE	3.75	
		10-2111-272-890-00-00 DENTAL (ACCESS)	3.75	
		10-2120-272-000-10-00 DENTAL	7.50	
		10-2120-272-000-20-00 DENTAL	3.75	
		10-2120-272-000-30-00 DENTAL	3.75	
		10-2140-272-520-00-00 DENTAL - IDEA	3.75	
		10-2140-272-890-00-00 DENTAL INSURANCE	3.75	
		10-2170-272-000-00-00 DENTAL INSURANCE	3.75	
		10-2260-272-000-00-00 DENTAL INSURANCE	3.75	
		10-2360-272-000-00-00 DENTAL INSURANCE	7.50	
		10-2380-272-000-10-00 DENTAL	11.25	
		10-2380-272-000-20-00 DENTAL	11.25	
		10-2380-272-000-30-00 DENTAL	11.25	
		10-2380-272-222-30-00 DENTAL INSURANCE RTL GRANT	1.87	
		10-2511-272-000-00-00 DENTAL	3.75	
		10-2515-272-000-00-00 DENTAL INSURANCE	11.25	
		10-2611-272-000-00-00 DENTAL INSURANCE	3.75	
		10-2620-272-000-00-00 DENTAL INSURANCE	3.75	
		10-2620-272-000-10-00 DENTAL	18.75	
		10-2620-272-000-20-00 DENTAL	22.50	
		10-2620-272-000-30-00 DENTAL	11.25	
		10-2630-272-000-00-00 DENTAL	7.50	
		10-2660-272-000-00-00 DENTAL INSURANCE	3.75	

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<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-2818-272-000-00-00 DENTAL	11.25	
		10-2839-272-000-00-00 DENTAL	3.75	
		10-3250-272-000-30-30 DENTAL INSURANCE	1.88	
		10-1110-272-000-10-00 DENTAL	107.32 A	
		10-1110-272-000-20-00 DENTAL	86.96 A	
		10-1110-272-000-30-00 DENTAL	89.97 A	
		10-1110-272-222-10-00 DENTAL INSURANCE RTL GRANT	18.75 A	
		10-1211-272-270-10-00 DENTAL	18.75 A	
		10-1211-272-270-20-00 DENTAL	11.25 A	
		10-1211-272-270-30-00 DENTAL	15.00 A	
		10-1211-272-520-10-00 DENTAL - IDEA	3.75 A	
		10-1211-272-520-20-00 DENTAL - IDEA	3.75 A	
		10-1225-272-270-10-00 DENTAL	7.50 A	
		10-1225-272-270-20-00 DENTAL	2.25 A	
		10-1225-272-270-30-00 DENTAL	1.50 A	
		10-1231-272-270-10-00 DENTAL	15.00 A	
		10-1231-272-270-20-00 DENTAL	3.75 A	
		10-1231-272-270-30-00 DENTAL	11.25 A	
		10-1233-272-270-20-00 DENTAL	7.50 A	
		10-1233-272-270-30-00 DENTAL	7.50 A	
		10-1241-272-270-10-00 DENTAL INSURANCE	15.00 A	
		10-1241-272-270-20-00 DENTAL INSURANCE	18.75 A	
		10-1241-272-270-30-00 DENTAL INSURANCE	15.00 A	
		10-1243-272-270-10-00 DENTAL INSURANCE	0.19 A	
		10-1243-272-270-20-00 DENTAL INSURANCE	0.56 A	
		10-2120-272-000-10-00 DENTAL	3.75 A	
		10-2120-272-000-20-00 DENTAL	7.50 A	
		10-2120-272-000-30-00 DENTAL	7.50 A	
		10-2250-272-000-10-00 DENTAL	3.69 A	
		10-2250-272-000-20-00 DENTAL	0.03 A	
		10-2250-272-000-30-00 DENTAL	0.03 A	
		10-2440-272-000-10-00 DENTAL	3.75 A	
		10-2440-272-000-20-00 DENTAL	3.75 A	
		10-2440-272-000-30-00 DENTAL	3.75 A	
120876	08/25/2026	174 MARYLOU BILLINGS		532.00
		10-1110-271-000-00-00 MEDICAL	532.00	
120877	08/25/2026	81 JANET BLAHA		1,125.60
		10-1110-271-000-00-00 MEDICAL	1,125.60	
120878	08/25/2026	3461 BLICK ART MATERIALS LLC		224.85
		10-1110-610-000-30-02 GEN.SUPPLIES ART	224.85	
120879	08/25/2026	175 MARNE BOYCE		175.00

