Curriculum Committee

Thursday, June 1, 2017 4:30 PM
Curriculum Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **Robotics - Scope and Sequence, Maps**
4. **PSAT - Grade 8 Testing Implementation (Discussion Only)**
5. **Words Their Way (Discussion Only)**
6. **PK-2 Handwriting (Discussion Only)**
7. **Grades 9-10 ELA (Discussion Only)**
8. **K-5 Math Update (Discussion Only)**
9. **Grades 6-7 Accelerated Math, Curriculum Maps/Units**
10. **Grades 3-5 Science Maps**
11. **Grades K-2 PE**
12. **Grades 3-5 PE**
13. **Adjournment**

ROBOTICS 1: Grades 9-12 **Total classes: 42-45**

Curriculum Map	Introduction to Engineering and Robotics	Safety Procedures and Organization	Introduction to Design and Construction	Introduction to Robotic Programming	Robot Design and Construction for Competition	Team Competition
Number of Days	8	4	9	8	11	4
Standards (Ex. CCSS, C3, NGSS, etc.)	**~CCSS.ELA-Literacy.RST.11-12.1/12.2/12.7 ~CCSS.ELA-Literacy. CCRA.W.4 HS-ETS1-** **~ENG.11.02 Solve problems using appropriate units in engineering systems. ENG.02 Use the design process to solve problems by creating and refining prototypes CADD.10 Maintain a portfolio to document knowledge, skills, materials and experience in CADD**	**MAN.03.02 Demonstrate the safe and accurate secondary process to create a finished product; forming; separating; combining; assembly; finishing.**		**ENG.07 Identify and demonstrate the use of various software programs used in the engineering field.**	**~ENG.05 Works collaboratively in engineering teams throughout the design process. ~ENG.02.10 Test prototype to defined criteria.**	
Essential Questions	~How are robots used in today's economy? ~What does it mean to be a "problem solver"? ~Why is it important to maintain an	~What are some are some of the accidents that can occur in an unsafe lab environment? ~Why is an organized work facility so important?	~What value is there in following a "Design Process"? ~What are some industries that utilize CAD programming?	~Why is programming a critical part of today's world? ~Why do engineers perform simulations of a product before they begin construction?	~How does collaboration support better engineering? ~How do constraints affect design? ~How do you work through a design process?	~Why is continuous improvement necessary?

	Engineering Notebook?					
Significant Task 1:	~Students will be introduced to the Engineering Design Process through lecture and video presentations. Following this introduction, students will set up an Engineer's Notebook and demonstrate how to effectively format their entries	~Students will learn shop safety and proper tool use through lecture and video presentations. ~Students then will be provided with a task that mandates the use of shop tools as they disassemble a robot and organize the parts appropriately.	~Students will learn about design and function of robotics through lecture, video presentations (such as videos from the Vex Video Trainer), and worksheets. ~Students will work in teams of two as they design a Virtual Robot in a simplified version of CAD software.	~Students will work as individuals and complete a series of programming lessons with a virtual robot in a virtual world. ~Students will then complete a series of individual challenges in the virtual world.	~Students will work in teams of two to design the robot they will bring into the final competition and submit their initial design for evaluation and development. ~After attaining teacher approval, teams will build the base of their robot and program the logic module for a series of designed maneuvers.	~Student teams will engage in a series of competitive events that will be determined by the same rules as entry level local Robotic Competitions (games change annually). ~Time will be allotted for teams to continue improving their design as they perform in each competition.
Significant Task 2:	~Students will design a presentation on "The History of Robotics" ~Students will engage in a problem solving activity utilizing Strategy Based Diagnostics		~Students will then work in teams of two as they construct a Base Bot and perform a series of exercises utilizing a manual controller.	~Students will work in teams of two as they design and build a virtual robot and perform challenges and engage in team competition. ~The competition format is designed for VEX robotics systems (such as Robomatter Robotic Virtual Worlds).	~Students will work in teams as they design mechanisms that will accomplish the tasks incorporated in the Final Competition (i.e. manipulators and lifting mechanisms). ~Teams will submit final proposals that meet competition standards.	
Significant Task 3:					~Student teams will construct, test and improve their competition robot as they prepare for the final challenge.	

ROBOTICS 2: Grades 9-12

Curriculum Map	Introduction to Advanced Robotics	CAD Design for Robotics	Advanced Robotic Systems	Exploration of Robotic Applications	Systems Integration and Final Robot Build	Final Challenge
Number of Days	4	6	8	8	12	6
Standards (Ex. CCSS, C3, NGSS, etc.)		**CADD.07 Create assemblies and views in 3-D format.** **ENG.11.04 Explain the effects of gear ratios.**	**ENG.11 Demonstrate the application of science and math principles to the mechanical engineering process**	**TRAN.02.02 Demonstrate and apply how propulsion, control, guidance, payload, and support systems for various land, water, space, air, and materials handling systems are used in transportation technologies.**		
Essential Questions	~What will be the role of robotics in our future economy? ~What concerns may arise with the increase in automated systems?	~How can CAD be used to optimize design? ~How does a robust structure benefit a design?	~What is modular functionality? ~How can testing improve a final product?	~How can robots operate in different environments?	~How do robots interact within an environment? ~Why must robotics be able to perform a variety of tasks?	~How could robots be used to help society?
Significant Task 1:	~Students will review concepts learned in Robotics I with a real world problem that involves use of a robot. They will determine solutions and present their conclusions to be evaluated by the class.	~Students will work individually on a series of basic robotic component designs in a CAD program set up for use with robotics. Designs will include components that will be incorporated into future team designs.	~Students will learn about drivetrain design systems and advanced programming through lecture and video presentations (such as video from the VEX Video Trainer). ~Students will then design a drivetrain for their final competition robot and draft a proposal.	~Students will work in teams of two as they begin to investigate different types of robots used in today's industry. ~They will then work together as they construct a different type of robotic system that is utilized in today's industry. (such as Sea Perch Underwater Robot).	~Students will work in teams of two to integrate the numerous robotic systems needed for the specific functions they will encounter in the final challenge unit. ~Teams will design, build, test their components and revise as necessary.	~Utilizing the interchangeable drivetrain and systems integration, students will engage in a major challenge that will incorporate numerous robotic functions with a real life situation such as a disaster recovery/search and rescue. ~Teams must accomplish the task within a time limit and under specific parameters.

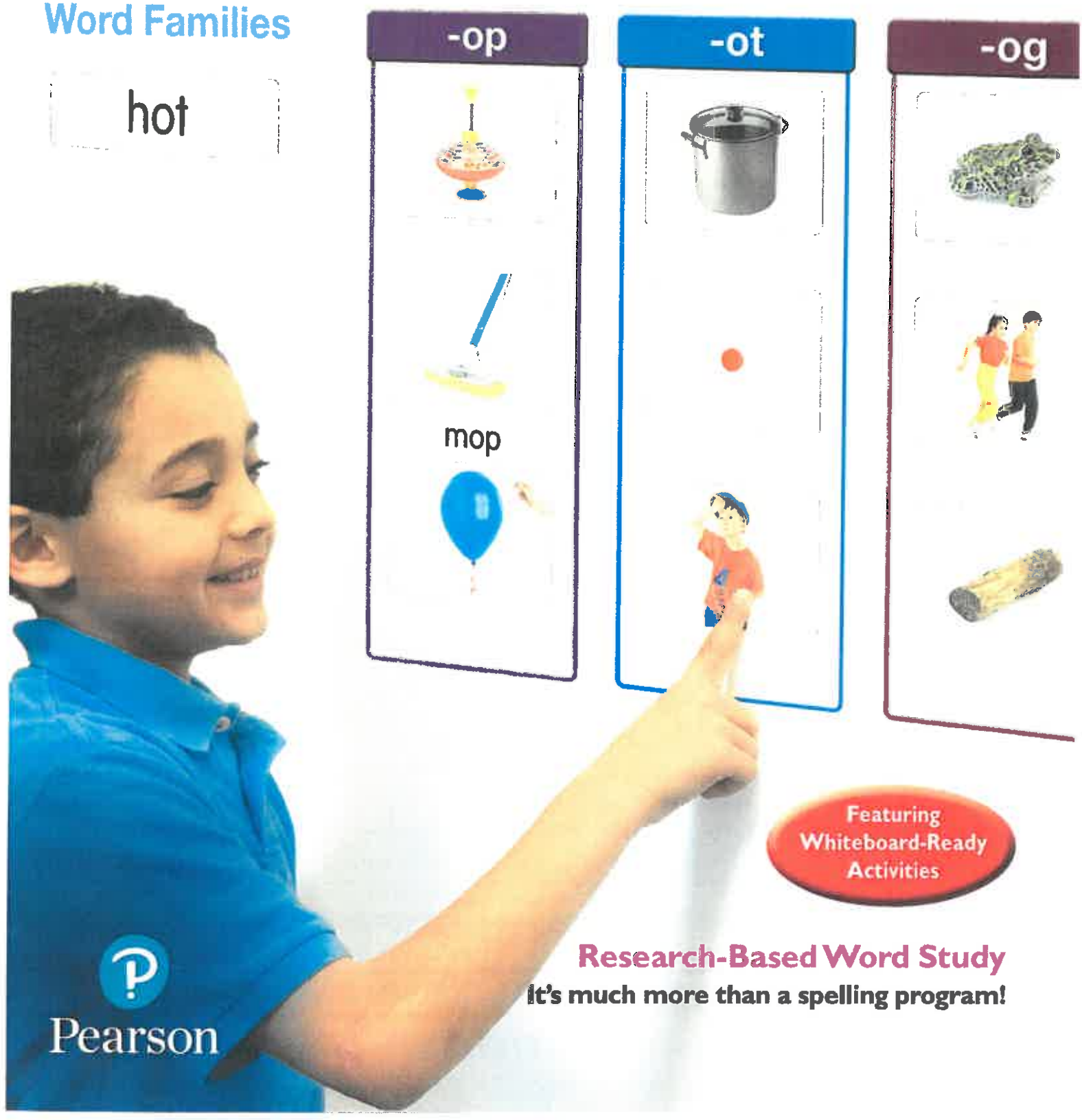
Significant Task 2:		~Students will work in teams of two to design a strong robot base for use in their final competition robot. They will propose their design to the teacher and then use feedback to develop and improve their work. ~Each team will then build the base for their final competitive robot.	~Following teacher approval of their design, students will continue to work in teams to build a modular drivetrain with interchangeable capabilities for various competitive events. The standards for this advanced level competition will mandate a well designed drivetrain and programmed logic module. ~Student teams will then run a series of tests on their design/builds and improve as needed.	~Students will engage in a challenge that involves the type of robot they built. ~Students will work as individuals as they evaluate and summarize the performance of their robot in the challenge.	~ After completing their robot build, student teams will develop a plan that will prepare their team for the final challenge. ~Teams will run a series of specific tests for functionality and assessment (such as a robot maze). ~Utilizing their interchangeable drivetrain, teams will engage in a competitive event that will be determined by the same rules as high level local Robotic Competitions (games change annually).	
Significant Task 3:						

WORDS THEIR WAY®

WORD STUDY IN ACTION • DEVELOPMENTAL MODEL

Word Families

hot



Featuring Whiteboard-Ready Activities

Research-Based Word Study

It's much more than a spelling program!

Pearson

Building Confident Learners, One Sort at a Time

Research-based, Hands-on Approach

Developmental word study is a student-centered, assessment-driven approach to fostering word knowledge that includes the development of phonics, spelling, word recognition, and vocabulary. Using this approach means:

- Recognizing that each student's writing and spelling progresses along a predictable continuum of development.
- Utilizing assessment—through qualitative spelling inventories—to identify a student's spelling stage.
- Differentiated instruction allows students to build word knowledge based on their own development.
- Word study is done as part of a balanced approach to reading, writing, and spelling instruction.

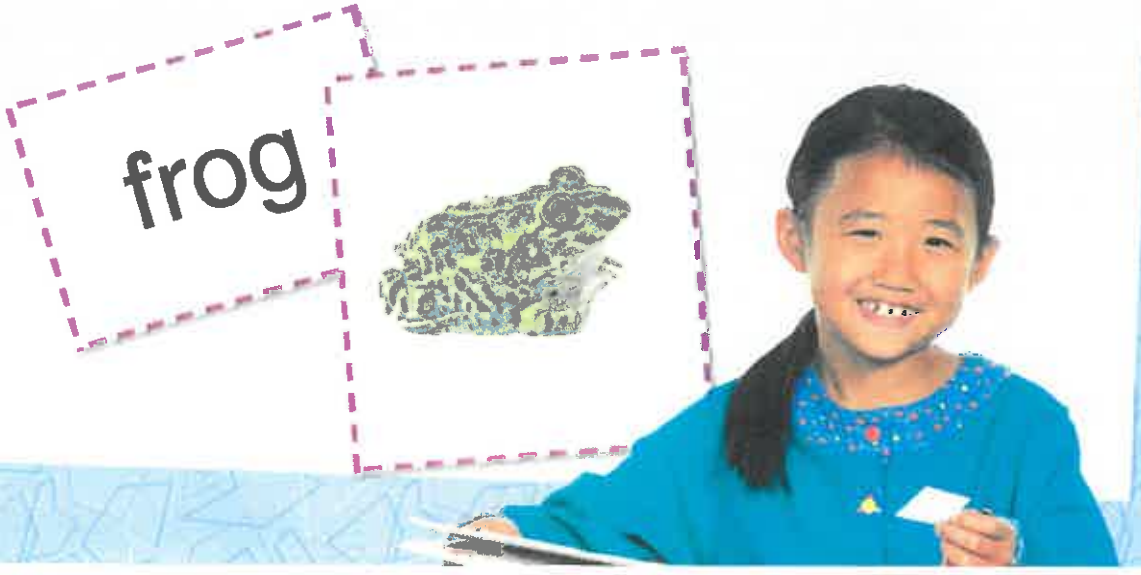
Noted researchers Donald R. Bear, Marcia Invernizzi, Francine Johnston, and Shane Templeton introduced you to word study through Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (Merrill/Prentice Hall). Words Their Way: Word Study in Action, is the official companion, in a ready-to-use format that makes it easy for you to implement word study in your classroom.

Words Their Way: Word Study in Action

At the heart of the program is the **sort** that enhances your students' learning through hands-on experience in comparing and contrasting words by sound and spelling pattern, and categorizing the words by meaning, use, and parts of speech.

The Developmental Model version is uniquely positioned to:

- Ensure students develop essential elements of reading, including phonological awareness, phonics and word recognition, and vocabulary, in just 15-20 minutes a day.
- Provide flexible instruction based on students' spelling stages with an assortment of activities that meet their unique learning needs.
- Engage students in grouping sounds, words, and pictures into specific categories with photographic picture cues and full-color design.
- Help students increase their knowledge of spelling patterns and the meaning of specific words by looking closely at words.
- Support the Common Core State Standards Reading Foundational Skills and Language Standards.
- Reach students at their instructional level to promote effective, personalized learning.



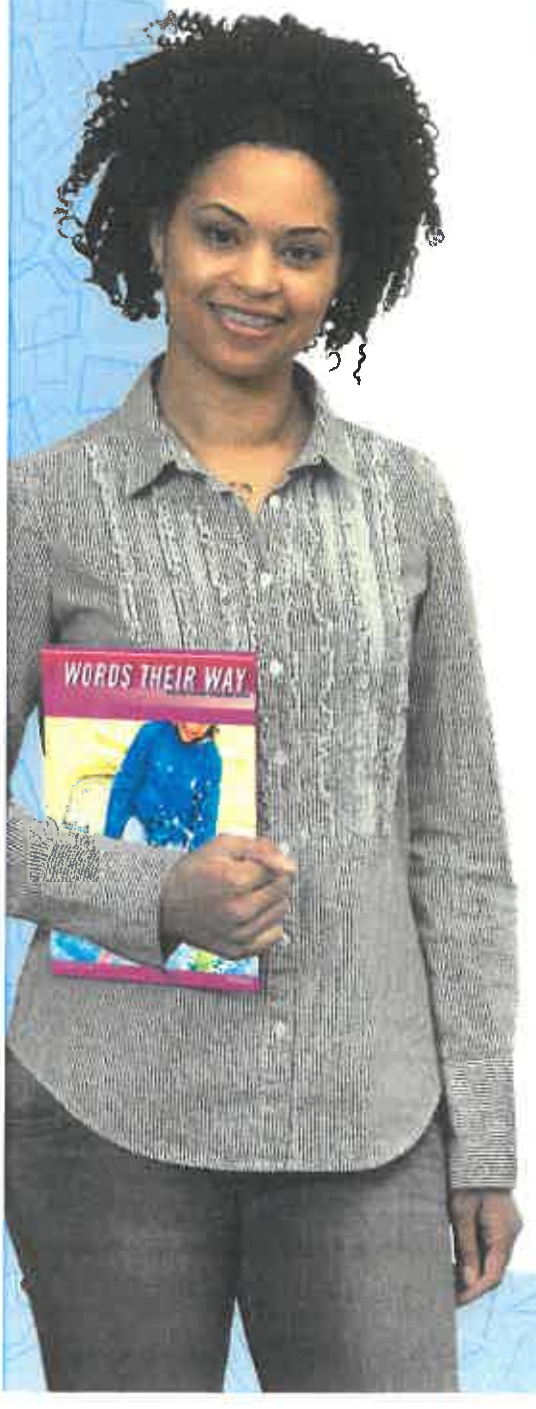
Putting Word Study in Action...

Start with a Spelling Inventory

Qualitative Spelling Inventories, administered similar to spelling tests, are designed to show students' knowledge of key spelling features that relate to the different spelling stages. Based on an analysis of students' spelling, small groups can be formed and appropriate instruction planned. (Qualitative spelling inventories can be found in Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Donald R Bear, et al.)