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<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-1110-271-000-00-00 MEDICAL	175.00	
120880	08/25/2026	4537 JEFFREY BRASINGTON		83.14
		10-2380-580-000-20-00 TRAVEL RAMS	83.14	
120881	08/25/2026	4560 CADMAN FIRE EXTINGUISHER SVCS., INC		1,575.00
		10-2620-431-000-20-00 REPAIRS & MAINT SRVCS BLDG- RAMS	419.60	
		10-2620-431-000-10-00 REPAIRS & MAINT SRVCS BLDG- EVES	337.20	
		10-2620-431-000-00-00 REPAIRS & MAINT SRVS BUILDING GROUP	33.00	
		10-2620-431-000-30-00 REPAIRS & MAINT SRVCS BLDG- GHS	785.20	
120882	08/25/2026	2297 CANON-McMILLAN SCHOOL DISTRICT		3,150.00
		10-1231-561-270-30-00 TUITION TO OTHER LEA	3,150.00 A	
120883	08/25/2026	1268 CENGAGE LEARNING INC		16,961.73
		10-1110-640-222-00-00 BOOKS - RTL GRANT	16,961.73 A	
120884	08/25/2026	3493 CNA SURETY DIRECT BILL		100.00
		10-2330-525-000-00-00 BONDING INSURANCE	100.00	
120885	08/25/2026	2291 CONCRETE SERVICES CORP		307.50
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	307.50	
120886	08/25/2026	2683 COPYRIGHT PRINTING GRAPHICS		1,030.70
		10-2380-610-000-10-00 GENERAL SUPPLIES EVES	284.61	
		10-2380-610-000-20-00 GENERAL SUPPLIES RAMS	201.78	
		10-1211-610-890-30-00 GENERAL SUPPLIES	40.00	
		10-2380-610-000-30-00 GENERAL SUPPLIES GHS	384.31	
		10-2440-610-000-30-00 GENERAL SUPPLIES GHS	120.00	
120887	08/25/2026	392 DeMANS TEAM SPORTS		2,186.66
		10-3250-610-000-30-31 FOOTBALL	1,245.30	
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	941.36	
120888	08/25/2026	1676 DESANTIS SOLUTIONS		150.90
		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	132.60	
		10-2620-610-000-20-00 GENERAL SUPPLIES RAMS	18.30	
120889	08/25/2026	2161 EDMENTUM		21,844.00
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	1,172.00	
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	4,373.75	
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	16,298.25	
120890	08/25/2026	4254 EDPuzzle		5,385.00
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	5,385.00	
120891	08/25/2026	2769 EDUCATIONAL NETWORKS		4,200.00
		10-2220-650-000-00-00 GENERAL SUPPLIES - DISTRICT TECHNOL	4,200.00	
120892	08/25/2026	3051 EPIC SPORTS, INC		207.47
		10-3250-610-000-30-31 FOOTBALL	207.47	
120893	08/25/2026	744 ERIE BATTERIES, ALTERNATORS & STARTERS		701.80

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		10-2620-610-000-30-00 GENERAL SUPPLIES GHS	207.90
		10-2620-432-000-10-00 REPAIRS & MAINT SRVCS EQUIP EVES	493.90
120894	08/25/2026	3760 ERIE COUNTY TECHNICAL SCHOOL	75,747.66
		10-1390-564-000-30-00 TUITION TO AREA VO EDUCATION	37,873.83
		10-1390-564-000-30-00 TUITION TO AREA VO EDUCATION	37,873.83
120895	08/25/2026	3399 FLINN SCIENTIFIC INC	288.96
		10-1110-610-000-30-13 GEN.SUPPLIES SCIENCE	288.96
120896	08/25/2026	115 FNB WEALTH MANAGEMENT	0.00
			0.00
120897	08/25/2026	115 FNB WEALTH MANAGEMENT	0.00
			0.00
120898	08/25/2026	115 FNB WEALTH MANAGEMENT	0.00
			0.00
120899	08/25/2026	115 FNB WEALTH MANAGEMENT	0.00
			0.00
120900	08/25/2026	115 FNB WEALTH MANAGEMENT	392,544.00
		10-0132-050-000-00-00 DUE FROM CAFETERIA FUND	4,176.00
		10-1110-271-000-00-00 MEDICAL	27,144.00
		10-2111-271-270-00-00 MEDICAL HEALTH BENEFITS	2,088.00
		10-2111-271-890-00-00 MEDICAL (ACCESS)	2,088.00
		10-2120-271-000-10-00 MEDICAL	2,088.00
		10-2120-271-000-20-00 MEDICAL	2,088.00
		10-2120-271-000-30-00 MEDICAL	2,088.00
		10-2140-271-520-00-00 MEDICAL - IDEA	2,088.00
		10-2140-271-890-00-00 MEDICAL INSURANCE	2,088.00
		10-2170-271-000-00-00 MEDICAL INSURANCE	2,088.00
		10-2260-271-000-00-00 MEDICAL HEALTH BENEFITS	2,088.00
		10-2360-271-000-00-00 MEDICAL HEALTH BENEFITS	2,088.00
		10-2380-271-000-10-00 MEDICAL	8,352.00
		10-2380-271-000-20-00 MEDICAL	6,264.00
		10-2380-271-000-30-00 MEDICAL	6,264.00
		10-2380-271-222-30-00 MEDICAL RTL GRANT	1,044.00
		10-2511-271-000-00-00 MEDICAL	2,088.00
		10-2515-271-000-00-00 MEDICAL HEALTH BENEFITS	8,352.00
		10-2611-111-000-00-00 DIRECTOR OF FACILITIES & GROUNDS	2,088.00
		10-2620-271-000-00-00 MEDICAL HEALTH BENEFITS	4,176.00
		10-2620-271-000-10-00 MEDICAL	8,352.00
		10-2620-271-000-20-00 MEDICAL	10,440.00
		10-2620-271-000-30-00 MEDICAL	8,352.00
		10-2630-271-000-00-00 MEDICAL	6,264.00

CHECK REGISTER FOR 8/25/2026 TO 8/25/2026 & CHECK NUMBERS 0 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-2660-271-000-00-00 MEDICAL INSURANCE	2,088.00	
		10-2818-271-000-00-00 MEDICAL	6,264.00	
		10-2839-271-000-00-00 MEDICAL	2,088.00	
		10-3250-271-000-30-30 MEDICAL INSURANCE	1,044.00	
		10-1110-271-000-10-00 MEDICAL	57,649.68 A	
		10-1110-271-000-20-00 MEDICAL	44,244.72 A	
		10-1110-271-000-30-00 MEDICAL	48,024.00 A	
		10-1110-271-222-10-00 MEDICAL RTL GRANT	10,440.00 A	
		10-1211-271-270-10-00 MEDICAL	6,264.00 A	
		10-1211-271-270-20-00 MEDICAL	4,176.00 A	
		10-1211-271-270-30-00 MEDICAL	8,352.00 A	
		10-1211-271-520-10-00 MEDICAL - IDEA	2,088.00 A	
		10-1211-271-520-20-00 MEDICAL - IDEA	2,088.00 A	
		10-1225-271-270-10-00 MEDICAL	4,176.00 A	
		10-1225-271-270-20-00 MEDICAL	1,252.80 A	
		10-1225-271-270-30-00 MEDICAL	835.20 A	
		10-1231-271-270-10-00 MEDICAL	10,440.00 A	
		10-1231-271-270-20-00 MEDICAL INSURANCE	2,088.00 A	
		10-1231-271-270-30-00 MEDICAL	6,264.00 A	
		10-1233-271-270-20-00 MEDICAL	4,176.00 A	
		10-1233-271-270-30-00 MEDICAL INSURANCE	2,088.00 A	
		10-1241-271-270-10-00 MEDICAL HEALTH BENEFITS	8,352.00 A	
		10-1241-271-270-20-00 MEDICAL HEALTH BENEFITS	8,352.00 A	
		10-1241-271-270-30-00 MEDICAL HEALTH BENEFITS	8,352.00 A	
		10-1243-271-270-10-00 MEDICAL HEALTH BENEFITS	104.40 A	
		10-1243-271-270-20-00 MEDICAL HEALTH BENEFITS	313.20 A	
		10-2120-271-000-10-00 MEDICAL	2,088.00 A	
		10-2120-271-000-20-00 MEDICAL	2,088.00 A	
		10-2120-271-000-30-00 MEDICAL	4,176.00 A	
		10-2250-271-000-10-00 MEDICAL	2,046.24 A	
		10-2250-271-000-20-00 MEDICAL	20.88 A	
		10-2250-271-000-30-00 MEDICAL	20.88 A	
		10-2440-271-000-10-00 MEDICAL	2,088.00 A	
		10-2440-271-000-20-00 MEDICAL	2,088.00 A	
		10-2440-271-000-30-00 MEDICAL	2,088.00 A	
120901	08/25/2026	802 HOUGHTON MIFFLIN GREAT SOURCE		15,250.00
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	15,250.00	
120902	08/25/2026	3725 GIRARD SCHOOL DISTRICT CAFETERIA FUND		23.60
		10-2380-610-000-20-00 GENERAL SUPPLIES RAMS	23.60 A	
120903	08/25/2026	3716 HAGAN BUSINESS MACHINES INC		1,335.61
		10-2380-440-000-10-00 EQUIPMENT RENTAL	384.00	

CHECK REGISTER FOR 8/25/2026 TO 8/25/2026 & CHECK NUMBERS 0 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-2380-610-000-10-00 GENERAL SUPPLIES EVES	237.14	
		10-2380-610-000-20-00 GENERAL SUPPLIES RAMS	94.65	
		10-2380-610-000-30-00 GENERAL SUPPLIES GHS	124.61	
		10-2111-610-890-00-00 GENERAL SUPPLIES (ACCESS)	3.70	
		10-2515-610-000-00-00 GENERAL SUPPLIES	491.51	
120904	08/25/2026	3799 JACOB V HAGMAIER		293.77
		10-2515-580-000-00-00 TRAVEL	293.77	
120905	08/25/2026	276 MARSHA HEATH		216.00
		10-1110-271-000-00-00 MEDICAL	216.00	
120906	08/25/2026	5025 SHANNON HOLLEY		62.72
		10-2380-580-000-10-00 TRAVEL EVES	62.72	
120907	08/25/2026	4474 HSI EMERGENCY CARE SOLUTIONS INC		486.33
		10-2271-610-000-00-00 INSERVICE SUPPLIES	486.33	
120908	08/25/2026	4711 INDUSTRIAL COMMERCIAL ELEVATOR		377.66
		10-2620-432-000-20-00 REPAIRS & MAINT SRVCS EQUIP RAMS	251.79	
		10-2620-432-000-30-00 REPAIRS & MAINT SRVCS EQUIP GHS	125.87	
120909	08/25/2026	3691 JOSTENS		1,017.43
		10-3250-610-000-30-30 ATHLETIC DIRECTOR	150.95	
		10-3250-610-000-30-30 ATHLETIC DIRECTOR	866.48	
120910	08/25/2026	4168 KAMI NOTABLE, INC		6,349.20
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	6,349.20	
120911	08/25/2026	178 KNOX MCLAUGHLIN GORNALL & SENNETT		4,203.00
		10-2340-330-000-00-00 LABOR RELATIONS	2,394.00	
		10-2350-330-000-00-00 LEGAL SERVICES	1,809.00	
120912	08/25/2026	3259 BETSY R KORB		232.00
		10-1110-271-000-00-00 MEDICAL	174.00	A
		10-1110-271-000-00-00 MEDICAL	58.00	
120913	08/25/2026	5017 KUYPERS CONSULTING, INC		1,368.00
		10-1211-650-890-00-00 SOFTWARE - LSS	410.40	
		10-1231-650-890-00-00 SOFTWARE - ES	273.60	
		10-1233-650-890-00-00 SOFTWARE - AS	684.00	
120914	08/25/2026	2306 LEADER SERVICES		2,697.00
		10-2111-650-890-00-00 SUPPLIES & FEE -SOFTWARE	2,697.00	
120915	08/25/2026	3154 GREGG MCCLELLAND		1,463.60
		10-1110-271-000-00-00 MEDICAL	1,097.70	A
		10-1110-271-000-00-00 MEDICAL	365.90	
120916	08/25/2026	4719 MCCLYMONDS-WALLACE TRUCKING & SUPPLY		180.00
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	128.00	
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	52.00	