Placement in Developmental Stages

Students will be placed within one of five developmental stages, which are briefly described below.



Developmental Stage	Students...
Emergent-Early Letter Name	• Neglect to use any sound-symbol correspondence • Represent strongest sounds with a single letter • Have an incomplete knowledge of alphabet
Letter Name	• Apply the alphabet literally using the letter names to spell sounds • Spell phonetically; represent most strong sounds and beginning consonants • Omit most silent letters and preconsonantal nasals
Within Word Pattern	• Correctly spell most single-syllable, short vowel words, beginning consonant diagraphs, and two-letter consonant blends • Attempt to use silent long-vowel markers • Use but confuse long-vowel patterns
Syllables and Affixes	• Connect word knowledge with vocabulary growth • Correctly spell most single-syllable, short- and long-vowel words and high-frequency words • Make errors at syllable juncture points and in unaccented syllables
Derivational Relations	• Connect word knowledge with vocabulary growth • Spell most words correctly • Make errors on low-frequency multisyllabic words derived from Latin and Greek forms

Personalize Learning

Teaching students at their developmental stage ensures they are receiving personalized instruction based on their needs. Word Study in Action provides the flexibility to meet the varied developmental levels in your classroom.

- English language learners. The Teacher Resource Guide offers helpful strategies for the unique learning needs of English language learners.
- Struggling readers. Use assessment to place students at their appropriate developmental stage and find the resources they need to succeed.
- Students with special needs. Varied learning approaches, such as visual and kinesthetic, support students with special needs.
- Home School Connections. Promote family involvement by sharing activities suggested in the sample parent letter found in the Teacher Resource Guide.

...with Assessment, Resources to Meet Individual N

Walk Through a Lesson

The Teacher Guide provides an easy-to-follow lesson plan for each sort. It is important to develop a word study routine with multiple occasions to work with words. Routines will include teacher-directed instruction as well as buddy and independent sorting opportunities. Your routine should be flexible to allow for pacing adjustments. Your routine should also be short—15 to 20 minutes per day and incorporate all components from Words Their Way.

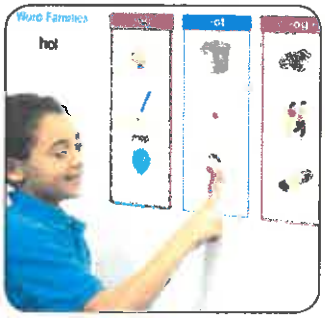
Introduce/Model

Read a Rhyme to Introduce the Sort.



Practice the Sort

Use the Whiteboard Activities to practice the sort.



Short *a* and *ar*

Sort 48

Objectives

- To identify words with short *a* and *ar*
- To identify and sort words with short *a* and *ar*

Materials for Letter Name

- Big Book of Rhymes, "Grand Slam," page 45
- Whiteboard Activities DVD-ROM, Sort 48
- Teacher Resource CD-ROM, Sort 48 and Word Maker Game
- Student Book, pages 189–192
- Words Their Way Library, *A See Star*

Words

a	*ar*	oddball
drag	car	war
crab	far	
rag	farm	
snap	bark	
crash	art	
trap	card	
flag	yard	
brag	dark	
grand	shark	
	jar	

Bonus Words

stand	barn
flap	hard
mash	mark
nag	smart

Introduce/Model *Small Groups*

- **Read a Rhyme** Read "Grand Slam," emphasizing the words that contain short *a* and *ar*. Read the poem again and ask children to raise their hands when they hear a short *a* or *ar* word. Write the words in two columns. Help children understand that the words in each column contain either the short *a* or *ar* sound.
- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort the word cards by vowel sounds. Demonstrate how to sort words by short *a* and *ar*. Point out that *war* is an oddball. Explain that *war* has the *ar* spelling pattern, but not the *ar* vowel sound. Help children sort and explain their sorts.

Practice the Sort *Independent/Partner*

- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into words with short *a* and *ar* and oddball words.
- Have children check and explain their sorts.

Apply *Independent/Partner/Small Groups*

- Read aloud the directions on Student Book p. 192. Have children write short *a* and *ar* words.
- **Game** Allow time for children to play Word Maker, which is on the CD.
- **Little Book** Read *A See Star* with children. Have them identify words with *a*/a/ or *r*-influenced a.

Extend the Sort

Alternative Sort: Ending Letters

Have children re-sort the cards into two categories: words that end with two consonants and words that end with one consonant. After sorting, have children work in pairs, taking turns holding up a card with the other child saying the word.

Vocabulary **Building Vocabulary**

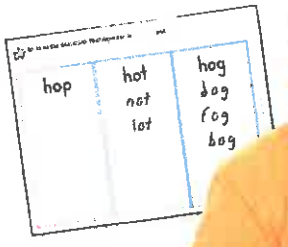
Write the word *bark* on the board. Ask children if they know the meaning of *bark*. Children will probably be familiar with the meaning "loud sound that a dog makes." Explain that *bark* can also mean "thick covering of a stem or tree."

Bonus Words Activity

Ask children to find other words that include short *a* and *ar*. If children need prompting, make suggestions from the Bonus Words list as necessary. Then help children make word cards for these new words. Encourage them to work in pairs or small groups to sort the words into categories.

Monitor Progress **Spell Check 7**

After completing Sort 48, administer Spell Check 7. See pp. 80–81 in this Teacher Resource Guide for instructions.







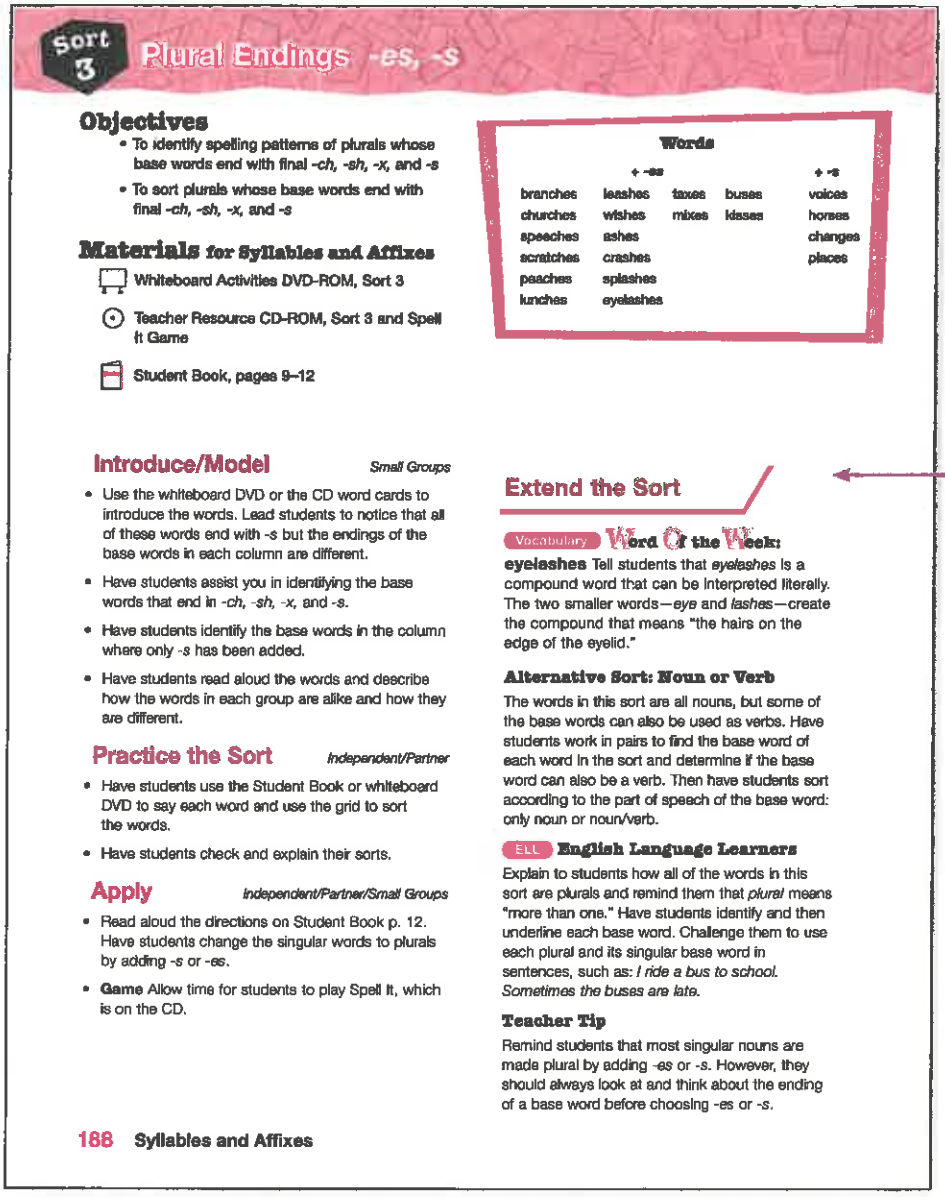
Monitor Progress

Use Spell Checks to monitor students' word study progress after completing a specific area of study.



eeds, and a Routine that Spells Success

A lesson plan from the Letter Name stage is shown below left. The same lesson format applies for Emergent-Early Letter Name and Within Word Pattern sorts. The Syllables and Affixes lesson plan shown below right reflects the same format as lesson plans from Derivational Relations.



Sort 3 Plural Endings *-es, -s*

Objectives

- To identify spelling patterns of plurals whose base words end with final *-ch, -sh, -x,* and *-s*
- To sort plurals whose base words end with final *-ch, -sh, -x,* and *-s*

Materials for Syllables and Affixes

- Whiteboard Activities DVD-ROM, Sort 3
- Teacher Resource CD-ROM, Sort 3 and Spell It Game
- Student Book, pages 9–12

Words

+ -es				+ -s
branches	leashes	taxes	buses	voices
churches	wishes	mixes	kisses	horses
speeches	ashes			changes
scratches	crashes			places
peaches	splashes			
lunches	eyelashes			

Introduce/Model *Small Groups*

- Use the whiteboard DVD or the CD word cards to introduce the words. Lead students to notice that all of these words end with *-s* but the endings of the base words in each column are different.
- Have students assist you in identifying the base words that end in *-ch, -sh, -x,* and *-s*.
- Have students identify the base words in the column where only *-s* has been added.
- Have students read aloud the words and describe how the words in each group are alike and how they are different.

Practice the Sort *Independent/Partner*

- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words.
- Have students check and explain their sorts.

Apply *Independent/Partner/Small Groups*

- Read aloud the directions on Student Book p. 12. Have students change the singular words to plurals by adding *-s* or *-es*.
- **Game** Allow time for students to play Spell It, which is on the CD.

Extend the Sort

Vocabulary **Word of the Week:**
eyelashes Tell students that *eyelashes* is a compound word that can be interpreted literally. The two smaller words—*eye* and *lashes*—create the compound that means "the hairs on the edge of the eyelid."

Alternative Sort: Noun or Verb

The words in this sort are all nouns, but some of the base words can also be used as verbs. Have students work in pairs to find the base word of each word in the sort and determine if the base word can also be a verb. Then have students sort according to the part of speech of the base word: only noun or noun/verb.

ELL **English Language Learners**

Explain to students how all of the words in this sort are plurals and remind them that *plural* means "more than one." Have students identify and then underline each base word. Challenge them to use each plural and its singular base word in sentences, such as: *I ride a bus to school. Sometimes the buses are late.*

Teacher Tip

Remind students that most singular nouns are made plural by adding *-es* or *-s*. However, they should always look at and think about the ending of a base word before choosing *-es* or *-s*.

188 Syllables and Affixes

Extend the Sort

A variety of activities provides students with more practice and reinforcement of the sort generalization.

- Word of the Week
- Building Vocabulary
- Alternative Sort
- Notes for English Language Learners
- Teacher Tips
- Bonus Words

For additional information and to view student exemplars at each developmental stage, please review the Words Their Way Sampler CD or visit **pearsonschool.com/wtw**

All You Need for Word Study Success

Words Their Way: Word Study in Action Developmental Model includes the following materials in a ready-to-use format:

Student Book

This stage-specific consumable book contains resources for each sort, including the picture and/or word cards, grid for sorting, and writing activity.

Big Book of Rhymes

Use these books of rhymes with high-interest, engaging illustrations to introduce many sorts in the Emergent-Early Letter Name, Letter Name, and Within Word Patterns stages.

Teacher Resource Guide

Instructional and content support help you effectively implement and instruct all the stages in Words Their Way.

Teacher Resource CD-ROM

Materials found on the CD can be printed and integrated into the classroom instruction. Resources include picture/word cards for teacher modeling, a variety of games, text from the Big Books, and templates for teacher use.

Whiteboard Activities DVD-ROM

Engage students' visual, auditory and tactile senses using the activities on the DVD. Introduce sorts with the rhymes, practice sorting with the interactive activities, and solidify learning with writing sorts.

Words Their Way Library

Each book features a skill covered in most sorts from the Emergent-Early Letter Name, Letter Name, and Within Word Pattern stages. Each library consists of 6-packs of each title.

Common Core Companion

The Common Core companion includes "The Words Their Way Approach to Word Study and the Common Core State Standards" by Words Their Way author, Shane Templeton, and the Grades K-5 correlation document.

Classroom Starter Packs	
Includes one Teacher Resource Guide, 10 Student Books, Teacher Resource CD, Whiteboard Activities DVD, Big Book of Rhymes included where noted with an *.	
Developmental Model Starter Pack with Common Core Companion	
978-1-4284-3210-9	Emergent-Early Letter Name*
978-1-4284-3211-6	Letter Name*
978-1-4284-3212-3	Within Word Pattern*
978-1-4284-3213-0	Syllables and Affixes
978-1-4284-3214-7	Derivational Relations
Developmental Model Starter Pack	
978-1-4284-3219-2	Emergent-Early Letter Name*
978-1-4284-3220-8	Letter Name*
978-1-4284-3221-5	Within Word Pattern*
978-1-4284-3222-2	Syllables and Affixes
978-1-4284-3223-9	Derivational Relations

Student Books (10-Packs)	
978-1-4284-3136-2	Emergent-Early Letter Name
978-1-4284-3137-9	Letter Name
978-1-4284-3138-6	Within Word Pattern
978-1-4284-3139-3	Syllables and Affixes
978-1-4284-3140-9	Derivational Relations

Words Their Way Libraries	
978-1-4284-3215-4	Emergent-Early Letter Name
978-1-4284-3216-1	Letter Name
978-1-4284-3217-8	Within Word Pattern

Words Their Way 6th Edition Professional Book	
978-0-1339-9633-3	Words Their Way: Word Study for Phonics, Spelling, and Vocabulary Instruction ©2016



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Windsor Public Schools K-2 Handwriting Program

Why do K-2 students need handwriting instruction?

Handwriting is an essential life skill that involves complex integration of several body systems- it is the primary means by which students express, communicate and record ideas (Erhardt & Meade, 2005). Past and current research on handwriting supports the notion that left unaddressed, poor handwriting affects children's academic performance, self-esteem and success at school and in life (Berninger et al., 2006). Handwriting, e.g., using the hand to form letters on a page, is essential in the writing process and can predict the amount and quality of children's written ideas
(Edwards, 2003; Graham, Berninger, Abbott, Abbott, & Whitaker, 1997; Graham, Harris, & Fink, 2000; Jones & Christensen, 1999). Recent neuro research (Berninger, 2006) showed when children were asked to come up with ideas for a composition, the ones with better handwriting exhibited greater neural activation in areas associated with working memory — and increased overall activation in the reading and writing networks.
A few other points:

- Elementary students spend 30% to 60% of the day writing in math, reading, spelling, social studies, and science (Volman, Van Schendel, & Jongmans, 2006).
- Handwriting difficulties do not resolve without intervention - despite this handwriting instruction is on the decline.
- Mechanics of handwriting should be a focus for early grades so that by second grade, attention shifts to the cognitive aspects of writing.

Why "Size Matters Handwriting Program"?

- SMHP is a full curriculum that is also fiscally responsible.
- Easily complements and supplements existing curriculum.
- Promotes printing consistency and competence while enabling children to see their writing as a whole, rather than merely individual letters.
- Reflective of best practices, SMHP employs all the strategies proven most effective in impacting change, including child-centered treatment, multi-sensory input, memorable mnemonics, embedded instruction, self-monitoring, frequent visual cuing, parent/teacher involvement and more.
- Uses straightforward Key Concepts and 'tactile' visuals, children know what they're aiming for and how to get there.
- Puts control in the children's hands, emboldening them to make STAR-WORTHY letters and earn PERFECT SCORES. The result is practically overnight legibility.
- The Size Matters Handwriting Program has been the subject of several efficacy studies, including the largest ever. Two schools— one urban (Massachusetts) and one rural (New York) with two classrooms each in Kindergarten, 1st and 2nd grades, a control group and an intervention group, followed an 8-week protocol. The difference was dramatic and

immediate, showing a clear, measurable and significant advantage ($p<.001$ for legibility, form, alignment and size) for the students involved in SMHP.

WORKING COPY Grade 10 Unit Overview

	1- Many Stories, Many Voices	2- Clash of Cultures and Values	3- And Justice for All?	4- A Question of Truth	5- Crossing Borders
Number of Blocks* *Does not include transition time	16-18	18-20	8-10	16-18	18-20
Essential Questions	1. Why do we tell stories? 2. What is the danger of "the single story"? 3. How can the voice of a character represent the voices of real people? 4. How do I compose and develop a well written literary analysis?	1. Why is it important for people in different cultures to construct narratives about their experiences? 2. How can learning about different cultures and time periods help us to understand the world and to treat people with respect? 3. What exactly is "research" and what makes it valid?	1. What is justice? 2. How can power lead to corruption? 3. How does culture influence people's understanding of power and justice? 4. How does an author persuade an audience to believe an idea?	1. What is truth? 2. What contributes to your understanding of "the truth"? 3. What are the components and qualities of an effective essay of argument?	1. How can literature open our mind to new ways of seeing the world? 2. How do beliefs, ethics or values influence different people's behavior? 3. How do you know you conducted successful and valid research on a topic?
CCSS Writing	W.9-10.1a-e: Argument	W.9-10.7: Research W.9-10.8-9: Research	W.9-10.1a-e: Argument W.9-10.2a-e: Explanatory	W.9-10.1a-e: Argument	W.9-10.1a-e: Argument W.9-10.7: Research W.9-10.8-9: Research
CCSS Reading	RL.9-10.1 Cite strong and thorough textual evidence to analysis of explicit...and inference.	RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over	RI.9-10.1 Cite strong and thorough textual evidence.