CHECK REGISTER FOR 8/25/2026 TO 8/25/2026 & CHECK NUMBERS 0 TO 2147483647

CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
120917	08/25/2026	3667 NASCO EDUCATION		556.52
		10-1110-610-000-30-02 GEN.SUPPLIES ART	556.52	
120918	08/25/2026	1488 NCS PEARSON, INC		1,148.72
		10-2140-610-890-00-00 GENERAL SUPPLIES PSYCH ACCESS	1,148.72	
120919	08/25/2026	4681 NORTHWEST AREA SCHOOL DISTRICT		7,376.56
		10-1110-561-000-30-00 TUITION TO OTHER LEAS	7,376.56 A	
120920	08/25/2026	3658 NORTHWEST TRI-COUNTY IU#5		18,588.47
		10-2818-322-000-00-00 PROFESSIONAL SERV IT Support	3,851.31 A	
		10-1110-566-000-30-00 DUAL ENROLLMENT/RCI TUITION	2,994.92 A	
		10-2720-322-000-00-00 PROF SERVICES - TRANSPORTATION REG	7,341.71 A	
		10-2440-610-000-10-00 GENERAL SUPPLIES EVES	464.40	
		10-1110-640-000-10-00 TEXTBOOKS	3,430.00	
		10-2380-610-000-10-00 GENERAL SUPPLIES EVES	506.13	
120921	08/25/2026	3912 JEFFREY D PASLOWSKI		27.63
		10-3250-580-000-30-44 TRAVEL EXPENSE - GOLF	27.63	
120922	08/25/2026	70 PDQ PEST CONTROL		2,545.00
		10-2620-431-000-10-00 REPAIRS & MAINT SRVCS BLDG- EVES	90.00	
		10-2620-431-000-10-00 REPAIRS & MAINT SRVCS BLDG- EVES	750.00	
		10-2620-431-000-20-00 REPAIRS & MAINT SRVCS BLDG- RAMS	90.00	
		10-2620-431-000-20-00 REPAIRS & MAINT SRVCS BLDG- RAMS	600.00	
		10-2620-431-000-30-00 REPAIRS & MAINT SRVCS BLDG- GHS	90.00	
		10-2620-431-000-30-00 REPAIRS & MAINT SRVCS BLDG- GHS	925.00	
120923	08/25/2026	2760 PENNSYLVANIA ONE CALL SYSTEM INC		125.00
		10-2620-432-000-00-00 REPAIRS & MAINT SRVCS EQUIP GROUNDS	125.00 A	
120924	08/25/2026	2525 POPULATION HEALTH INNOVATIONS LLC		3,710.00
		10-1110-650-000-00-00 INSTRUCTIONAL SOFTWARE - DISTRICT	3,710.00	
120925	08/25/2026	475 POWELL'S PORTABLE TOILETS		394.67
		10-2620-610-000-00-00 GENERAL SUPPLIES-GROUNDS	394.67 A	
120926	08/25/2026	4874 PRESQUE ISLE GUN SHOP		316.20
		10-2660-610-000-00-00 SCHOOL RESOURCE OFFICER SUPPLIES	316.20	
120927	08/25/2026	1368 PRINTING CONCEPTS INC		6,562.69
		10-2330-610-000-00-00 GENERAL SUPPLIES	6,562.69	
120928	08/25/2026	1625 RABE ENVIRONMENTAL SYSTEM		2,566.27
		10-2620-431-000-20-00 REPAIRS & MAINT SRVCS BLDG- RAMS	2,566.27	
120929	08/25/2026	1643 RIDDELL/ALL AMERICAN SPORTS CORP		649.85
		10-3250-610-000-30-31 FOOTBALL	649.85	
120930	08/25/2026	1038 ROCHESTER 100 INC		840.00
		10-1110-610-000-10-18 GEN.SUPPLIES-GENERAL	840.00	
120931	08/25/2026	583 SCHOLASTIC CLASSROOM MAGAZINE		98.87

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CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
		10-1110-610-000-20-13 GEN.SUPPLIES SCIENCE	98.87	
120932	08/25/2026	350 SCHOOL HEALTH CORPORATION		71.19
		10-2440-610-000-30-00 GENERAL SUPPLIES GHS	71.19	
120933	08/25/2026	514 SCOBELL COMPANY, INC		3,474.00
		10-2620-431-000-10-00 REPAIRS & MAINT SRVCS BLDG- EVES	3,074.00	
		10-2620-431-000-10-00 REPAIRS & MAINT SRVCS BLDG- EVES	400.00	
120934	08/25/2026	5023 CARSON SENETA		482.32
		10-2515-580-000-00-00 TRAVEL	482.32	
120935	08/25/2026	3701 J.N.SHEFFEY ASSOCIATES		108.00
		10-2440-610-000-10-00 GENERAL SUPPLIES EVES	36.00	
		10-2440-610-000-20-00 GENERAL SUPPLIES RAMS	36.00	
		10-2440-610-000-30-00 GENERAL SUPPLIES GHS	36.00	
120936	08/25/2026	4765 SHRED RITE LLC		93.75
		10-2380-610-000-20-00 GENERAL SUPPLIES RAMS	27.50	
		10-2380-610-000-30-00 GENERAL SUPPLIES GHS	29.50	
		10-2380-610-000-10-00 GENERAL SUPPLIES EVES	36.75	
120937	08/25/2026	1881 SIGNSNOW		145.70
		10-2380-610-000-10-00 GENERAL SUPPLIES EVES	145.70	
120938	08/25/2026	2330 SOUTHWOOD PSYCHIATRIC HOSPITAL		706.93
		10-1231-561-270-20-00 TUITION TO OTHER LEA	706.93 A	
120939	08/25/2026	5021 SPELLING STARS		236.99
		10-1110-610-000-20-05 GEN.SUPPLIES LANGUAGE ARTS	236.99	
120940	08/25/2026	1104 STUDENT TRANSPORTATION		8,451.70
		10-3210-519-000-30-53 TRAVEL - OTHER STUDENT ACTIVITIES	214.11 A	
		10-2720-513-520-00-00 TRANSPORTATION - ESY	5,818.32	
		10-2720-513-000-40-00 CONTRACTED TRANSPORTATION	4,370.57 A	
		10-2720-513-000-40-00 CONTRACTED TRANSPORTATION	-1,951.30 A	
120941	08/25/2026	776 STANDARD AIR & LITE CORP		252.81
		10-2620-432-000-30-00 REPAIRS & MAINT SRVCS EQUIP GHS	252.81	
120942	08/25/2026	2576 SUPERIOR AUTO SUPPLY INC		13.02
		10-2620-432-000-00-00 REPAIRS & MAINT SRVCS EQUIP GROUNDS	13.29	
		10-2620-432-000-00-00 REPAIRS & MAINT SRVCS EQUIP GROUNDS	-0.27	
120943	08/25/2026	3940 MARY C SWIFT		298.60
		10-1110-271-000-00-00 MEDICAL	298.60	
120944	08/25/2026	4876 VERNIER SCIENCE EDUCATION		752.80
		10-1110-610-000-20-13 GEN.SUPPLIES SCIENCE	752.80	
120945	08/25/2026	145 WARD'S NATURAL SCIENCE EST. LLC		683.15
		10-1110-610-000-30-13 GEN.SUPPLIES SCIENCE	683.15	

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CASH ACCT 10-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>	<u>CHECK AMT</u>
TOTAL NUMBER OF CHECKS:			77
			628,845.33
TOTAL NUMBER OF EPAYMENTS:			0
			0.00
TOTAL NUMBER OF UPDATE-ONLYS:			0
			0.00
			<u>628,845.33</u>

CHECK REGISTER FOR 7/2/2026 TO 8/20/2026 & CHECK NUMBERS 0 TO 2147483647

CASH ACCT 50-0101-000-000-00-00

<u>CHECK NUM</u>	<u>CHECK DATE</u>	<u>VENDOR NO / NAME</u>		<u>CHECK AMT</u>
11623	07/28/2026	2699 NUTRITION, INC		31,261.40
		50-3100-571-000-00-00 FOOD SRVC MGT - FOOD COSTS	5,399.86 A	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	7,089.91 A	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	1,121.01 A	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	1,121.01 A	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	8,924.51 A	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	7,661.15 A	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	-56.05 A	
11624	08/20/2026	4638 GREAT LAKES HOTEL SUPPLY		2,303.16
		50-3100-890-000-00-00 MISCELLANEOUS EXPENDITURES	2,303.16	
11625	08/20/2026	2699 NUTRITION, INC		13,595.19
		50-3100-571-000-00-00 FOOD SRVC MGT - FOOD COSTS	-54.33	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	1,551.02	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	1,151.28	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	-57.56	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	1,151.28	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	9,661.70	
		50-3100-572-000-00-00 FOOD SRVC MGT - NON-FOOD COSTS	191.80	
TOTAL NUMBER OF CHECKS:			3	47,159.75
TOTAL NUMBER OF EPAYMENTS:			0	0.00
TOTAL NUMBER OF UPDATE-ONLYS:			0	0.00
				<u>47,159.75</u>



GIRARD SCHOOL DISTRICT

ARMED EVENT SECURITY AGREEMENT

THIS AGREEMENT is made the 24th day of August, 2026 by and between the Board of School Directors of the **GIRARD SCHOOL DISTRICT** (the “School District”) and **JOHN SIMKOVITCH** (hereinafter referred to as “Simkovitch”).