	RL .9-10.3 Analyze how the development of characters advances the plot. RL.9-10.5 Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise.	literature from outside the United States, drawing on a wide reading of world literature. RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.7 Analyze various accounts of a subject told in different mediums..	explicitly as well as inferences drawn from the text. RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI./RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI/RL.9-10.4 Determine the meaning of words...analyze the cumulative impact of word choices.	RI 9-10.2/RL 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; Provide an objective summary of the text. RI/RL.9-10.7 Analyze the representation of a subject in two different mediums. RI.9-10.9: Analyze seminal US documents, i.e, UN Universal Declaration of Human Rights.
CCSS Language	L.9-10.2a-c Demonstrate command of the conventions of standard English. L.9-10.3-3a Apply knowledge of language; write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	L.9-10.2a-c Demonstrate command of the conventions of standard English. L.9-10.6 Acquire and use accurately general academic and domain-specific words.	L.9-10.2a-c Demonstrate command of the conventions of standard English. L.9-10.6 Acquire and use accurately general academic and domain-specific words.	L.9-10.1a-b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.4a-d Determine or clarify the meaning of unknown and multiple-meaning words. L.9-10.5a-b Demonstrate understanding of figurative language, word relationships, and nuances.	Review of language standards, as needed.
CCSS Speaking and Listening	SL.9-10.1.a-d Initiate and participate in a range of collaborative	*Continue to develop:* SL.9-10.1.a-d	SL.9-10.3 Evaluate a speaker's point of view...identifying any	SL.9-10.1.a-d Initiate and participate in a range of collaborative	SL.9-10.2 Integrate multiple sources.

	discussions. SL.9-10.2 Integrate multiple sources. SL.9-10.4 Present information, findings, and evidence...such that listeners can follow the line of reasoning.	Initiate and participate in a range of collaborative discussions. SL.9-10.2 Integrate multiple sources. SL.9-10.4 Present information, findings, and evidence...such that listeners can follow the line of reasoning.	fallacious reasoning. SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	discussions.	SL.9-10.5 Make strategic use of digital media in presentation.
Significant Task 1:	Use various forms of annotating to "have a conversation with the text" and to drive student-facilitated discussions. Write 3 types of summaries to capture the points of analysis that classmates raised during the discussions. The types are: (1) a 1-sentence summary of exactly 25 words; (2) a 1-paragraph summary of 4 sentences; (3) A 250- word summary.	Cultural Study Book Clubs: using the text(s): write a series of key line journals that address the big ideas/ essential questions to demonstrate close reading and analysis of texts. Use key line journals to initiate Socratic discussions. (Book clubs can be composed of students who are all reading the same text or students who are reading different texts that are thematically similar.)	Use journaling (***not*** key line, or dialectical) to track, collect, and analyze important lines of text that are relevant to the concepts of justice, power, and corruption. Use the journal for Significant Task 2 and the midterm essay (below).	Use a dialectical journal to track and respond to rhetorical elements in short and long texts. Focus elements of word choice, sentence structure, and how these impact the meaning of the text. Also consider the author's implementation of the Aristotelian Triangle. Consider adding a 3rd column and engage in a debate with your own ideas.	Read and study a/more than one seminal US document related to human rights; create a denotation-connotation poster_that covers: (1) a concrete definition of "human responsibility," (2) 3 visual representations of it, and (3) 3 connections to how it actually looks in our world, and (4) examples of it from text(s).

Significant Task 2:	Using the rapid first draft method, compose multiple versions of the first paragraph of your literary analysis essay (post-assessment); use the groups as a way to generate ideas, workshop, give and receive feedback, etc.	Using the R.A.F.T. or Seven Element Assignment format, analyze a particular point of view or cultural experience reflected in a text from class or personal reading.	Prepare to write the midterm exam essay by creating an outline or preliminary map that begins to explore (1) your definition(s) of the term "justice," (2) the sources from the first three units that you could use to support this definition, and (3) explains how you arrived at the definition. If needed, the teacher can assist students by taking them through a metacognitive exercise as follows: • Gather mental details about how you gained information about "justice," including classroom discussions, research, and conversations with family and friends. • Summarize, in writing, the information and arguments you learned along the way. • Explain your own internal thinking about the topic of "justice."	Using a famous speech as a model- from an iconic orator like Dr. King or President Kennedy, or a fictional character like Hamlet- create a cognitive map that shows the main argument of the speech and corresponding support the speaker uses to justify his/her central claim. On the map, include the following: (1) categorize the support by rhetorical type (e.g., emotional, ethical, logical, etc.) and (2) rate how successfully the speaker persuaded the audience to believe his or her ideas by each piece of support. A class discussion may follow.	Research human rights in various nations through an I-Search process and prepare for the post-assessment, Crossing Borders Portfolio.. Write a 3-level research proposal, including: overview of the topic, what you know about it, and what you hope to learn.
Significant Task 3:	Compose a first draft of the post-assessment essay and engage in a formal peer review cycle.	Research worldwide locations that are suffering from an oppressive government, religion or other societal issue. Compose an annotated bibliography on	N/A	Prepare for a classroom debate based on this statement: In Shakespeare's *Hamlet*, Polonius declares "This above all: to thine own self be true." Therefore, an	N/A

		one location to gather and organize resources that could help answer essential question #2: How can learning about different cultures and time periods help us to understand the world and to treat people with respect?		argument can be made that it is more important to be true to oneself than to other people. Identify sources from text sets studied in this unit or past units before engaging in the debate. Using various rhetorical strategies, plan to persuade others to accept your claim(s) about the statement above.	

	1- Many Stories, Many Voices	2- Clash of Cultures and Values	3- And Justice for All?	4- A Question of Truth	5-Crossing Borders
Unit Assessments	**Pre-Assessment** *CFA 1 Write a 1-page analysis of a short text (or a summer reading book) by addressing essential questions #1 and #2. **Post-Assessment** CFA 1 Explore a character and his/her character development; answer the question: How does the character represent the voice of real people? *The CFA in each unit will be a very quick diagnostic	**Pre-Assessment** CFA 2 Imagine that you are going to write an "attack or defend" response to this controversial thesis statement: "The US should get involved in helping [the place investigated] because our nation has a responsibility to respect and defend all world cultures and people." Create multiple thesis statements that you could use as the central point of this essay. **Post-Assessment** CFA 2	**Pre-Assessment** None **Post-Assessment/Midterm Exam** Write a definition essay to define the word "justice." Integrate/synthesize multiple sources from the first three units of study. Explain how you arrived at your definition.	**Pre-Assessment** CFA 3 Read and analyze a short controversial article related to the unit themes; analyze it for its rhetorical elements, including the claim and how it is delivered to the audience. **Post-Assessment** CFA 3 American essayist and social critic H. L. Mencken (1880—1956) wrote, "The average man does not want to be free. He simply wants to be safe." In a well-written essay of argument, support	**Pre-Assessment** CFA 4 Analyze a seminal US text related to human rights and use it to address the first essential question. **Post-Assessment** CFA 4 Create, edit, revise, and finalize a draft of the "Crossing Borders" portfolio, in which you will address the essential questions. Present the project to the class.

	assessment to measure student performance in the unit's standards; it will mostly contain M/C questions.	Generate several thesis statements to answer essential question #2 (see Significant Task 3). Then, select one thesis statement; use the sources studied in class and those from the bibliography to write an essay in which you answer the essential question.		or refute Mencken's statement. Supporting your position with appropriate evidence from the texts you have read in this unit, previous units, or independently. You can also draw from experience, history, or science.	
Writing and Creating	3 types of summaries Rapid first drafts Peer review cycle Literary analysis-characterization	BI/EQ key line journals Socratic-style discussions R.A.F.T./ Seven Element Assignment Annotated bibliography Thesis statements and EQ Essay	Journal(s) Outline or map Definition with Explanation Essay	Dialectical journal Cognitive map Truth debate Essay of argument	Denotation-connotation poster 3-level research proposal Crossing Borders Portfolio
District/ Building Assessments	STAR Screener PSAT	STAR	Midterm Exam	STAR	Final Exam STAR

WORKING COPY Grade 10 Unit Overview

	1- Many Stories, Many Voices	2- Clash of Cultures and Values	3- And Justice for All?	4- A Question of Truth	5- Crossing Borders
Number of Blocks* *Does not include transition time	16-18	18-20	8-10	16-18	18-20
Essential Questions	1. Why do we tell stories? 2. What is the danger of "the single story"? 3. How can the voice of a character represent the voices of real people? 4. How do I compose and develop a well written literary analysis?	1. Why is it important for people in different cultures to construct narratives about their experiences? 2. How can learning about different cultures and time periods help us to understand the world and to treat people with respect? 3. What exactly is "research" and what makes it valid?	1. What is justice? 2. How can power lead to corruption? 3. How does culture influence people's understanding of power and justice? 4. How does an author persuade an audience to believe an idea?	1. What is truth? 2. What contributes to your understanding of "the truth"? 3. What are the components and qualities of an effective essay of argument?	1. How can literature open our mind to new ways of seeing the world? 2. How do beliefs, ethics or values influence different people's behavior? 3. How do you know you conducted successful and valid research on a topic?
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CCSS Speaking and Listening	SL.9-10.1.a-d Initiate and participate in a range of collaborative	*Continue to develop:* SL.9-10.1.a-d	SL.9-10.3 Evaluate a speaker's point of view...identifying any	SL.9-10.1.a-d Initiate and participate in a range of collaborative	SL.9-10.2 Integrate multiple sources.

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		one location to gather and organize resources that could help answer essential question #2: How can learning about different cultures and time periods help us to understand the world and to treat people with respect?		argument can be made that it is more important to be true to oneself than to other people. Identify sources from text sets studied in this unit or past units before engaging in the debate. Using various rhetorical strategies, plan to persuade others to accept your claim(s) about the statement above.	

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	assessment to measure student performance in the unit's standards; it will mostly contain M/C questions.	Generate several thesis statements to answer essential question #2 (see Significant Task 3). Then, select one thesis statement; use the sources studied in class and those from the bibliography to write an essay in which you answer the essential question.		or refute Mencken's statement. Supporting your position with appropriate evidence from the texts you have read in this unit, previous units, or independently. You can also draw from experience, history, or science.	
Writing and Creating	3 types of summaries Rapid first drafts Peer review cycle Literary analysis-characterization	BI/EQ key line journals Socratic-style discussions R.A.F.T./ Seven Element Assignment Annotated bibliography Thesis statements and EQ Essay	Journal(s) Outline or map Definition with Explanation Essay	Dialectical journal Cognitive map Truth debate Essay of argument	Denotation-connotation poster 3-level research proposal Crossing Borders Portfolio
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Windsor Public Schools
Curriculum Map
Grade 9, English 9, Critical Reading and Writing Foundations, Unit 1
BOE Approved Date: May 2013

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering high school-level reading, writing and communicating skills. Students will read literature and literary non-fiction, or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Grade Level: Grade 9

Course Name: Critical Reading and Writing Foundations

Name of the Unit: Unit 1- From Paint to Print

Length of the Unit: 12-15 Blocks

Purpose of the Unit:

This unit will help students establish an understanding characterization and how it reveals a character's (or author's) values and beliefs. Students will also learn to analyze written texts through the exploration of visual ones. They will demonstrate mastery of the skills in the unit by drafting and finalizing a piece of polished academic writing.

9-10 Common Core State Standards Addressed In the Unit:

RL.1, RL.2, RL. 3, W.1.a-e, W.2.a-e, L.6, SL.1.a-d, SL.4

Essential Questions:

- In what ways do artists and writers employ similar techniques to build theme and character?
- When we analyze visual texts, how do we transfer those skills to studying literary texts?
- How does a an author reveal a character's values and beliefs?
- How do we create clear and cohesive pieces of academic writing?

Big Ideas:

- Artists and writers both give the audience subtle clues (in literature, these are called

"elements") in their texts to build and develop a theme and, if applicable, characters.
- We use a mental scaffold to analyze any text, as we move from its literal level to an analytical one.
- Characters reveal their values and beliefs through actions, dialogue, and the author's descriptions of them.
- We use a formal writing process to create a clear and cohesive piece of writing.

Students Will Know (Concepts):

1. how artists and writers employ similar techniques to "reach" an audience and relay a message,
2. how to recognize the clues or elements of literature that build and develop the themes and characters,
3. the difference between a "surface level" and "deep" understanding of a text,
4. characters' values and beliefs are revealed through the author's specific techniques, and
5. the essential steps to writing a clear and cohesive piece of academic writing.

Students will be able to (Skills):

1. Cite strong and thorough textual evidence.
2. Determine a theme or central idea of a text.
3. Analyze the development of a theme and character.
4. Write effective explanatory and argument texts through the use of a writing process.
5. Acquire and use accurately general academic and domain-specific words.
6. Work with peers to establish the rules for collegial discussion.
7. Propel conversations through questioning.
8. Respond thoughtfully to diverse perspectives.
9. Present information appropriate to task, audience, and purpose.

Unit Vocabulary

actions	close reading	evidence	plot
analysis	description	literal	theme
beliefs	dialogue	text (visual)	thesis
characterization	elements (of lit.)	text (written)	values

Significant Task 1: *Visual Close Reading*

RL.9-10.1 : Cite strong and thorough textual evidence to analysis of explicit...and inference.

RL.9-10.2: Determine a theme or central idea of a text; analyze in detail the development of a theme over the course of the text.
L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases.
W.9-10.2a-e: Write explanatory texts.

*To teach students to read closely and critically, the teacher should use a gradual release model. The Humanities Block Segmentation Guide can be used as a reference.

(S)he should start by posting these guiding questions on the board to create a scaffold that moves from a surface-level analysis to a much deeper one:

1. What do I see?
2. What do I think the artist was trying to tell me through the things I see?
3. Why would the artist want to tell me that?

Additionally, the teacher will post an interesting painting or photograph on the board, in preparation for the class. This painting or photograph should contain characters, expressions, details, backgrounds, etc. Good examples of these types of visual texts include:

- ❑ Manet's "Bar at the Folie Berger" (http://1.bp.blogspot.com/_o93AaY0GzH4/S1yG--77eII/AAAAAAAABbA/aOqFUU3LWQ4/s400/Bar+at+the+Folies-Berg%C3%A8re,+1881-82,+by+%C3%89douard+Manet.jpg)
- ❑ Edward Hopper's "Western Motel" (http://artgallery.yale.edu/collections/objects/52875)
- ❑ Rockwell's "The Problem We All Live With" (http://www.kenney-mencher.com/pic_old/20th_century/rockwell_the_problem_we_all_live_with_1962.jpg)
- ❑ Great Depression Photographs from Life Magazine (http://0.tqn.com/d/history1900s/1/0/a/gd45.gif)
- ❑ Kerry James Marshall's "Untitled" (http://artgallery.yale.edu/sites/default/files/exhibitions/exh_2011_embodied_ag-obj-138261-001-pub.jpg)

The teacher will model how (s)he closely "reads" the painting by answering the guiding questions, *one at a time*. (This is a "think aloud.") The teacher will explain that (s)he begins the process by stating exactly what (s)he sees, in a literal manner. Then, the teacher demonstrates how (s)he analyzes the visual text. The teacher must summarize how the artist uses the details of the visual text to develop and shape a central theme and the characters in the painting or photograph.

Next, small groups of students are assigned visual texts; each group gets a different one. Art cards (check with the library media specialist or online) can be considered as a resource for the teachers to share and distribute. The group must replicate the same process, taking notes of their responses as they progress through it. Then, they informally present their findings to the class. In essence, the group performs its own "think aloud" and shares a new visual text and new analysis.

Finally, a student demonstrates mastery of this close reading strategy by choosing a work of art of

interest using the Windsor High School Library Media Center Tools. The student proceeds by closely analyzing their visual text using the guiding questions. At the conclusion of the process, students complete a Reflection Journal, in which they expand their understanding of Step (3) and determine a central message by deeply considering- Why would the artist want to tell me that? They must provide evidence from the visual text to support their thinking.

Extend/Enrich: Set up a classroom art gallery with students as docents. Invite other classes of students to "tour" the gallery; student docents will provide an analysis and critique of each piece of art for the visitors by writing a descriptive placard for each piece of art, and by talking to the visitors about their findings.

Timeline: 2-3 Blocks

Key vocabulary:

- close reading
- literal
- analysis
- theme
- characterization
- Evidence
- text (visual)

Resources:

Art Cards
Windsor High School Library Media Center Tools

Significant Task 2: *Introduction to Close Reading of a Written Text*

RL.9-10.1 : Cite strong and thorough textual evidence to analysis of explicit...and inference.
RL.9-10.2 : Determine a theme or central idea of a text; analyze in detail the development of a theme over the course of the text.
L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases.
W.9-10.2a-e: Write explanatory texts.

The teacher should replicate Significant Task #1, but instead use a set of written texts instead of paintings. The teacher repeats the same process. Teachers should consider a short story or brief essay as the model texts for the first two segments of this task. If desired, the teacher could choose a portion of a core text instead. The recommended resources that follow can be considered.