WHEREAS it has been determined that from time to time there is a need for backup and support for the Girard School District School Police Officer to assure the School District has Security Personnel during extra-curricular events held after the school day at the School District; and

WHEREAS, it has been determined that the best method of such back up and support is the appointment of an Armed Event Security Guard; and

WHEREAS, the Board of School Directors of the School District did appoint Simkovitch as an Armed Event Security Guard by Resolution August 24, 2026; and

WHEREAS, the parties have agreed upon certain terms and conditions concerning the appointment and desire to reduce said terms and conditions to writing.

NOW THEREFORE, the parties, intending to be legally bound hereby, and in consideration of the mutual covenants contained herein, agree as follows:

1. Term. The Board in consideration of the promises herein contained, appoints Simkovitch and Simkovitch hereby accepts said appointment as an Armed Event Security Guard for the School District for a term commencing on August 24, 2026 and ending on June 30, 2027.
2. Authority of School District and School District Superintendent. The School District on its own behalf and on behalf of the electors of the School District hereby retains and reserves all powers, rights, authority, duties, and responsibilities conferred upon and invested in it by the laws and the Constitution of the Commonwealth of Pennsylvania save for any power or rights limited by the express terms of the Agreement.
3. Necessary Authorizations/Certifications. Simkovitch agrees to:
 - a) Satisfy the requirements of 24 P.S. §§ 1-111 & 1-111.1 and 23 Pa.C.S.A. § 6344 (relating to employees having contact with children; adoptive and foster parents).
 - b) Exhibit Proof of licensing pursuant to the Uniform Firearms Act.
 - c) Exhibit proof of current Lethal Weapons Certification Card, Act 235.
 - d) Maintain current Driver’s License.
 - e) Provide his own standard firearm and Armed Guard equipment.
4. Training Costs.
 - a) The School District agrees to pay for any costs associated with training

which is mandated by the School District, including First Aid and CPR training.

5. Duties. Simkovitch's duties and responsibilities as an Armed Event Security Guard shall include:

- a) Patrolling the School District buildings and grounds during extra-curricular events or activities occurring after the school day.
- b) Monitoring the conduct of adults, students and others in attendance at the extra-curricular event or activity.
- c) Coordinating with local police, emergency, and social agencies, when needed.

Simkovitch will not have a regular schedule of workdays or hours and may be contacted to appear to perform his duties with little notice, including the day he is needed to work at a School District's extra-curricular event or activity. The School District will attempt to provide as much notice as possible.

6. Compensation and Benefits.

- a) Simkovitch may be asked to work security for School District dances, games, and other School District events at a rate of \$28.00 per hour if requested by the Superintendent.
- b) Compensation shall be made in accordance with the School District's payroll procedures.
- c) Simkovitch understands that he is not entitled to any School District benefits other than those listed in "a" above.
- d) If the Employee is a retired member of the Public School Employees' Retirement System, the following language shall apply:

By entering into this contract, Employee/Annuitant agrees that neither the Employee/Annuitant, nor the Girard School District, shall make any contributions to the Public School Employees' Retirement System or the School Employees' Defined Contribution Plan (collectively, PSERS), on account of any service performed under this contract. Employee/Annuitant further hereby waives all retirement benefits (including, but not limited to, benefits from a Multiple Service election) from PSERS that could arise from service performed under this contract, and hereby releases and holds harmless both the Girard School District and PSERS from any liability for the payment of retirement benefits that could arise from service performed under this contract. This work will be performed primarily outside of regular instructional hours and that the work is not related to instruction of curriculum.

7. Termination.

- a) This Agreement may be terminated prior to the end of the term of this Agreement for the following reasons:

- i. Mutual agreement of the parties.
- ii. Disability of Simkovitch making him unable to perform the essential functions of an Armed Event Security Guard with or without reasonable accommodation.
- iii. Death of Employee.
- iv. Resignation of Simkovitch, in which Simkovitch agrees to provide at least thirty (30) days advance written notice of his resignation.
- v. The School District determines that an Armed Event Security Guard is no longer necessary.
- vi. Causes found for removal found in Section 514 of the Pennsylvania Public School Code of 1949.

8. Modification. This Agreement contains the entire agreement between the parties and may not be changed or altered except in writing with signature of all parties concerned.

9. Severability. If during the term of this Agreement it is found that a specific clause of the Agreement is illegal under federal or state law, the remainder of the Agreement not affected by such ruling shall remain in force.

10. Statutory References. All references to the Pennsylvania Public School Code of 1949 contained herein shall also refer to and incorporate any amendment or recodification of such code.

11. Applicable Law. This Agreement shall be construed in accordance with the laws of the Commonwealth of Pennsylvania.

IN WITNESS WHEREOF and intending to be legally bound hereby, the parties have caused this Agreement to be duly executed the day and year first above written.

GIRARD SCHOOL DISTRICT

John Simkovitch, (Armed Event Security Guard)

Richard Brown, Board President

Date

Date

Jacob Hagmaier, Board Secretary

Date

JOC AGENDA (Thursday, June 25, 2026)

Generated by Misty Dempsey on Wednesday, July 1, 2026

Student Exemplary Dinner

- Student representatives from the SkillsUSA chapter presented a recap of their participation in the 2026 SkillsUSA National Leadership & Skills Conference held in Atlanta, Georgia.
- The Board viewed a presentation highlighting the conference, competitions, and student experiences.
- Students reported that:
 - Approximately 19,000 attendees participated in the national conference.
 - The Career Pathways Showcase team earned a **National Silver Medal** in the Business Management and Technology pathway.
 - The national recognition marks a significant achievement for the Erie County Technical School.
- A student participating in the Immersive Construction Experience reported:
 - Completion of the program.
 - Earning MC3 Worker Health and Safety Awareness and NC3 Hand Tool Identification, Safety, and Usage certifications.
 - Participation in industry tours and networking opportunities with construction professionals.
- Students highlighted educational experiences during the trip, including visits to the Georgia Aquarium, World of Coca-Cola, civil rights historic sites, and other educational attractions.
- The SkillsUSA chapter introduced its newly elected student officer team for the 2026-2027 school year and discussed leadership training and upcoming chapter goals.
- The chapter shared the 2026-2027 SkillsUSA/CTE theme, "**Level Up**," encouraging students to pursue excellence and career readiness.
- Administration recognized the dedication of the students, advisors, instructors, and industry partners whose support contributed to the chapter's continued success and noted the significant growth of the SkillsUSA chapter, increasing from approximately 30 members four years ago to more than 100 members today.
- Students presented commemorative SkillsUSA chapter pins and business cards to Board members, highlighting partnerships with local industry supporters and community networking efforts
- An update was provided on the Heavy Equipment Operations Lab project. Administration reported the lab remains on schedule for completion prior to the start of the school year, with electrical work, painting, and ventilation installation underway.

Work Session

- Administration presented the annual School Safety and Security Report.
- The Board was informed that the school received the following grants:
 - **\$50,000** from the American Welding Society (AWS) Foundation for welding equipment and materials.
 - **\$10,000** from the Home Depot Foundation for tools to support the construction programs.
 - **\$12,500** through the Pennsylvania Math and CTE Project for professional development to strengthen alignment between CTE curriculum and state math standards.
- Administration provided an update on the Perkins Grant, noting funding decreased from **\$364,000 to \$359,000** for the upcoming year.
- An update was provided on the PA Smart Innovation Grant application for the Heavy Equipment program.
- Administration reported on the successful Skilled Trades Summer Camps funded through Mercer, Stanton, and Venango Counties. Camps included construction, electrical, healthcare, emergency protective services, computer programming, and drone piloting.
 - All camps reached capacity shortly after registration opened.
 - Positive feedback was received from students, parents, and instructors.
 - Administration expressed plans to expand the program in future years as funding allows.
- The Board discussed adjusting the instructional schedule by reducing each session by **five minutes** while maintaining the 10:35 a.m. dismissal for participating districts.
- Administration reported that action on the non-member tuition rates will be deferred until the August meeting due to the item being inadvertently omitted from the agenda.
- An update was provided on the continued growth of the Cooperative Education Program, which increased from approximately **75 to 149 students** participating in work-based learning opportunities.

- *Administration discussed plans to provide additional support for the Cooperative Education program through staffing adjustments and expanded coordinator responsibilities.*
- *The proposed Enrollment Engagement Coordinator job description was reviewed to better align staffing resources with enrollment and cooperative education needs.*
- *Administration recognized student achievements, including national SkillsUSA Silver Medalists and scholarship recipients.*
- *Upcoming events and important dates for the start of the 2026-2027 school year were reviewed, including orientation activities and Diggers & Dumpers.*

1. Call to Order

Procedural: A. Moment of Reflection

Procedural: B. Pledge of Allegiance

Procedural: C. Roll Call

Board members present: Mr. McManus, Ms. Turi, Dr. Wise, Mr. Legnasky, Ms. Brink, Mr. Boyd, Mr. Ring, Mr. Gilbert, and Mr. Morvay.

Action: D. Treasurer Nomination

Recommended Action: 1Da: Motion to open Treasurer nomination. 1Db: Motion to close Treasurer nomination.

1Dc: Motion to appoint Treasurer.

Mr. Morvay nominated by Dr. Wise and Ms. Brink

Motion to close nominations by Dr. Wise with second by Ms. Brink

Final resolution - motion carries

Motion to approve Mr. Morvay as treasurer by Mr. Boyd with second by Mr. Legnasky

Final resolution - motion carries

2. Executive Session

3. Amendments

Action: A. NONE

4. Meeting Minutes

Action: A. Meeting Minutes

Recommended Action: Motion to approve the meeting minutes from May 21, 2026 as presented.

Motion moved by Mr. Morvay with second by Mr. Boyd

Final resolution - motion carries

5. Student Accomplishments/Highlights

Information: A. Student Accomplishments/Highlights

Information: B. Exemplary Students - 4th Quarter

6. Guest and Public Comment

7. Important Items Coming to the ECTS

Information: A. Important Items Coming to the ECTS

8. Operations - Old Business

Information: A. 2026-27 Tuition Rates for Non-member Students

9. Operations - New Business

Action: A. Auctioned Items

Recommended Action: Motion to approve the removal of the attached items/equipment from the ECTS property books.

Action: B. Donations

Recommended Action: Motion to accept the donation of 30 DeWalt 4.0 Ah Batteries from Reed Manufacturing to support our CNT, FMT and HEO programs.

Action: C. VISA Limits_2026-2027

Recommended Action: Motion to approve the attached VISA Credit Card limits for the 2026-2027 school year as presented.

Action: D. June Field Trip

Recommended Action: Motion to ratify the CMP FAA Certification field trip on June 3, 2026.

Action: E. PA Cyber Agreement_2026-2027

Recommended Action: Motion to approve the 2026-2027 PA Cyber Agreement.