Students demonstrates mastery of this close reading strategy by choosing a text from a collection of 4-5 that the teacher provides. Fiction and non-fiction should be made available. The student closely reads and analyzes their text. Students will complete another Reflection Journal, in which they expand their understanding of Step (3) and determine a central message by deeply

considering- Why would the author want to tell me that? They must provide evidence from the text to support their thinking. The teacher should encourage students to develop responses that include reference to theme and characterization.

(The previous Reflection Journal should be used as a model, as the teacher has already graded it and provided feedback about its contents.)

Extend/Enrich: Research authors from a specific time period, or of a specific genre (teacher will provide guidance). Students will create their own text sets from this author or genre to use as the basis for the Significant Task. Essentially, they will select their own texts for the Task; they will discuss justification for their selections with their peers/the class.

Timeline: Approximately 4 Blocks

Key vocabulary:

- close reading
- literal
- analysis
- theme
- characterization
- evidence
- text (written and visual)

Resources:
See: Grade 9 Text List

Significant Task 3: *Character Development through Literary Elements*

RL .9-10.3: Analyze how the development of characters advances the plot.
RL.9-10.1 : Cite strong and thorough textual evidence to analysis of explicit...and inference.
L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases.
SL.9-10.1a-d: Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed; propel conversations by posing and responding to questions and respond thoughtfully to diverse perspectives.
SL.9-10.4 Present information….appropriate to audience, purpose, and task.
W.9-10.1a-e: Write an essay of argument.

The teacher will show students how the act of close reading can focus on a specific, narrow aspect of a text: how the literary elements in a text help to develop a character.

The teacher introduces another model text- short story, brief essay, or portion of a core text- to conduct a "think aloud" about how description, actions, and dialogue contribute to character development. Again, the teacher should focus on these literary elements (and any other that (s)he would like to integrate into the model:

- ❑ the author's description(s) of the character
- ❑ the character's action
- ❑ the character's dialogue

The students should be given an opportunity to practice these types of annotations using their own texts. Then, during a whole class debrief or Socratic Circle (see: Socratic Circles by Matt Copeland) discussion, students will discuss the following questions:

1. What did you learn about the ways that authors create characters and help to define their values and beliefs?
2. How does a character's values and beliefs help drive the plot of a text?
3. What advice would you give an author, so that (s)he creates characters that seem real?

The students should take notes of any interesting points that arise during the discussion. Students will then write a mini-analysis essay to answer the question: How do authors reveal a character's values and beliefs, and how to does the character's development help drive the plot of the text? The essay should include firm support for a thesis. The teacher will need to review the methods for writing opening paragraphs, including how to formulate thesis statements, before students begin the mini-essay. Also, additional planning and brainstorming may be needed. 5 Level Rubric

Extend/Enrich: Students will select a "character" from Significant Task #1 (from a piece of art). They will then create a short story or comic book in which they develop that character's values and beliefs by employing the elements of description, dialogue, and actions. Essentially, they will create a written text from a visual one. 5 Level Rubric

Timeline: 6-7 Blocks

Key vocabulary:

- close reading
- characterization
- dialogue
- description
- actions
- plot
- values
- beliefs
- thesis statement
- evidence

Recommended Resources:
See: Grade 9 Text List

Common Learning Experiences:

- Apply WHS reading strategies: clear task parameters, text sets, networked words, and peer-to-peer dialogue.
- Read a choice book during the unit.
- Keep a reader's notebook.

- Begin creating a yearlong writing portfolio.
- Engage in book talks and/or literature circles.
- Read and/or write daily.
- Answer text-dependent critical thinking questions.
- Take part in differentiated small group instructional sessions to build literacy skills.
- Discuss and explore essential questions.

Common Assessments:

Unit Pre-Assessment (Summer Reading):

Use a summer reading text or one provided by the teacher to answer EQ #1 with some scaffolding (students will be given a list of elements from which to choose). 5 Level Rubric

Unit Post-Assessment:

Choose one of the post-assessment options; all should involve multiple drafts and the peer review process. 5 Level Rubric

1. Write an expanded mini-essay from Task 3.
2. Design the cover of a graphic novel derived from a text with a "review page" that includes an analysis of characterization and plot.
3. Use a movie or show as the basis for answering EQ #3 (values and beliefs).

STAR360 Assessment

Take the STAR360 reading test according to the District Assessment Calendar.

Teacher Notes:

Recommended Resources:
Note—Many short stories are available on audio CD using the Elements of Literature (Third Course) anthology supplementary materials. They may also be printed for annotation using the One-Stop Planner CD available in the same collection.

Art

Manet's "Bar at the Folie Berger" (http://1.bp.blogspot.com/_o93AaY0GzH4/S1yG--77eII/AAAAAAAABbA/aOqFUU3LWQ4/s400/Bar+at+the+Folies-Berg%C3%A8re,+1881-82,+by+%C3%89douard+Manet.jpg)
Edward Hopper's "Western Motel" (http://artgallery.yale.edu/collections/objects/52875)
Rockwell's "The Problem We All Live With" (http://www.kenney-mencher.com/pic_old/20th_century/rockwell_the_problem_we_all_live_with_1962.jpg)
Great Depression Photographs from Life Magazine

(http://0.tqn.com/d/history1900s/1/0/a/gd45.gif)
Kerry James Marshall's "Untitled"
(http://artgallery.yale.edu/sites/default/files/exhibitions/exh_2011_embodied_ag-obj-138261-001-pub.jpg)

Texts

See: Grade 9 Text List

Other

Art Cards
Windsor High School Library Media Center Tools

Windsor Public Schools
Curriculum Map
Grade 9, English 9, Unit 2, Critical Reading and Writing Foundations
BOE Approved Date: May 2013

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering high school-level reading, writing and communicating skills. Students will read literature and literary non-fiction, or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Grade Level: Grade 9

Course Name: Critical Reading and Writing Foundations

Name of the Unit: Unit 2- Windows to Within

Length of the Unit: 12 Blocks

Purpose of the Unit:

The unit will focus on the idea that fictional characters can reflect the experiences of real people. Students will become skilled at engaging in Socratic seminars, and peer review processes to foster critical thinking and inquiry. To demonstrate their understanding of the unit skills and concerts, students will compose both explanatory and argumentative texts.

9-10 Common Core State Standards Addressed In The Unit:

RL.1, RL.2, RL. 3, W.1.a-e, W.2.a-e, L.1.a-b, L.3.a, SL.1.a-d, SL.4

Essential Questions:

- How can fictional characters be a window to understanding ourselves?
- How does the purpose and audience influence the format of our writing?
- How can we use evaluation and reflection to improve our writing?

Big Ideas:

- Fictional character's actions, thoughts, and decisions mirror our own selves which can help develop our ability to self-reflect.

- Literature can help us to understand that age is not necessarily a sign of maturity.
- Writers have a distinct purpose for writing and they format their text to best deliver their message to a particular audience.
- Writing is a reflective process that allows us to continually improve our drafts, as we consider the strengths and weaknesses of our composition.

Students Will Know (Concepts):

1. People share similar milestones in their maturation process.
2. One's personality and character are determined by his/her reactions to life events.
3. The method by which individuals mature is a function of the historical time period, specific culture, economic environment, and/or personal characteristics.
4. An author's choices of format is determined by the purpose and audience of the work
5. Good writing is an ongoing process which requires the author to revisit and reevaluate his/her work

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Students will be able to (Skills):

1. Write effective explanatory and argument texts through the use of a writing process.
2. Cite strong and thorough textual evidence.
3. Determine a theme or central idea of a text.
4. Analyze the development of a theme and character.
5. Demonstrate command of conventions of standard English grammar.
6. Propel conversations through questioning.
7. Present information appropriate to task, audience, and purpose.
8. Respond thoughtfully to diverse perspectives
9. Work with peers to establish the rules for collegial discussion.

Unit Vocabulary

audience	drafts	misconception	revision
debate	editing	open-ended questions	Socratic seminar
development	elaboration	peer review	theme
dialogue	evidence	purpose	thesis

Significant Task 1: *Introduction to Socratic Circles*

RL.9-10.1 : Cite strong and thorough textual evidence to analysis of explicit...and inference.
RL.9-10.3: Analyze how the development of characters advances the plot.
L.9-10.1a-b: Demonstrate command of conventions of standard English grammar and usage when speaking and listening.

SL.9-10.1a-d: Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed; propel conversations by posing and responding to questions and respond thoughtfully to diverse perspectives.
SL.9-10.4: Present information….appropriate to audience, purpose, and task.
W.9-10.2a-e: Write explanatory text.

STEP 1

Building from Unit 1 and students' understanding of close reading, the teacher will introduce Socratic Circles (also called "Socratic Seminar") as a way to "dig deeper" into a text or controversial issue. Using the work of Matt Copeland, the teacher must first introduce the concepts and ideas necessary to facilitate the Seminar. The teacher must provide a way for students to see a Socratic Seminar "in action." Videos are available on YouTube, Teacher Tube, and Vimeo. Teachers can even make their own videos of exemplary Seminars and use them in the future. These links may prove helpful:

- ❑ Socratic Seminar Sample Video: http://www.youtube.com/watch?v=j5zsBZgTcCc
- ❑ Socratic Seminar Sample Video: http://www.youtube.com/watch?v=nwwdQjVuQDs
- ❑ Socratic Seminar Sample Video: http://www.youtube.com/watch?v=JHPoPyizSEU

The teacher will use a gradual release model that begins with direct instruction to teach the differences between dialogue and debate. (See: Copeland, p. 47.) The teacher will provide a series of controversial statements and staged responses to each statement. Some of the responses will be designed to encourage dialogue, while others will encourage debate. For example:

- ❑ Controversial Statement: One should be considered an adult at age 14.
- ❑ Staged Response (Debate): 14 year-old people make foolish decisions.
- ❑ Staged Response (Dialogue): How is a 14 year-old different from an 18 year-old?

Students should be asked to identify the response as dialogue or debate, and explain their reasoning. The teacher should encourage students to engage in dialogue during a Socratic Seminar, not debate (although debate will organically occur, at times).

STEP 2

The teacher will lead the whole class in practice Socratic Circle that will begin with creating great questions and engaging in dialogue- not debate- about them. In a whole class configuration, students will read and annotate a short, but meaningful piece of text. (This could be a text sample from pp. 52-3 of the Copeland work, or the teacher could choose a segment of an anchor text or an excerpt from a text within the classroom library.)

The class will work together to write 2-3 "Good Thinking Questions." Students will select 1-2 of their questions, and will set up and conduct a Socratic Seminar. After the practice seminar has concluded, teacher will lead a "debriefing" session, asking students to identify what went well and what needs works. If necessary, students will watch the video again and make comparisons between their performance and that of the class on the video.

STEP 3

The teacher will assign a text to groups of 4-5 students. The selected text must address decisions made by the characters or people as they show maturation from childhood to adulthood. First, students should independently read the text closely, practicing the skills they learned in Unit 1. Then, the students will work together to generate questions that will be used during the seminar. Students will conduct a whole class Socratic Seminar. They should take notes during the seminar, either on paper or an electronic device. This will assist them in completing the Mini-Essential Question Essay (Significant Task 2). The 5-Level Rubric can be used.

STEP 4

Students must complete a Socratic Seminar Reflection Journal (Figure 8.7 in Matt Copeland's *Socratic Circles* text) of approximately one page. The journal requires students to respond to one or more of these reading "triggers" that will allow them to reflect on the unit concepts (see: *Engaging Ideas* by John Bean, p. 174):

- ❑ Before I read this section of the text and engaged in the Socratic Seminar, I believed…but now, I know…because…
- ❑ After I finished reading the text and engaging in the Socratic Seminar, other people wanted me to believe…but now I think…because…
- ❑ The author and my classmates- during Socratic Seminar- were not successful in changing my view about…because…

Extend/Enrich: Journals can take the form of a "mini-essay," in which students write a concrete position statement, and add much greater elaboration and development. The teacher will grade the journals using *one* specific area of the 5-Level Rubric. The teacher will provide feedback for each journal and may meet with students for writing conferences to discuss student writing outcomes.

Timeline: 5-6 Blocks

Key vocabulary:

- dialogue
- debate
- open-ended questions
- Socratic Seminar or Socratic Circle
- elaboration
- evidence

Resources:

See: Grade 9 Text List
Strategy Guide: Socratic Seminars (Read/Write/Think)
Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*.Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)

Significant Task 2: *Mini-Essential Question Essay*

RL.9-10.1 : Cite strong and thorough textual evidence to analysis of explicit...and inference.
RL. 9-10.2: Analyze the development of a theme over the course of a text.
W.9-10.2a-e:Write explanatory texts.
L.9-10.1a-b: Demonstrate command of conventions of standard English grammar and usage when speaking and listening.
W.9-10.1a-e: Write an essay of argument.

The teacher should review methods for writing thesis statements and opening paragraphs; (s)he should also provide guidance on writing concluding paragraphs. Students will write a Mini-Essential Question Essay that reflects on the socratic seminar process and the essential question, as follows: How can fictional characters be a window to understanding ourselves? In their response they must use textual support and information gathered during the Seminar to answer the following essential questions. 5-Level Rubric

Extend/Enrich: As an extension and/or enrichment students can create their own Essential Question for the unit. Once the question has been created and approved by the teacher, the student can answer the essential question or the teacher can pair students and have them answer their peer's essential question.

Timeline: Duration of the Unit

Key vocabulary:

- dialogue
- Debate
- open-ended questions
- Socratic Seminar
- thesis statement
- elaboration
- development
- multiple drafts
- revision
- peer review

Resources:

See: Grade 9 Text List

Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*.Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)

Significant Task 3: *Guided Peer Review*

RL.9-10.1 : Cite strong and thorough textual evidence to analysis of explicit...and inference.
RL. 9-10.2: Analyze the development of a theme over the course of a text.
RL. 9-10.3: Analyze how the development of characters advances the plot..

L. 9-10.3.3a: Apply knowledge of language and edit work so it conforms to MLA guidelines
L.9-10.1a-b: Demonstrate command of conventions of standard English grammar and usage when speaking and listening.

The teacher should assess students' competence of the peer review process. They can use a survey, discussion prompt, or any other method. The teacher can also lead a discussion on the value/meaning/purpose of peer evaluation. After the initial step, the teacher will lead the class to create a list of "norms" that they agree to "live by" when they are involved in peer review of work. The norms should be posted and visible to all students in the classroom.
This conversation may begin with this question: *How do we establish and maintain good relationships while we work with other people?* An appropriate follow-up question could be: *How do we address problems when we work with other people?*

Using an appropriate peer review protocol the teacher will model the procedure for evaluating student work in a peer review setting.

Some options for formal peer review protocols are:

- ATLAS (from *School Reform Initiative*)
- Writer's Blogs (from NCTE's *Read Think Write*)
- AP-Inspired Feedback Rubric (from *International Literacy Association*'s Journal of Adolescent and Adult Literacy)
- Hunter College Writing Checklist Questions (Hunter College RWC)

The teacher can use a journal entry that was created for Significant Task #2, redacting the student's name for purposes of anonymity. The teacher should emphasize the importance of providing feedback that the student can use to improve his/her writing. The teacher may ask students, *What type of feedback will help another person improve his/her writing?* Then, student pairs will utilize a peer review protocol while the teacher roams the room and "checks in" with each pair. After completing the protocol, the student pairs will conference with each other to provide verbal feedback. This procedure can be repeated as often as the teacher deems appropriate.

Extend/Enrich: Students or the whole class can create their own peer review protocol. The protocol can be adopted by the class for future use.

Timeline: 2 – 3 Blocks

Key vocabulary:
- peer evaluation
- purpose
- audience
- editing
- revision
- elaboration
- evidence

Resources:
McGraw-Hill Writing Assessment and Evaluation Rubrics
Peer Review Protocols (see above)

Common Learning Experiences:

- Practice writing clear, detailed, and "supportable" thesis statements
- Learn how to develop and essay with balanced ideas and support
- Read and critique samples/models of student writing and/or professional writing
- Engage in writer's workshops and writing conferences
- Write multiple drafts
- Participate in book talks
- Read and/or write daily
- Read independent/choice texts

Common Assessments:

Unit Pre-Assessment: N/A

Unit Post-Assessment(s):

Students will write a "Take a Stance Essay," which should incorporate multiple drafts and the peer review process. The teacher may need to scaffold the assessments by providing class time for brainstorming and preparation. The teacher should grade the assignment using the 5-Level Rubric.

Students must support or refute this statement: *Literature is a reflection of our true selves.* They must use their knowledge from the texts they read during Unit 2 and the Socratic Seminar discussions to support a stance. Students must be encouraged to take a very strong position and to use persuasive language to successfully complete this assessment.

Teacher Notes:

Texts

See: Grade 9 Text List

Teacher Resources

Bean, John. Engaging Ideas: The Professor's Guide to Integrating Critical Thinking, and Active Learning in the Classroom.Wiley: 2011. (ISBN 0470532904)

Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School.*Portland:Stenhouse Publishers.2005. (ISBN 1-57110-394-5)

Other

Strategy Guide: Socratic Seminars (Read/Write/Think)
McGraw-Hill Writing Assessment and Evaluation Rubrics
Socratic Seminar Sample Video: http://www.youtube.com/watch?v=j5zsBZgTcCc
Socratic Seminar Sample Video: http://www.youtube.com/watch?v=nwwdQjVuQDs
Socratic Seminar Sample Video: http://www.youtube.com/watch?v=JHPoPyizSEU
Peer Review Protocols (see list within document)

Windsor Public Schools
Curriculum Map
Grade 9, English 9, Critical Reading and Writing Foundations, Unit 3
BOE Approved Date: May 2013

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering high school-level reading, writing and communicating skills. Students will read literature and literary non-fiction, or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Grade Level: Grade 9

Course Name: Critical Reading and Writing Foundations

Name of the Unit: Unit 3- The Search for Utopia

Length of the Unit: 24 blocks

Purpose of the Unit:

The purpose of this unit is to introduce students to the genre of dystopian literature. Emphasis will be placed on applying the concepts and ideas they have learned throughout the year to determine how authors use literature to convey an overall message. Focus during the unit will be on the attempts of human beings to create a perfect society and on the role of human nature in the success or failure of these societies.