Action: F. Diligent (BoardDocs) Contract_2026-2027

Recommended Action: Motion to approve the 2026-2027 Contract with Diligent as the organization will continue using BoardDocs for board management.

Action: G. SkillsUSA Advisors

Recommended Action: Motion to approve the SkillsUSA Advisors for 2026-2027 and position 2 for 2025-2026 as listed:

Action: H. Sublease Agreement w.EC3 and NW Tri-County IU5_2026-2027

Recommended Action: Motion to approve the sublease agreement with ECE3 and NW Tri-County IU5 for 2026-2027 School Year.

Action: I. Utica Property Insurance Package_2026-2027

Recommended Action: Motion to approve the Utica Insurance proposal for the 2026-2027 fiscal year, not to exceed a premium amount of \$113,655.

Action: J. PSBA Membership Agreement_2026-2027

Recommended Action: Motion to approve the membership agreement with PSBA for Policy Maintenance services only, as the organization will continue using Diligent (BoardDocs) for board management.

Action: K. Guidance Services Plan_2026-2029

Recommended Action: Motion to approve the ECTS Guidance Services Plan for 2026-2029 as presented.

Action: L. NRG-Direct Energy Agreement - 6 months

Recommended Action: Motion to approve a six-month electricity supply agreement with NRG-Direct Energy, with a fixed-with-cap pricing structure at a rate not to exceed \$0.1047 per kWh.

Action: M. Authorization for Director to Hire

Recommended Action: Motion to Authorize the Director to hire staff for the 2026-2027 fiscal year prior to the August meeting and to hire staff in the event a board meeting is cancelled due to a lack of quorum during the

2026-2027 fiscal year.

Action: N. Instructional Time Change

Recommended Action: Please entertain the motion to approve the Erie County Technical School reducing the Career and Technical Education instructional time in all high school programs to 480 hours annually from 495 hours.

Action: P. Superintendent of Record_2026-2027

Recommended Action: Motion to approve Dr. Matthew Lane as the Superintendent of Record for another term 2026-2027 school year and to be paid a net stipend of \$3,000.

Action: Q. Approve Operations Section of the Agenda

Recommended Action: Motion to approve operations section of the agenda

Motion moved by Ms. Brink with second by Mr. Legnasky

Final resolution - motion carries

10. New Financial Items

Reports: A. Business Manager Report

Reports: B. Treasurer Report

Reports: C. Statement of Activities

Reports: D. Payables

Information, Reports: E. VISA Procurement Card Payment

Action: F. Approval of Financial Items Section of the Agenda

Recommended Action: Motion to approve Financial Items Section of the Agenda

Motion moved by Mr. Boyd with second by Mr. Morvay

Final resolution - motion carries

11. Administrative Services and Human Resources

Information, Reports: A. Administrative Services and Human Resources Report

Action: B. Hiring & Transfers

Recommended Action: Motion to hire Annabelle Plummer as a temporary part-time Summer Help Worker at a rate of \$15 per hour, effective on or about June 22, 2026.

Action: C. Resignations & Retirements

Recommended Action: Motion to approve the resignation request of Brittany Howell as Enrollment & Engagement Coordinator, effective July 1, 2026.

Action: D. Policies

Recommended Action: Motion to advance 1st read Board Policy Revisions as noted in the attached policies.

Motion moved by Ms. Brink with second by Mr. Boyd

Final resolution - motion carries

Action, Information: E. Column Advancement_M. Larson

Recommended Action: Motion to increase Morgan Larson's salary to Column "D" (M) step 4 at the rate of \$47,949, effective at the start of the 2026-2027 school year.

Action: F. Enrollment & Community Engagement Coordinator Job Description Revision

Recommended Action: Motion to approve the revised job description for the Enrollment & Community Engagement Coordinator position.

Motion moved by Mr. Boyd with second by Mr. Morvay

Final resolution - motion carries

Action: G. Approve Administrative Services and Human Resources Section of the Agenda

Recommended Action: Motion to approve Administrative Services and Human Resources Section of the Agenda

Motion moved by Mr. Morvay with second by Ms. Brink

Final resolution - motion carries

12. Reports

Information, Reports: A. Leadership Report - Director & Principal

Reports: B. Superintendent

Reports: C. Solicitor

Action: D. Approval of Reports Section of the Agenda

Recommended Action: Motion to approve the Reports Section of the Agenda

Motion moved by Mr. Legnasky with second by Mr. Boyd

Final resolution - motion carries

13. Supplemental Reports and Information

Information, Reports: A. Facilities Report

Information, Reports: B. Supervisors of CIA & SEWBL

Information, Reports: C. Technology Report

Information, Reports: D. JOC Member Attendance Report

Information, Reports: E. Secondary Program & Transition Program Enrollment Report

Information, Reports: F. Disabled Population

Information, Reports: G. Business Partnership Coordinator Report

Information, Reports: H. Enrollment and Community Engagement Coordinator Report

Information, Reports: I. Career Planning Coordinator Report

Information, Reports: J. RCTC Report

14. Statute-Related Business

Reports: A. Staff Travel > 400 Miles

15. Correspondence

16. Board Actions

17. Adjournment

Action: A. Adjourn

Recommended Action: Motion to adjourn

*Motion moved by Ms. Brink with second by Ms. Turi
Final resolution - motion carries*

18. Reminders

Information: A. Next Meeting Date - August 13, 2026