9-10 Common Core State Standards Addressed In The Unit:

RL.1, RL.2, RI .2, RI.8, W 7-9a-b, W.1a-e, L.2 a-c., SL. 2, SL. 3.

Essential Questions:

- What are the qualities of a utopia (how do you define it)?
- Why do human beings seek to create and live in utopian societies?
- How do I determine the types of resources I should use to produce a specific text?
- How do I know my information is reliable?

Big Ideas:

- Humans seek to create and live in a utopia for comfort, security, and to manage conflict

and create order.

- One person's utopia can be another person's dystopia.
- Different types of resources provide different types of information.
- An author's personal bias affects the reliability of the information he/she presents.

Students Will Know (Concepts):

1. Human beings seek order in their environment.
2. The differences among human beings make it difficult to design the ideal society
3. Meaningful research requires the use of multiple relevant resources;
4. Careful evaluation of resources requires the researcher to identify and consider author bias.

Students will be able to (Skills):

1. Cite strong and thorough textual evidence.
2. Determine and analyze the theme of a work of literature.
3. Analyze an author's craft in developing a theme.
4. Provide an objective summary
5. Conduct a research project.
6. Evaluate the validity of research sources.
7. Develop and deliver oral presentations, utilizing multiple reference sources.
8. Evaluate and assess an oral presentation.
9. Work effectively within various group configurations.

Unit Vocabulary

annotated bibliography	evaluation	research question
credibility	evidence	utopia
database	MLA citation	validity
dystopia	reliability	website

Significant Task 1: *Research Questions Related to Real-Life Utopian Experimental Societies with Annotated Bibliography*

RI.9-10.8: Delineate and evaluate the argument in .a text...assessing whether the reasoning is valid
SL 9-10.2 : Evaluate the credibility and accuracy of diverse sources
SL 9-10.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence

Teacher will model what a "good" research question looks like for students. Students and teacher can evaluate different research questions and create criteria that is required to have a good research question.

Once students understand the criterion needed for a good research questions, students will design research questions related to "Real-Life" Utopian societies. The number of questions can be determined by the teacher.

Once questions are approved, students will work in groups to research a real-life utopian society. Some suggested societies include:

- ❑ Brook Farm
- ❑ Oneida Community
- ❑ Harmony Society
- ❑ The Farm
- ❑ Twin Oaks Community
- ❑ Sabbathday Lake

Note: Information on additional experimental utopian societies can be found on the Yale Library Website.

Teachers will model how to create an annotated bibliography. (The teacher and students will collaborate to identify sites deemed appropriate for their research; these will be documented in an annotated bibliography.) Students will create an annotated bibliography using the websites they found in order to answer their research questions. The research questions will be answered in detail in Significant Task #2.

Extend/Enrich: N/A

Timeline: 4-6 Blocks

Key vocabulary:

- utopia
- annotated bibliography
- database
- website
- validity
- reliability
- MLA citation format

Resources:
See: Grade 9 Text List
Yale Library Website
EasyBib.com

Significant Task 2: *Presentation of Utopian Societies*

RI.9-10.1: Cite strong and thorough textual evidence **W.9-10.7-9a-b**: Conduct and write Research texts **L.9-10.2a-c:** Demonstrate command of conventions of English capitalizations, punctuation, and spelling **SL 9-10.3** :Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence

The teacher will form research groups, so teams of students can answer their research questions related to utopian societies. They will continue to work within their groups to create a presentation that addresses the questions presented in Significant Task #1 using a digital media platform.

Before the presentation of material, students will create a rubric that measures the effectiveness of the presentation. The teacher can lead a discussion on what the students feel makes a "good" presentation. There should be multiple measures or indicators that determine the effectiveness of the presentation.

Students will present their product to the class while the audience evaluates the students based on the rubric that was created. Students should provide feedback to their classmates.

Extend/Enrich: N/A

Timeline: 6-8 Blocks

Key vocabulary:

- utopia
- dystopia
- evaluation

Significant Task 3: *Synthesis Essay Draft*

W.9-10.1a-e: Write argument **RI.9-10.1**:Cite strong and thorough textual evidence **RI 9-10.2/RL 9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details **L.9-10.2a-c:**Demonstrate command of conventions of English capitalizations, punctuation, and spelling

Teacher will lead students through a deep-reading of a text using the strategies introduced in previous units. Students should pay attention to the different characteristics of a utopia/dystopia society as they read and keep a journal or other note-taking system to record their findings. (The grouping options below allow for students to collaboratively engage in the reading of their texts and the planning for the synthesis essay.)

- ❑ ***Option 1***- The whole class reads a single text. The teacher provides ongoing mini-lessons to assist students in focusing their close reading around specific segments of the text and certain features of it that must be studied thoroughly to understand the unit's essential questions.

- ❑ ***Option 2***- Medium-sized groups of 5-6 read different texts (literature circles). The teacher initially provides options for the students to choose from 5-6 texts that apply to the unit's themes. Students pick the text they want to read. Students who choose the same text from a group that can be used as a support mechanism or a mini-discussion forum. The teacher still provides ongoing mini-lessons to assist students in focusing their close reading around specific segments of text and certain features of it that must be studied thoroughly to understand the unit's essential questions.

- ❑ ***Option 3***- Individual students read different texts. Students pick the text they want to read. Small groups of students may read the same text, but this is not required. The teacher still provides ongoing mini-lessons to assist students in focusing their close reading around specific segments of text and certain features of it that must be studied thoroughly to understand the unit's essential questions.

Two Synthesis Essay Options:

Utopia on Earth

Once students have concluded with their reading they will write the first draft of a synthesis essay on the topic "Utopia on Earth". The focus question is "Could a utopia actually exist?". Students will be required to incorporate opinions and research into their essays.

OR

Build your own Utopia

Students will synthesize all information from their readings and research and create their own utopia. Students should determine what criteria is needed to create a perfect society based on the novel and research, then write their own utopia based on their findings.

Both essays will be evaluated on the 5-Level Rubric.

Timeline: Ongoing throughout unit

Extend/Enrich: N/A

Key Vocabulary:
- Evaluation
- Utopia
- Dystopia
- MLA Citation

Resources:
See Grade 9 Text List

Daniels, Harvey and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann. 2004.

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York ME: Stenhouse Publishers. 1994.

Common Learning Experiences:

- View and assess peer presentations
- Discuss and explore essential questions
- Present information related to a purpose
- Engage in book/talks or literature circles
- View clips or film that depicts a dystopian society

Common Assessments

Unit Pre-Assessment

As part of the research work, students will be assessed on their ability to evaluate websites, including the elimination of clearly inappropriate sources. The teacher will present the students with several (3) sources of varying degrees of credibility and will have students use the Website Evaluation Checklist as the basis for assessing each one (this is one example of a website checklist; others are available online).

Unit Post-Assessment

Students will write a published draft of the Significant Task #3 essay. The 5-level Rubric will be used to assess students writing. Teachers can choose to lead the students through the writing process.

STAR360 Assessment

Teacher Notes:

Texts

See: Grade 9 List

Teacher Resources

Daniels, Harvey and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann. 2004.

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York ME: Stenhouse Publishers. 1994.

Other

Website Evaluation Checklist
5-level Rubric
Yale Library Website
EasyBib.com

Windsor Public Schools
Curriculum Map
Grade 9, English 9, Critical Reading and Writing Foundations, Unit 4
BOE Approved Date: May 2013

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering high school-level reading, writing and communicating skills. Students will read literature and literary non-fiction, or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Grade Level: Grade 9

Course Name: Critical Reading and Writing Foundations

Name of the Unit: Unit 4- Heroes and Courage

Length of the Unit: 18 blocks

Purpose of the Unit:

Students will define the concept of the "hero's journey" and become familiar with the archetypal pattern of the hero's journey and be able to explore this pattern in pieces of literature. They will also consider how real people can be heroes. To demonstrate an understanding of their knowledge, students will be required to create their own myth.

9-10 Common Core State Standards Addressed In The Unit:

RL.5, RL.6, RL.7, RI.3, RI.5,W. 3, SL 1a, 1c. SL.4, SL.5

Essential Questions:

- What is the definition of "the hero's journey"?
- How can ordinary people be heroes?
- How can professional models of narratives help us to create our own?
- What are the characteristics of an engaging narrative?

Big Ideas:

- The hero's journey is a pattern in which a hero must go on an adventure or quest to

achieve a goal.

- Heroes have the same capabilities and failings as the average person.
- Heroes face challenges of their time, place, and circumstance with dignity, courage and perseverance.
- Models of writing can help us form our own creative pieces by illuminating a specific structure that can be successful in our own writing.
- Engaging narratives have descriptive characters and events that provide suspense or mystery.

Students Will Know (Concepts):

1. the archetypal pattern of the hero's journey,
2. heroes share similar personal characteristics,
3. a particular point of view or cultural experience is reflected in a myth,
4. descriptive narratives engage readers,
5. models can help a student write more effectively for a purpose, and
6. how to choose the correct medium for a story and presentation.

Students Will Be Able To (Skills):

1. Identify the traits/characteristics of an hero present in a myth; use evidence from the text to support the identification.
2. Identify the steps in the hero's journey and apply those steps to a hero.
3. Write effective narratives based on the hero's journey pattern,
4. Initiate and participate in collaborative discussions,
5. Present information appropriate to audience, purpose, and task,
6. Analyze a particular point of view or cultural experience reflected in a work of literature.

Unit Vocabulary

archetype	epic hero	refusal of the call	story map
call to adventure	hero's journey	resurrection	
crossing the threshold	mentor	supreme ordeal	
cultural values	narrative	tragic flaw	

Significant Task 1: *Hero's Journey*

RL.9-10.6:Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States
RL.9-10.7 Analyze the representation of a subject in two different mediums
SL.9-10.4 :Present information….appropriate to audience, purpose, and task

Using Joseph Campbell's 12-Step Framework, the teacher will lead a "think aloud" annotation for the myth of Heracles. Then, using text sets related to the concept of the hero's journey, e.g., Perseus, Jason, or Theseus, students will construct their own 12-step model of the hero's journey. (Graphic novel versions of these myths may be available to supplement student reading.) To do this, students will first complete the graphic organizer for their particular hero. When students have completed the organizer for their story, they will create a Hero Poster on paper or using a digital application. This can be accomplished in any type of grouping: small groups, pairs, or independently. Students should share with the class when they are done.

Students can be assessed on the group work and the presentations using the 21st Century Skills Rubric. The content and layout of the poster can be assessed using a rubric designed by the class or a team of teachers; see: NCTE Poster Rubric Sample.

Enrich/Extend: Compare and contrast the journeys of two heroes, one from classic literature/myth and another from a comic book or movie. Explain how they follow or deviate from Joseph Campbell's framework.

Timeline: 3 – 4 Blocks

Key vocabulary:

- epic hero
- tragic flaw
- hero's journey
- call to adventure
- refusal of the call
- mentor
- crossing the threshold
- supreme ordeal
- resurrection
- homecoming

Resources:

Grade 9 Text List
Visual Representation of Spiderman Hero
The Lion King: A Hero's Journey
Star Wars: A Hero's Journey
The All-Purpose Guide to Epic Movies

Significant Task 2: *Modern-Day Hero Video*

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them **RI.9-10.5:** Analyze...how an author's ideas or claims are developed

SL.9-10.1a, 1c: Initiative and participate in collaborative discussions, including preparing for them and responding to questions related to the broader themes
SL.9-10.5: Make strategic use of digital media

Students will read or watch a biographical account about a modern-day celebrity hero. Using the *CNN Heroes* show as a model, students will then create their own *CNN Heroes* show of a modern day hero that they research; their selection is not limited to a celebrity. Students will then present their videos to the class to use as support/evidence for a seminar discussion on the essential questions of the unit. They should use their knowledge of Socratic Seminars from Unit 2 as a guide.

Extend/Enrich: Create an annotated bibliography from the research conducted on the modern-day hero. Collect each student's bibliography, copy, and create resource packets for the class. Students will use the resource packets to research and gather information on a number of modern-day heroes. They will record information about 3-5 heroes on index cards to use during the Socratic Seminar.

Timeline: 3 – 4 Blocks

Key vocabulary:
- cultural values

Resources:
CNN Heroes

Significant Task 3: *Draft of Narrative*

W.9-10.3a-e: Write a Narrative

The teacher will model a story map, outline, or any other way of preparing to write a work of fiction. Then, students will write a first draft of their post-assessment narrative/myth using a detailed story map or another graphic organizer of the student's choosing. The student has the option of choosing to use Joseph Campbell's circle map of the Hero's Journey as a graphic organizer. The CCSS Narrative Writing Rubric can be used.

Extend/Enrich: Students can plan to write an illustrated myth (graphic novel) using paper or digital resources.

Timeline:

Key vocabulary:
- story map
- review: hero's journey

Resources:

Windsor Public Schools
Curriculum Map
Grade 9, English 9, Reading and Writing Critical Foundations, Unit 5
BOE Approved Date: May 2013

Purpose of the Course:

This course provides students with the language skills and content knowledge necessary for mastering high school-level reading, writing and communicating skills. Students will read literature and literary non-fiction, or examine visual texts to analyze themes and topics, and to write informative and explanatory texts based on the material.

Grade Level: Grade 9

Course Name: Critical Reading and Writing Foundations

Name of the Unit: Unit 5- From the Classic to the Contemporary

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Length of the Unit: 24 Blocks

Purpose of the Unit:

In this culminating unit, students will be introduced to the plays of William Shakespeare as a way to understand how the literature of the past is relevant to modern readers. Students will also learn about Shakespeare's unique language and the other qualities of his writing that have made his plays and poems timeless over many years. As part of the unit, students will conduct research and will write an essay of argument.

9-10 Common Core State Standards Addressed In The Unit:

RL.4, RL.5, RL.9, RI.1, RI.2,W.1.a-e, W.7-9.a-b, L.3-3a, L.5.a-b

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Essential Questions:

- How is the literature of the past relevant to modern readers?
- What special qualities make Shakespeare's writing something that has endured for hundreds of years?
- How do I build a logical, cohesive argument from a central claim?
- What are the benefits of using multiple sources to support a claim?

Big Ideas:

- Through time, great works of literature provided insights across cultures about the human experience.
- Despite the passage of time, human nature has remained essentially the same.
- The key element of a logical, cohesive essay of argument is the alignment of the thesis, the development of ideas, and strong textual (or other types) of support.
- Multiple sources allow for a thoroughly supported argument with a variety of perspectives; they also demonstrate the credibility of the essay's writer.

Students Will Know (Concepts):

1. the idea that the universality and timelessness of issues and problems that human beings face,
2. human nature and its place in a work of literature,
3. how to construct and write a logical and cohesive essay of argument, and
4. how to thoroughly support an argument and build one's own credibility as as writer.

Students Will Be Able To (Skills):

1. Cite strong and thorough textual evidence to analysis of explicit...and inference.
2. Determine a theme or central idea of the text.
3. Analyze the development of a theme and character.
4. Write a cohesive essays of argument with attention to the conventions of standard English.
5. Apply knowledge of language and edit a work of writing to conform to MLA guidelines.
6. Demonstrate an understanding of figurative language.
7. Interpret figures of speech and analyze nuances in word meanings.

Unit Vocabulary

act	classic	foil	pun
annotated bibliography	contemporary	literary criticism	scene
antagonist	cyclical structure	passage	soliloquy
aside	deconstruct	protagonist	stage directions

Significant Task 1: *Learning Target Portfolio*

RL.9-10.4: Determine the meaning of words and phrases.
RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects.

RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
L.9-10.5a-b: Demonstrate understanding of figurative language...interpret figures of speech and analyze nuances in word meanings.

The teacher will use modeling, scaffolding, and other forms of support to introduce Shakespearean text. For example, the teacher may begin each class with a key passage or key line from the play and work through its literal meaning, analysis, and implications.

Students will build an understanding of Shakespeare's language and structure by completing a "learning target" portfolio of 5 key tasks:

- ❑ **Act I**- Deconstruct a key passage, including outlining key words, summarizing it, and analyzing its importance.
- ❑ **Act II**- Analyze soliloquies for performance cues; examine how complex characters develop a theme.
- ❑ **Act III**- Analyze relationships between protagonists and foils: For example, Romeo and Friar Lawrence, Mercutio and Benvolio and Romeo, Juliet and Nurse. *Note*: The teacher is not required to use Romeo and Juliet as the anchor text.
- ❑ **Act IV**- Analyze the subtext of a passage to determine meaning and impact of a character's words.
- ❑ **Act V**- Explain how Shakespeare's play has a cyclical structure and support reasoning with text.

Extend/Enrich: Add portfolio entries. Suggested topics are below.

- ❑ Research Elizabethan England and make connections between Shakespeare's work and the history of the time.
- ❑ Access a film or stage version of a Shakespearean play; look for similarities in character development and/or structure between this version and the play you are reading in class.
- ❑ Write an entry on Shakespeare's impact on our language today by looking for common expressions or sayings that are present in his work.
- ❑ The teacher and students can determine additional topics for portfolio entries.

Timeline: Duration of Unit

Key Vocabulary:
- deconstruct
- passage
- soliloquy
- foil
- pun
- aside
- stage directions

- cyclical structure
- protagonist
- antagonist
- act
- scene

Resources:
See: Grade 9 Text List
MLA Style Guide
Purdue Owl Website
Hunter College Writing Center Website
UCONN Writing Center

Significant Task 2: *Literary Criticism*

RI.9-10.1: Cite strong and thorough textual evidence. **RI.9-10.2**: Determine a central idea of a text...provide an objective summary of the text. **L.9-10.5a-b**: Demonstrate understanding of figurative language...interpret figures of speech and analyze nuances in word meanings.

The teacher will introduce the concept of literary criticism with a specific focus on Shakespeare and the relevance of his work today. Students will read and analyze a text set (selected by the teacher) of literary criticism about Shakespeare's relevance today. The teacher should use a formal discussion format like Socratic Circles to debrief about the class' findings.

Extend/Enrich: Students will research literary criticism and create their own text set to use with Significant Task #2. (The teacher should consider a partnership with the library media specialist for this extension.)

Timeline: 3-5 Blocks

Key Vocabulary:
- literary criticism
- relevance
- contemporary
- classic

Resources:
See: Grade 9 Text List
WHS Media Center
WHS Data Bases

Significant Task 3: *Strategic Research and Annotated Bibliography*

RI.9-10.1: Cite strong and thorough textual evidence.

RI.9-10.2: Determine a central idea of a text...provide an objective summary of the text.
L.9-10.3, 3a: Apply knowledge of language and edit work so it conforms to MLA guidelines.
W.9-10.7-9a-b: Conduct research.
W.9-10.1a-e: Write an essay of argument.

Conduct strategic research and collect evidence to support the thesis for the post-assessment essay; write an annotated bibliography to guide writing.

Extend/Enrich: Students will create a Research Handbook, in which they supply information to other students about how to conduct academic research. The Handbook can be broken into sections, such as: identifying a topic, using databases, using print resources, avoiding plagiarism, etc.

Timeline: 6-8 Blocks

Key Vocabulary:
- annotated bibliography

Resources:
See: Grade 9 Text List
WHS Media Center
WHS Data Bases

Common Learning Experiences:

- Apply WHS reading strategies: clear task parameters, text sets, networked words, and peer-to-peer dialogue.
- Read a choice book or play during the unit.
- Keep a reader's notebook.
- Read and/or write daily.
- Answer text-dependent critical thinking questions.
- Take part in differentiated small group instructional sessions to build literacy skills.
- Discuss and explore essential questions.
- Learn about Shakespeare, the man, and the Elizabethan Era.
- Read and analyze poetry.
- Read and analyze model synthesis essays.

Common Assessments:

Unit Pre-Assessment
Read a focus passage from Shakespeare to find key words, summarize it, and analyze its meaning. (A sonnet can be used.) 5-Level Rubric.

Unit Post-Assessment
Synthesize multiple sources to answer the question in an essay: "How is Shakespeare still relevant to today's world?" 5-Level Rubric.

Teacher Notes:

Texts

See: Grade 9 Text List

Other

WHS Media Center
WHS Data Bases
MLA Style Guide
Purdue Owl Website
Hunter College Writing Center Website
UCONN Writing Center

Windsor Public Schools
Curriculum Map
Grade 10, English 10, World Literature, Unit 1
BOE Approved Date: May 2013

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Grade Level: 10

Course Name: World Literature

Unit: 1- Many Stories...Many Voices

Length of the Unit: 16-20 Blocks

Purpose of the Unit:

To develop an understanding about why people tell stories, and to analyze and apply the techniques writers use to write literary analysis essays.

9-10 Common Core State Standards Addressed In The Unit:

RL.1, RL.3, RL.5, W.1.a-e, L.2.a-c, L.3-3a, SL.1.a-d, SL.2, SL.4

Essential Questions:

- Why do we tell stories?
- What is the danger of "the single story"?
- How can the voice of a character represent the voices of real people?
- How do I compose and develop a well written literary analysis?

Big Ideas:

- People from around the world communicate their message in a variety of ways.
- Cultural, global, and personal experiences influence the meaning and message of all stories.
- Authors develop characters that have unique values, characteristics, and experiences.

- Literary analysis is dependent on a close reading of the text and the formation of a clear, detailed, and "supportable" thesis statement about the reading.

Students Will Know (Concepts):

1. how people from around the world communicate their messages,
2. the importance of cultural, global and personal experiences in influencing meaning and message,
3. that authors develop unique characters that reflect real people, and
4. the key factors in writing an effective literary analysis.

Students will be able to (Skills):

1. Cite strong and thorough textual evidence.
2. Understand explicit and implicit messages in a text.
3. Analyze character development and its impact on the plot.
4. Analyze the author's stylistic choices and determine how a structure creates a specific effect.
5. Write effective literary analyses.
6. Demonstrate a command of the English language.
7. Apply knowledge of language when editing and revising.
8. Participate in a range of class discussions while integrating multiple sources and developing a logical line of reasoning.

Unit Vocabulary

analysis (literary)	draft	peer review	single story
annotation	evidence	plot	summary
characterization	inference	reasoning	thesis statement
culture	message	revision	voice

Significant Task 1: *Annotating to Summarizing*

RL.9-10.1: Cite strong and thorough textual evidence to analysis of explicit...and inference.
RL .9-10.3: Analyze how the development of characters advances the plot.
RL.9-10.5: Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise.
SL.9-10.1.a-d: Initiate and participate in a range of collaborative discussions.
SL.9-10.2: Integrate multiple sources.
SL.9-10.4: Present information, findings, and evidence...such that listeners can follow the line of reasoning.

The teacher can frame this task with an explanation of annotation. The following can be used:

Annotating a text is like having a conversation with a book. It allows active readers to ask questions, comment on meaning, make inferences, and mark events in passages they want to revisit. The annotation of a text can also take place during a discussion that is focused on a certain textual passage. Annotation can be a permanent record of the reader's intellectual conversation with the text.

The teacher should model several forms of annotating and provide opportunities for students to practice them of a text or text set. (Highlighting the text(s) and add "why"- why the student highlighted it- in the margin is an example of an annotation model that the teacher can use.)

Students will then use their annotated texts as the basis for an academic classroom discussion; the type of discussion can include, but is not limited to, the Socratic Circles Method.

After engaging in text-based discussion(s), students will write 3 types of summaries to capture points of analysis that classmates raise about the text(s). The 3 types of summaries are:

- ❑ A one-sentence summary of exactly 25 words
- ❑ A one-paragraph summary of four sentences
- ❑ A 250-word summary

For most classes, it will be important that the teacher provides models of each of these summary types using another text.

Extend/Enrich: Students will create a personal annotation guide. The guide should contain a collection of annotation methods explored during the unit, as well as others that students discover through research or their own experiences. Students should provide examples of each strategy using passages from actual texts, explanations of how and when to use each strategy, etc.

Timeline: 6-7 Blocks

Key vocabulary:

- annotation
- summary
- message
- characterization
- plot
- inference
- evidence
- reasoning
- analysis

Resources:

See: Grade 10 Text List

Significant Task 2: *Rapid First Drafts*

W.9-10.1a-e: Argument
RL.9-10.1: Cite strong and thorough textual evidence to analysis of explicit...and inference.
RL .9-10.3: Analyze how the development of characters advances the plot.
RL.9-10.5: Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise.

With the teacher conducting modeling and using scaffolding to help students create viable thesis statements, students will begin to draft a literary analysis essay that will serve as a post-assessment. The essay question is as follows-

> Explore a character in the text and his/her character development; answer the question: How does the character represent the voice of real people?

Using the Rapid First Draft method, students will compose multiple versions of the opening paragraph of the essay. The teacher should use a variety of groupings and peer-to-peer interactions as a way for students to generate ideas, workshop, and give feedback about the quality of the first paragraphs.

Extend/Enrich: (1) Consider the concluding paragraph too by writing Rapid First Drafts of the hypothetical last paragraph of the essay. Students should consider the question, "If you begin the essay like _____, then what would you include in the last paragraph to make it an effective analysis of the text?" (2) Create classroom anchor charts on which a visual model is used to represent all of the necessary components of an effective first paragraph. For example, writing the first paragraph could be equated to building a house. On the chart, students would depict the house, and label it and explain how it symbolizes the first paragraph of an essay.

Timeline: 6-8 Blocks

Key vocabulary:

- thesis statement
- literary analysis
- characterization
- voice
- culture
- values

Resources:
See: Grade 10 Text List
Implementing the Writing Process

Significant Task 3: *Peer Review Cycle*

W.9-10.1a-e: Argument
SL.9-10.1.a-d: Initiate and participate in a range of collaborative discussions.
SL.9-10.2: Integrate multiple sources.
SL.9-10.4: Present information, findings, and evidence...such that listeners can follow the line of reasoning.

Students will write a first draft of the post-assessment essay (see: Significant Task #2 and Post-Assessment). They will then engage in a formal, comprehensive peer review cycle to obtain feedback about their writing. (The peer review cycle should be in a written form and available for teacher grading/feedback; it is *not* just verbal.)

Teachers should select a specific peer-review protocol; this will serve as the foundation for engaging in peer review throughout the course.

Some options for formal peer review protocols are:

- ❑ ATLAS (from *School Reform Initiative*)
- ❑ Writer's Blogs (from NCTE's *Read Think Write*)
- ❑ AP-Inspired Feedback Rubric (from *International Literacy Association*'s Journal of Adolescent and Adult Literacy)
- ❑ Hunter College Writing Checklist Questions (Hunter College RWC)

Extend/enrich: The class will create its own peer-review protocol that can be used throughout the course. This will involve researching protocols that are promoted by different universities and writing centers, and by brainstorming what methods work best for the members of the class.

Timeline: 4-5 Blocks

Key vocabulary:
- draft
- peer review
- revision

Resources:
See: Grade 10 Text List

Common Learning Experiences:

- Apply WHS reading strategies: clear task parameters, text sets, networked words, and peer-to-peer dialogue.
- Read a choice book during the unit.
- Keep a reader's notebook.
- Begin creating a yearlong writing portfolio.
- Engage in book talks and/or literature circles.
- Read and/or write daily.
- Answer text-dependent critical thinking questions.

- Take part in differentiated small group instructional sessions to build literacy skills.
- Discuss and explore essential questions.

Common Assessments:

Unit Pre-Assessment (Summer Reading)

Write a 1-page analysis of a short text (or a summer reading book) by addressing essential question, "why do we tell stories?" Use evidence from the text to support your reasoning. RUBRIC

Unit Post-Assessment

Using peer feedback and working through a multi-step writing process, write a final draft of an essay that explores a character in the text and his/her character development; answer the question: How does the character represent the voice of real people? RUBRIC

STAR360 Assessment

Take STAR360 reading test according to the District Assessment Calendar.

Teacher Notes:

Core Literary Resources

Rubrics
RUBRIC

Windsor Public Schools
Curriculum Map
Grade 10, English 10, World Literature, Unit 2
BOE Approved Date: May 2013

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Grade Level: Grade 10

Course Name: World Literature

Name of the Unit: Unit 2- Clash of Cultures and Values

Length of the Unit: 18-20 Blocks

Purpose of the Unit:

Explore the term "culture," understand how an author's experiences are reflected in their works, and develop appreciation for the beliefs and values that are exhibited in our world.

Common Core State Standards Addressed In The Unit :

RL.6, RI.6, RI.7, L.2 a-c, L.6, W.9.7, W.8-9, SL.1.a-d, SL.2, SL.4

Essential Questions:

- Why is it important for people in different cultures to construct narratives about their experiences?
- How can learning about different cultures and time periods help us to understand the world and to treat people with respect?
- What exactly is "research" and what makes it valid?

Big Ideas:

- Telling a story about an experience solidifies the impact that story can have on the history of a culture.
- Hearing stories from different cultures enables readers to experience the world and empathize with world situations.
- Finding,discovering and determining the credibility of the sources provides researcher with

valid and appropriate information.

Students Will Know (Concepts):

1. the importance of a country's cultural background,
2. how point of view and cultural experience are reflected in a piece of literature,
3. that authors create nonfiction pieces in order to reflect world situations, and
4. how research is an effective method for understanding cultural issues.

Students Will Be Able To (Skills):

1. Address key issues through close reading and analysis of text.
2. Analyze research to create a coherent product.
3. Initiate Socratic discussion and discourse.
4. Analyze point of view and multiple cultural experiences.
5. Integrate multiple sources in writing.
6. Participate in a range of collaborative discussions.

Unit Vocabulary

address	Culture (experience)	R.A.F.T.	significance
analysis	evidence	reasoning	socratic
annotation	inquiry	research	summary
bibliography	key line	reflection	theme
close reading	oppression	rhetoric	thesis

Significant Task 1: *Cultural Study Book Clubs*

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading.
RI. 9-10.6: Determine an author's point of view or purpose in a analyze how an author uses rhetoric to advance that point of view or purpose.
SL. 9-10.1.a-d: Initiate and participate in a range of collaborative discussions.
SL.9-10.4: Present information, findings and evidence...such that listeners can follow the line of reasoning.

In this task, the teacher will show students how to choose key lines from the text and to explain why the passages are important when considering the Essential Questions and Big Ideas of the unit. The teacher should model Key Lines journal format. Key Line Journal Entries require close reading and analysis of texts. Students use them to identify significant sections from the reading.

Students may choose passages that reveal a character's or narrator's cultural experiences, values, beliefs, or identities. Once students choose their passages, they will need to explain the significance and also give a personal response offering their own insight and commentary about the passage. A Model Key Line Journal should be available to students.

Teachers will determine number of entries based upon length of the core text(s) used during the duration of the unit, however, a minimum of 6 entries will be required. Using their selected passages, students will then write a brief Key Line Reflection on the importance of one of the unit's Essential Questions. A 5 Level Rubric will be used to grade this part of the task.

Throughout this task, students will work in book clubs. Teachers will present a list of texts that students can select; books will incorporate the topic of culture. Book clubs are formed from students with the same book. The teacher can do a brief book talk for each of the book.

Extend/Enrich: In partnership with the library media specialist, students will research books that they could read in their book clubs. They will compile a list for the class to use during the task.

Timeline: Duration of the Unit

Key Vocabulary:

- key line
- close reading
- summary
- evidence
- significance
- reasoning
- analysis
- socratic
- theme

Resources:
See: Grade 10 Text List

Significant Task 2: *R.A.F.T*

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading.
RI. 9-10.6: Determine an author's point of view or purpose in a analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7: Analyze various accounts of a subject told in different mediums.
L.9-10.2a-c: Demonstrate the command of the conventions of standard English
L.9-10.6: Acquire and use accurately general academic and domain-specific words.

The goal of this task is for students to be able to personalize their understanding of the themes, points of view, and cultural experiences reflected in the texts they are reading in class. To achieve this, teachers will assist students in analyzing a particular point of view or cultural experience in a text. Using R.A.F.T., students will assume a ROLE (point of view), for a particular AUDIENCE;

they will also implement a specific FORMAT to convey a TOPIC. The teacher should lead the class through an exercise in which they brainstorm possible roles, audiences, formats, and topics.

The possible topics can be generated by the class, or will be outlined by the teacher and are derived from the unit's Essential Questions and Big Ideas. Suggested topics include the following:

- ❑ surviving an oppressive environment
- ❑ responsibility to humanity
- ❑ responsibility for sharing accounts of events

Students are expected to submit a writing proposal, which must be approved by the teacher, prior to beginning the first draft. A 5 Level Rubric will be used to grade this assignment.

Extend/Enrich: N/A

Timeline: 6-8 blocks

Key Vocabulary:

- R.A.F.T.
- oppression
- humanity
- theme
- audience
- role
- responsibility
- cultural experience
- point of view

Resources:
See Grade 10 Text list

Significant Task 3: *Annotated Bibliography*

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading.
RI.9-10.7: Analyze various accounts of a subject told in different mediums.
L.9-10.2a-c: Demonstrate the command of the conventions of standard English
L.9-10.6: Acquire and use accurately general academic and domain-specific words
W.9-10.7: Conduct short research projects to answer a question (including a self-generated question) narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8-9: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Students will select a world location that is suffering from an oppressive government, religion or other societal issue. Students will then create a thesis about why it is important to be aware of and understand the issues, cultures, beliefs, and/or conflicts in other countries. (The teacher should also instruct the students about the importance of creating a thesis that can be refuted, qualified and/or justified; Thesis Generator can be used)

Students will research their chosen location and find evidence to support their thesis. They will compose an annotated bibliography to gather and organize resources that could help answer essential question #2: How can learning about different cultures and time periods help us to understand the world and to treat people with respect?

Students will have the option to use a database, book, and website to research information. Students will complete the Annotation Criteria and Summary Worksheet in order to evaluate the validity of the source and summarize the information.

Teachers will work with the Library Media Specialist who will instruct students on the strategies for research, citations, and format. (S)he will create a research pathway to guide students through their research.

Timeline: 8-10 blocks

Extend/Enrich: Students create a visual representation using the information gathered during the research.Students could produce a scrapbook, collection of poems, a photo journal, a travel log or brochure, a newspaper. They can also create their own research pathway for this project.

Key vocabulary:

- summarize
- annotation
- annotated bibliography
- evidence
- reason

Resources:
Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/
Research pathway (created by Library Media Specialist)

Common Learning Experiences:

- Students will visit the Library Media Center to work with effective research strategies
- The Danger of the Single Story - Chimamada Adiche
- The Forgotten War (Sierra Leone) - video
- Google Expeditions - virtual tours
- Apply WHS reading strategies: clear task parameters, text sets, networked words, and peer-to-peer dialogue.
- Engage in book talks and/or literature circles.
- Read and/or write daily.

- Answer text-dependent critical thinking questions.
- Take part in differentiated small group instructional sessions to build literacy skills.
- Discuss and explore essential questions.

Common Assessments:

Unit Pre-Assessment

Imagine that you are going to write an "attack or defend" response to this controversial statement: "The US should get involved in helping [the place investigated] because our nation has a responsibility to respect and defend all world cultures and people." Create multiple thesis statements that you could use as the central point of this essay.

Unit Post-Assessment

Using the research conducted in Significant Task #3, students will generate several thesis statements to answer Essential Question #2. The students will then select one thesis statement to answer in a well-supported essay. Students may use the sources from class and the annotated bibliography.

Teacher Notes:

Texts

See: Grade 10 Text List

Other

Purdue Owl: http://owl.english.purdue.edu/owl/resource/560/01/
Research pathway (created by Library Media Specialist)

Windsor Public Schools
Curriculum Map
Grade 10, English 10, World Literature, Unit 3
BOE Approved Date: May 2013

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Grade Level: Grade 10

Course Name: World Literature

Name of the Unit: Unit 3- And Justice for all…?

Length of the Unit: 8-12 blocks

Purpose of the Unit:

Students will understand that power creates unequal relationships between people and that society has developed preconceived notions regarding "who belongs." Students will develop insight into the degrees of power within certain societies and cultures, and will understand that power is a social structure. This unit is an introduction to a subsequent unit on these concepts in the 11th grade year.

9-10 Common Core State Standards Addressed In The Unit:

RL.1. RI. 1, L.2, L.6, W.1, W.2, SL3, SL6

Essential Questions:

- What is justice?
- How can power lead to corruption?
- How does culture influence people's understanding of power and justice?
- How does an author persuade an audience to believe an idea?

Big Ideas:

- Justice is the belief that abiding by the law will maintain order in society.
- Absolute power corrupts absolutely.

- Situations arise due to misunderstandings of justice causing cultural conflicts.
- Authors write about perspectives of justice across cultures and over time.

Students Will Know (Concepts):

1. how misunderstandings of justice cause cultural conflicts,
2. the importance of defending what is "right," and
3. the ways in which power corrupts.

Students will be able to (Skills):

1. Cite textual evidence to support analysis.
2. Develop inferences drawn from the text.
3. Make and support claims with evidence to defend characters' intentions.
4. Write effective literary analysis.
5. Demonstrate the command of the English language.
6. Use proper MLA documentation.
7. Participate in a range of class discussions.

Unit Vocabulary

allusion	foreshadow	irony	synthesize
analysis	implicit	integrate	tragedy
culture	inference	justice	tragic flaw
explicit	injustice	perspective	

Significant Task 1: *Journaling*

RI.9-10.1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Using active journaling, students will reflect on and analyze important moments in the text that are relevant to the concepts of justice, power and corruption. They will interact with the text by making personal responses, asking questions and analyzing or/and evaluating important passages from the text for essential ideas.

The teacher will model this activity by reading aloud a few paragraphs of a text with the class, then

creating a response to the passage. The students will then continue to read the selection independently and will create journal responses. The amount of responses will be determined by the length of the text and teacher recommendation. Students must include a variety of personal reactions, connections, and evaluative responses relating to the essential questions and big ideas.

Types of journals:

- ❑ Cause and effect
- ❑ Effects
- ❑ Double entry

Extend/Enrich: N/A

Timeline: Duration of the Unit

Key Terms:

- inference
- analysis
- explicit
- implicit
- foreshadowing
- dramatic irony

Resources:
See: Grade 10 Text List

Significant Task 2: *Justice Outline*

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Student will prepare to write the midterm exam essay by creating an outline or preliminary map that begins to explore (1) their definition(s) of the term "justice," (2) the sources from the first three units that were used to support this definition, and (3) explanations of how the student arrived at the definition.

If needed, the teacher can assist students by taking them through one of the following exercises in order to develop information for their map/outline:

- ❑ Gather mental details about how you gained information about "justice," including classroom discussions, research, and conversations with family and friends.
- ❑ Summarize, in writing, the information and arguments you learned about justice from previous texts.
- ❑ Explain your own internal thinking about the topic of "justice."

Extend/Enrich: Engage in a student-led discussion (seminar or other type) about the students' findings.

Timeline: 5-6 Blocks

Key vocabulary:

- justice
- injustice
- perspective
- culture
- reflect
- summary
- internal thinking
- explicit

Resources:
See: Grade 10 Text List
NUA Strategies

Common Learning Experiences:

- Watching clips from *The Great Debaters*
- Analyzing visual representations of injustice and/or power
- TEDTalk "Hip Hop and Shakespeare: DJ Lars
- TED Talk "Hip Hop and Shakespeare: Akala
- Reading and presenting poetry selections connected to the unit themes
- Apply WHS reading strategies: clear task parameters, text sets, networked words, and peer-to-peer dialogue.
- Read and/or write daily.
- Answer text-dependent critical thinking questions.
- Take part in differentiated small group instructional sessions to build literacy skills.
- Discuss and explore essential questions.

Common Assessments:

Unit Pre-Assessment

None

Unit Post-Assessment/Midterm Exam

Students will write a definition essay to define the word "justice" Students will integrate/synthesize multiple sources from the first three units of study. Students will be required to use texts from previous units and create a document that uses correct MLA documentation in order to explain how they arrived at their understanding of the word "justice."

Teacher Notes:

Texts

See: Grade 10 Text List

Other

NUA Strategies

Windsor Public Schools
Curriculum Map
Grade 10, English 10, World Literature, Unit 4
BOE Approved Date: May 2013

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Grade Level: Grade 10

Course Name: World Literature

Name of the Unit - Unit 4- A Question of Truth

Length of the Unit: 16-18

Purpose of the Unit:

Students will understand how truth is interpreted differently within a variety of cultures, historical events and societal beliefs.

9-10 Common Core State Standards Addressed In The Unit:

RI.9, RL.2 ,W.1, W.2, L.1, L.5, L.3

Essential Questions:

- What is truth?
- What contributes to your understanding of "the truth?"
- What are the components and qualities of an effective essay of argument?

Big Ideas:

- Truth is what people interpret it to be because of cultural and other biases.
- We use multiple sources to confirm the accuracy and truth of our knowledge.
- Arguments are effective if they have a clear purpose and message.

Students Will Know (Concepts):

- how to interpret truth based on cultural bias,
- the value of multiple sources in order to confirm the accuracy and truth of our knowledge, and
- How to interpret documents and texts based on logic, emotion and credibility.

Students will be able to (Skills):

- Establish and maintain a formal style and objective tone while writing.
- Cite strong and thorough textual evidence to support analysis
- Determine the theme of a text
- Develop a strong, focused thesis, including:
- Understand how language functions in different contexts and analyze nuances in words and language.

Unit Vocabulary

Aristotelian Triangle	counterclaim	figure of speech	parallel structure	rhetoric
audience	dialectical	implicit	pathos	rhetorical appeals
claim	diction	justify	purpose	syntax
compare	ethos	logos	rebuttal	tone
contrast	explicit	opposing	repetition	topic

Significant Task 1: *Rhetorical Features Dialectical Journal*

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.9-10.1a-d: Initiate and participate in a range of collaborative discussions

Students will begin this task by using the library media center's online tools to investigate current topics that challenge the idea of truth; research can also be conducted in the classroom with a school-approved device. The teacher and/or media specialists will provide students with examples of these types of topics. (The teacher can choose to incorporate brainstorming into the task before the investigation begins, so that the class can generate its own list of appropriate topics.)

Individual students must select a topic and read opposing articles about that topic; in total, students must read and annotate a minimum of two articles before starting their journaling.

Dialectical journals are two-column journals in which a reader records a mental conversation with the text. Students will use their dialectical journals to track and respond to rhetorical elements in short and long texts. To investigate rhetoric, students will need to focus on these elements of the writing and how they impact the meaning of the text; this investigate includes students addressing the elements of the Aristotelian Triangle:

- ❑ word choice (diction)
- ❑ sentence structure (syntax)
- ❑ tone
- ❑ audience
- ❑ purpose
- ❑ topic

After journaling, students should share their findings.

Extend/Enrich: Students could create a third column in which they engage in a debate with their own ideas.

Timeline: Duration of the Unit

Key vocabulary:

- tone
- opposing
- compare and contrast
- rhetorical appeals

Resources:
WHS Media Center
WHS Data Bases
Issues and Opinions

Significant Task 2: *Cognitive Map*

RL.9-10.1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 9-10.2:Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
L. 9-10.4 a-d:Determine or clarify the meaning of unknown and multiple-meaning words.
L.9-10.5 a-b:Demonstrate understanding of figurative language, word relationships, and nuances.

The teacher should begin by modeling cognitive mapping (below) before the students work independently on their own.

Using a famous speech as a model- from an iconic orator like Dr. King or President Kennedy, or a fictional character like Hamlet- create a cognitive map that shows the main argument of the speech and corresponding support the speaker uses to justify his/her central claim. On the map, include the following: (1) categorize the support by rhetorical type (e.g., emotional, ethical, logical, etc.) and (2) rate how successfully the speaker persuaded the audience to believe his or her ideas by each piece of support. A class discussion should follow.

Extend/Enrich: Create a video, video blog, YouTube video in which students choose a topic of debate and write a speech that incorporates the rhetorical devices. Students can then "post" these in Google Classroom and the class could "see" these speeches and evaluate their effectiveness.

Timeline: 1-2 blocks

Key vocabulary:

- rhetoric
- Aristotelian triangle (ethos, pathos, and logos)
- tone
- parallel structure
- repetition
- diction
- syntax
- figure of speech
- justify

Resources:
See: Grade 10 Text List

Significant Task 3: *Debate*

RI./RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL. 9-10.2**:Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **W. 9-10.1 a-d**:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **L.9-10.5 a-b**:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In this task, students should Identify sources from text sets studied in this unit or past units to engage in debates. They should employ various rhetorical strategies, as they plan to persuade others to accept their claims.

To practice debating, the teacher will guide a brainstorming session in which students will generate claims about " the truth" and being true to oneself. The claims will be used as the basis

for debating. If (s)he wishes to do so, the teacher can divide students into two groups - one must defend a chosen claim while the other must challenge it. Students should work on developing opening statements, stating their position(s), and summarizing the textual evidence that supports this position. They should also prepare for the debate by identifying counterclaims to their respective position(s).

Then, the class will participate in a graded classroom debate, in which they will generate claims about the topics of corruption, power, justice, injustice and misunderstanding. Students will base their debate on the statement: In Shakespeare's Hamlet, Polonius declares "This above all, to thy own self be true." Therefore, an argument can be made that it is more important to be true to oneself than to other people. Prior to the debate, the teacher should set guidelines and expectations. This includes protocols for opening statements, rebuttals, and closing statements. RUBRIC

Extend/Enrich: Students will search through their texts to find controversial statements related to the concept of the truth. These statements will be used for further debate. Students could also engage in extemporaneous speech. The teacher will provide 30 minutes of preparation time, followed by a seven-minute speech. When preparation starts, speakers are given three "pop questions" to answer.

Timeline: 6-8 Blocks

Key vocabulary:

- rhetoric
- Aristotelian triangle
- tone
- parallel structure
- repetition
- diction
- syntax
- figure of speech
- opposing
- compare and contrast
- claim
- counterclaim
- rebuttal

Resources:
See: Grade 10 Text List

Common Learning Experiences:

- movie clips of *An Inconvenient Truth*
- reading opening and closing arguments from famous trials
- reviewing Atticus Finch's opening and closing arguments from *To Kill a Mockingbird*
- movie clips from *The Great Debaters*
- movie clips of *Supersize Me*
- movie clips of *Waiting for Superman*

- listen to audio versions of speeches
- poetry readings and explications of selections that embody the concept of "truth"
- literature circles or book talks

Common Assessments:

Unit Pre-Assessment

Read and analyze a short controversial article related to the unit themes; analyze it for its rhetorical elements, including the claim and how it is delivered to the audience. RUBRIC

Unit Post-Assessment

American essayist and social critic H. L. Mencken (1880—1956) wrote, "The average man does not want to be free. He simply wants to be safe." In a well-written essay of argument, support or refute Mencken's statement. Supporting your position with appropriate evidence from the texts you have read in this unit, previous units, or independently. You can also draw from experience, history, or science. RUBRIC

Teacher Notes:

Texts

See: Grade 10 Text List

Other

WHS Media Center
WHS Data Bases
Issues and Opinions

Windsor Public Schools
Curriculum Map
Grade 10, English 10, World Literature, Unit 5
BOE Approved Date: May 2013

Purpose of the Course:

This course focuses on analyzing and writing about texts from various world cultures. Students will study different genres of literature and make cultural connections. Expository, analytical and persuasive writing are emphasized.

Grade Level: Grade 10

Course Name: World Literature

Name of the Unit: Unit 5- Crossing Borders

Length of the Unit: 18-20 Blocks

Purpose of the Unit:

The primary purpose of the unit is for students to reflect on their learning from the entire year and create a "Crossing Borders" Portfolio in which they address the themes of culture, ethics, and the world. To prepare for the completion of the Portfolio, students will study human rights documents and conduct research using the I-Search method.

9-10 Common Core State Standards Addressed In The Unit:

RI.1, RI/RL.2, RI.RL.7, RI.9, W.1.a-e, W.7, W.8-9, SL.2, SL.5

Essential Questions:

- How can literature open our mind to new ways of seeing the world?
- How do beliefs, ethics or values influence different people's behavior?
- How do you know you conducted successful and valid research on a topic?

Big Ideas:

- Literature represents a wide array of perspectives and incorporates cultures with which we may not be familiar.
- People make choices based on their value systems and their perception of the world.
- Research should help answer an inquiry question; it should represent a variety of opinions and genres, and it should be from credible sources.

Students Will Know (Concepts):

1. how literature "broadens our horizons,"
2. how behavior is the result of a person's value system, and
3. how to conduct valid research.

Students Will Be Able To (Skills):

1. Cite strong and thorough textual evidence.
2. Determine a theme or central idea of a text.
3. Analyze a subject in multiple mediums (or genres).
4. Analyze seminal US documents.
5. Write an essay of argument.
6. Conduct valid research and integrate multiple sources.
7. Present information by strategically using digital media.

Unit Vocabulary

connotation	evidence	research proposal
credible	human responsibility	seminal US document
culture	human rights	sources
denotation	research	valid

Significant Task 1: *Denotation-Connotation Poster*

RI.9-10.1: Cite strong and thorough textual evidence.
RI 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.9: Analyze seminal US documents, i.e, UN Universal Declaration of Human Rights.
SL.9-10.2: Integrate multiple sources.

The teacher will model how to read and "mark up" a seminal US document related to human rights, i.e., a speech, essay or excerpt, political document. Then, students students will read and study other seminal US document related to human rights; using the texts as a basis for their work, they will create a Denotation-Connotation Poster that covers: (1) a concrete definition of "human responsibility," (2) 3 visual representations of it, and (3) 3 connections to how it actually looks in our world, and (4) examples of it from text(s). Students should share their work with the class.

Timeline: 5-6 Blocks

Extend/Enrich: Students will write and deliver a speech that addresses some aspect of human rights that is important to them. They should consider their audience and purpose for the speech; it should be well supported with various types of evidence from facts to personal experiences.

Key vocabulary:

- human rights
- denotation
- connotation
- human responsibility
- seminal US document

Resources:

See: Grade 10 Text List

Significant Task 2: *I-Search*

RI.9-10.1: Cite strong and thorough textual evidence.
RI 9-10.2/RL 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI/RL.9-10.7: Analyze the representation of a subject in two different mediums.
W.9-10.7: Conduct research.
W.9-10.8-9: Conduct research.
SL.9-10.2: Integrate multiple sources.
SL.9-10.5: Make strategic use of digital media in presentation.

Research human rights in various nations through an I-Search Process and prepare for the post-assessment, Crossing Borders Portfolio. Write a 3-level research proposal, including: overview of the topic, what you know about it, and what you hope to learn. (The post assessment requires students to create, edit, revise, and finalize a draft of the "Crossing Borders" portfolio, in which they will address the first two essential questions of the unit. Students will present the project to the class.)

The I-Search method requires students to complete the following steps:

- ❑ "The Search Story"- explains why the student is researching the topic.
- ❑ Search results- describes what the student found in his/her research.
- ❑ Search reflections- explains what the student learned during the research process.
- ❑ Digital presentation of portfolio (accomplished during the final exam).

Timeline: Duration of Unit

Extend/Enrich: N/A

Key Vocabulary:

- research proposal
- sources
- evidence
- valid
- credible

Resources:

See: Grade 10 Text List
WHS Media Center
WHS Data Bases
MLA Style Guide
Purdue Owl Website
Hunter College Writing Center Website
UCONN Writing Center

Common Learning Experiences:

- Apply WHS reading strategies: clear task parameters, text sets, networked words, and peer-to-peer dialogue.
- Read a choice book during the unit.
- Keep a reader's notebook.
- Read and/or write daily.
- Answer text-dependent critical thinking questions.
- Take part in differentiated small group instructional sessions to build literacy skills.
- Discuss and explore essential questions.
- Engage in service learning related to human rights.
- Review writing from the entire year to set goals for the final project.
- Review texts from the entire year to inform research.
- Read and analyze model research projects.

Common Assessments:

Unit Pre-Assessment

Analyze a seminal US text related to human rights and use it to address the first essential question. RUBRIC

Unit Post-Assessment

Create, edit, revise, and finalize a draft of the "Crossing Borders" portfolio, in which you will address the first two essential questions of the unit. Present the project to the class in the digital format. RUBRIC

Teacher Notes:

See: Grade 10 Text List

WHS Media Center
WHS Data Bases
MLA Style Guide
Purdue Owl Website
Hunter College Writing Center Website
UCONN Writing Center

GRADE 6 ADVANCED MATH (Grade 6)

Curriculum Map	Unit 1 - Statistics *Embedded in First 20 Day*	Unit 2 - Decimals, and Division	Unit 3 - LCM/GCF/Fractions	Unit 4 - Rational Numbers	Unit 5 - Algebraic Expressions	Unit 6 - Equations and Inequalities	Unit 7 - Proportional Relationships	Unit 8 - Percents	Unit 9 - Geometry
Number of Days	5 Weeks	4.5 Weeks	3 Weeks	4 Weeks	3 Weeks	4.5 Weeks	4 Weeks	3 Weeks	5 Weeks
Standards (Ex. CCSS, C3, NGSS, etc.)	6.SP.1 6.SP.2 6.SP.3 6.SP.4 6.SP.5 7.SP. 1 7.SP. 2 7.SP. 3 7.SP. 4	6.NS. 2 6.NS. 3 7.NS.2.d	6.NS.1 6.EE.1 6.NS.4	6.NS. 5 6.NS. 6 (a-c) 6.NS. 7 (a-d) 6.NS. 8 6.G. 3 7.NS.1 (a-d) 7.NS.2 (a-c) 7.NS.3 7.EE.3	6.EE. 2 6.EE. 3 6.EE. 4 6.EE.6 7.EE.1 7.EE.2	6.EE. 5 6.EE. 6 6.EE. 7 6.EE. 8 6.EE. 9 7.EE.4	6.RP. 1 6.RP. 2 6.RP. 3 (a,b,d) 7.RP.1 7.RP..2a,b,c,d 7.RP..3 7.EE..3 7.G.1	6.RP. 3 c 7.RP.A.3	6.G.1 6.G.2 6.G.4 7.G.2 7.G.3
Essential Questions	How can we use a variety of graphs to display data? How can we use statistical calculations and graphs to compare 2 groups of information?	How do we use standard algorithms to compute operations with decimals? How can we use estimation to solve problems? How do we use standard algorithms to divide multi digit whole number?	How can we break down numbers and use that knowledge to reduce fractions? How do we divide fractions?	How do we apply and relate positive and negative rational numbers to real life situations? How do we use coordinates and a coordinate plane to measure the distance between two points? How do you apply all operations to	How do we read, write, represent and simplify algebraic expressions? How do we evaluate and compare algebraic expressions?	How does solving equations and inequalities solve real world problems? How do tables, graphs and equations represent functions?	How can we use rates, ratio, proportions and percents to solve real-world and mathematical problems?	How can we use rates, ratio, proportions and percents to solve real-world and mathematical problems? What is the meaning of a percent? How can a percent be estimated and found? What is the relationship between	How can we develop formulas to find the area of 2D figures? How do you compose and decompose figures? How does area and surface area relate and work together? How does area help us find volume of 3D shapes?

				positive and negative numbers (fractions, decimals, whole numbers)?				fractions, percents and decimals?	
Significant Task 1:	Students learn about the different ways to describe and represent data sets (measures of center and data displays) Measures of Central Tendencies and variability • mean • median • mode • range • interquartile range • mean standard deviation Data Displays (including shape of distributions) • Frequency Tables • Dot PLots • Box and Whisker Plots • Histogra	Use front end estimation to estimate the sum or difference of decimals. Check for accuracy by finding the sum or difference using the standard algorithms.	Students will identify if a number as prime or composite and use their knowledge of factors to decompose whole numbers as a product of factors using factor trees. Using factor trees or lists students will find a GCF for given numbers Students will develop and use lists to find a least common multiple between a given set of numbers. Students will work in stations with a variety of word problems to determine if GCf or LCM is	Extending the number line, comparing integers and rational numbers on a numberline. Student develop an understanding of absolute value using a number line.	Teacher guides students through the Order of Operations. Students Practice: Math Olympiad Game Split class into teams of 3 to 5. Each teammate is responsible to completing one step of Order of Operations to simplify the given expression. Students are not allowed to speak to each other to correct mistakes they may use any other way to communicate. The team who simplifies their solution	Solving Equations (One step and Two Step Equations) is a balancing act to find the number that makes the equation true. Model Solving equations by balancing a scale. Students can use an online or manual scale to balance items that represent parts of an equation. Eventually making connections to using inverse operations to balance an equation algebraically.	Modeling Ratios (with tape diagrams and double number lines), Comparing Cost activity with Unit rate. Model equivalent ratios and compare ratios with tables, double number line, plotting coordinate points, and using tape diagrams. Using more than one ratio (proportions) to convert measurements, and to find unit rates.	Students use 100 grids to illustrate the meaning of a percent. (Breakdown the root of the word per = for every, cent = 100 -- different languages variations of the word cent mean 100. Spanish Cien French Cent American Sign Language tape the letter C on the palm of the other hand) Complete a flippable activity using prior knowledge of division and new knowledge of percents to find a relationship between fraction	Students use paper strips or straws of different lengths to test a variety of given triangle side lengths to see if the lengths can form a triangle. Students use their data set to form a hypothesis of what the triangle inequality theorem is and how to apply use it to determine if 3 sides lengths can form a triangle. Once they create their rule they test it with other side lengths to determine if any given 3 side lengths can form a triangle. Use paper folding

	ms Culminating Project - students choose a research project in which they must compare 2 or more data sets (ex height of UCONN basketball mens and womens teams). They use central tendencies, measures of variability and data displays to describe the data set. Students present their data project to the class.		appropriate to solve the problem. Students will the solve the problem and do a gallery walk of their solutions.		first wins the point!			percent and decimals.	activity to refresh area of square, rectangle, and triangle. Extend paper folding activity to create the formula for area of a trapezoid and parallelogram. Use the formulas to decompose composite shapes and find the total area.
Significant Task 2:	Students will complete a sorting game to identify statistical questions and to recognize and remove bias from statistical questions. In this game students will identify the	Modeling Decimal Multiplication with a grid. Start by modeling a whole number times and decimal then a decimal times a decimal. Transition	Paper Folding Activity to Model Multiplying Fractions. This activity will transition students to develop the algorithms for multiplications of fractions	Operations with Integers and rational numbers. Modeling Integer Addition and Subtractions with Chips and number lines.	Students identify parts of expressions, they use vocabulary to writing expressions in word and algebraic form. Students use substitution to simplify	Solving inequalities (one step and two step) are similar to solving and balancing equations however their are more than one solution, How can we show what all the	Students use proportions, to find missing sides of similar figures. Plan a Trip Activity in pairs.	Using decimals, percents, equations and proportions solve percent problems (find whole and part and percent)	Name/identify 3D figures (introduce new vocabulary of 3D Geometry) Slicing 3D figures (video) Build nets to identify and calculate the

	statistical questions. As student sort the biased questions they will rewrite them to remove the bias. Students will identify different sampling methods and be able to identify when a sample is randomly selected.	and link learning to the algorithm.	and mixed numbers. *Students should be using GCF to simplify fractions before and after multiplying.	Finding Patterns to create rules for multiplying and dividing integers. Extend algorithms with operations with integers to operations with rational numbers.	expressions.	possible solutions are for an inequality on a number line? Use number lines to show all possible solutions to a given inequality.			surface area of prisms and square pyramids.
Significant Task 3:	Drawing inferences about an entire population. • Students will use proportions to estimate the size of a population • Students will compare random samples, making predictions about the samples and making inferences	Review and discover patterns as you multiply and divide decimals by 10. 100 and 1000 Use this pattern as a guide when dividing decimals. and introducing the division algorithm with decimals and whole numbers.	Model division of fractions (whole number by fractions and mixed number by unit fraction) with pie charts and fractions bars. Have students create an algorithm based on the patterns they see. Transition students to division of fractions and division of fractions and mixed number. Introduce a reciprocal	Extending previous knowledge of 1 quadrant to 4 quadrants. Graphing coordinates with integers and fractions. Graphing polygons on a coordinate grid. Create your own coordinate cartoon activity.	Using factoring, distribution and Combine Like Terms (CLT) to identify equivalent expressions. CLT - Using multi colored chips/different shapes to identify Like Terms then combine.	Small Group work to: Complete function tables (including completing a table given a rule), identifying the rule in the function table and write an equation to represent it. and Graphing linear functions Application of functions. Students work in small groups to	Students use prior knowledge of rates and graphing coordinates to determine when there is a Proportional Relationship/ constant proportionality in a table, graph and equation.	Applications of Percents - teacher and students explore different applications of percents. Students use their new and past knowledge to develop strategies to solve percents problems. Station Activity: Students solve different percent problems on chart paper. Students do a gallery walk.	Volume of a prism (area of the base times height) Layered Block Activity. After activity students will derive the formula for volume of a prism or cube. Use a square pyramid and cube that have the same size base to show the relationship between their volumes. Have students develop a formula for

	based on the data. • Student will return to their data study project from task 1 to make inference about their data sets.		and how it relates to the algorithm.			solve application of function word problems. Students brainstorm different strategies, select one, complete the problem on chart paper and present in gallery walk style to the rest of the class. This is followed by a whole group discussion comparing the different strategies.		• tips • sales tax • commission • percent error • Percent Change • Discounts • Markups	volume of a pyramid based on the relationship they see.
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)		Social Studies Writing		Art			Social Studies - using maps	World Language	

*Starting in unit 5 lesson all problems should incorporate positive and negative whole numbers, fractions and decimals.**

Grade Level Assessment Overview	**Unit 1 - Statistics**	**Unit 2 - Decimals, and Division**	**Unit 3 - LCM/GCF/Fractions**	**Unit 4 - Rational Numbers**	**Unit 5 - Algebraic Expressions**	**Unit 6 - Equations and Inequalities**	**Unit 7 - Proportional Relationships**	**Unit 8 - Percents**	**Unit 9 - Geometry**
Tasks		Mid Topic Performance Task enVision p. 26	Judge Multiplication Game (estimating and						

			computing products of fractions. Computing differences of fractions)						
Unit Assessments	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment
District Assessments									
Resources									

Created by Jen Webster March 2017

GRADE 7 Pre Algebra (Grade 7)

Curriculum Map	Unit 1 - Probability of Simple and Compound Events	Unit 2 - Rational Numbers and Exponents	Unit 3 - Solving Equations and Inequalities	Unit 4 - Irrational Numbers and Square Roots	Unit 5 - Pythagorean Theorem	Unit 6 - Geometric Angles	Unit 7 - Area and Volume	Unit 8 - Transformations (Similarity and Congruence)	Unit 9 - Linear Relationships and Functions	Unit 10 - Linear Equations	Unit 11 - Statistics and Bivariate Data
Number of Days	2 Weeks	5 Weeks	3 Weeks	2.5 Weeks	2.5 Weeks	3 Weeks	3 Weeks	3 Weeks	5 Weeks	3 Weeks	3 Weeks
Standards (Ex. CCSS, C3, NGSS, etc.)	7.SP.5 7.SP.6 7.SP.7a,b 7.SP.8 a-c	7.NS.1 (a-d) 7.NS.2(a-d) 7.NS.3 8.EE.1 8.EE.3 8.EE.4	7.EE.1 7.EE.2 7.EE.3 7.EE.4a,b	8.NS.1 8.NS.2 8.EE.2	8.G.6 8.G.7 8.G.8 8.EE.2	7.G.5 8.G.5	8.G.9 7.G.4 7.G.6	8.G.1a, b, c 8.G.2 8.G.3 8.G.4	8.EE.5 8.EE.6 8.F.1 8.F.2 8.F.3 8.F.4 8.F.5	8.EE.7 8.EE.8	8.SP.1 8.SP.2 8.SP.3 8.SP.4
Essential Questions	How do you use probability to predict an outcome?	How do we apply and relate rational numbers to real world situations? How do we represent very large and very small numbers?	How do we use equations to determine solutions to real life problems?	How do we use rational and irrational numbers?	How do we apply and relate different geometric properties in the real world?	How do angle properties relate to each other to solve problems?	How do we apply and relate different geometric properties in the real world?	How do we apply and relate different geometric properties in the real world?	How can we use equations, tables, and graphs to model solutions to real life problems?	How do the relationship between linear equations help solve problems?	How do we compare different data and describe patterns of data?
Significant Task 1:	Students are introduced to new vocabulary	(Review) Students recall the integer	(Review) Students work in rotating	Students learn in whole group the difference	As a class read *What's Your Angle Pythagoras*	Whole group instruction introducing new	Whole group review (note taking or	Students use graph paper or online program to	Students time each other running the same	In whole group discuss solutions that make	Students are given scatter plots with real world

	and concepts (outcome, event, compliment theoretical and experimental probability) Students use new knowledge to find probability of different events. (probability bag) Students should calculate probabilities of outcomes of the game (probability bag), then play the game to test their theoretical probability.	rules as a whole class. To refresh and practice the prior learning students will rotate through stations. (Each station is a different operation with rational numbers and integers.)	stations reviewing prior knowledge of solving (and graphing solutions when needed) one step equations and inequalities.	between a rational and irrational numbers. They will play an identification game to practice skills.	? Students use prior knowledge of areas of upright and tilted squares to build and find the areas of squares drawn on the sides of given right triangles. Students record the data in a table and develop the Pythagorean Theorem based on the patterns they identify.	vocabulary, parallel lines cut by a transversal and angle properties. Given 1 angle measure within 2 parallel lines cut by a transversal students use new vocabulary and angle properties to find the other angles. In small groups students discuss patterns they see. As a whole group the share the patterns, they make connections between identified patterns with angle properties (new knowledge)	creation of flippable) of formulas for quadrilaterals and triangles. Whole class reads Sir Cumference books (at least book 1) to make anchor chart to identify the parts of a circle. (Diameter, radius, circumference, area) Circumference Activity - student bring in round objects from home. They use flex rulers (or string and a rule) to measure the circumference and diameter of each object. Using prior knowledge they will create a ratio (write as a decimal) to	test the transformations and create the algebraic rule for each transformation. Students practice using the rules they create. Students discuss throughout the unit each transformation and if the result is similar or congruent figures. *On Going through the unit but focus here	distance. Students calculate the rate at which they run. Students graph their rate and write an equation to generalize how fast they can run any distance, if they ran at the same rate. Students are posed with different problems (in stations) to practice writing an equation from a word problem involving rate, graphing the rate and creating a table to show how the rate progresses. Whole group instruction	equations true at the same time. Link this prior knowledge to what that might look like in a graph (lines intersect once) Students are given 3 sets of 2 equations of a line (intersecting, parallel, same line) and ask them to graph them. In small groups students will need to discuss and determine the solution to those equations. To develop a rule for each type of graph and how to recognize whether 2 lines have one, infinite or no solutions.	data in. Small groups they are asked to discuss and decide what specific coordinates mean in the context of the data. They are also asked to use the scatter plot to answer questions about the data set. Students are given or research a set of bivariate data (Example: height and weight of football players) to create scatter plots representing the data and then to analyze the data using the scatter plot. Students choose how to present their data project and present in

							determine an approximation of pi. Student will use prior knowledge to rewrite the equation to derive the formula for circumference. Students complete parallelogram activity to derive the area formula of a circle.		to discuss proportional relationships as illustrated in graphs. Students should be able to identify graphs that show a direct proportional relationship between the variables.		gallery walk to their peers.
Significant Task 2:	Students use the school lunch menu to determine how many possible combinations of lunch they can purchase. Students work in groups to represent all the options with one of the following: tree diagram,	Create Flippable with all exponent Rules. Students develop the algebraic rules for exponents by expanding and simplifying expressions with exponents. - Power rule - Product rule - Quotien	*Review Students work in rotating stations reviewing prior knowledge of solving (and graphing solutions when needed) two step equations and inequalities.	Students use dot paper to draw upright and tilted squares. In the activity they determine an upright square is a perfect square (they know the side length based on the area - working backwards) Students	Students work in centers to apply the Pythagorean Theorem to a variety of leveled problems.	Students use protractors and rulers to measure a variety of triangles. Students will fill data into a table to make generalizations about angle measures, angles sides, the sum of interior angles of triangles and use this	Student build and label nets to find the surface area of prisms and cylinders. Then transfer this knowledge to find surface area of a prism or cylinder without a net. *Extension - SA of Sphere	*Students make their own sequence problem using all transformation at least once and an answer key - they swap with a friend and complete their peers task. Students discuss throughout the unit each transforma	Students learn in whole group about functions. Functions • Define • Interpreting and sketching graphs to events Student use function machine to define	Students use prior knowledge and rules they created from previous lessons about one, infinite or no solutions to find patterns as they solve equations to develop a rule to identify each type of solution using only the given	Students learn in whole group the importance of a line of best fit/trend lines. Using the scatter plots created in task 1, students practice drawing trend lines and assessing the fit of trend lines.

	table or list. Students use their model to answer questions about the probability of selecting a specific combinatio n for lunch. Students learn in whole group about compound, independen t and dependent events. They use letters in words and real world scenarios to find the probability of Independen t and dependent events.	t rule - Negativ e rule - Zero rule		list perfect squares and cubes in their notes. Students play "Square Off" to practice.		information to classify the triangles.	clementine activity	tion and if the result is similar or congruent figures. *On Going through the unit but focus here	functions and to write their own functions. Students compare different functions using equations, graphs and tables.	equations.	Students must defend their trend lines to their peers using math vocabulary and prior/new knowledge. Students will work in small groups to develop/wr ite equations of the trend lines they have drawn and use them to predict additional data points within the data set.
Signifi cant Task 3:	In small groups students are given a probability problem. Groups will need to design/cre ate a simulation of the problem	Build on Prior knowledge of exponents to write and simplify numbers in scientific notation and standard form.	Students work as a whole group revisiting balancing equations and combining like terms to create an algorithm	Students work in pairs using prior knowledge of perfect squares to approximat e an irrational number. Then check	Students plot given points on graph paper (coordinate grid). Students brainstorm in groups how to find the distance	Students use knowledge of angles of triangles and special angles to write and solve equations to find the missing angle.	Volume of cylinder: link to volume of a prism (area of the base times the height) *Water activity		Students learn about the slope of a line, how to calculate it, how to determine a negative or positive slope by eye and the slope intercept	Whole group instruction learn how to solve systems of equations using substitution and elimination. Student practice in	Students will work in groups to construct and interpret two-way frequency tables and two-way relative frequency tables.

	then use the simulation to estimate different probabilities of events within their scenario.		to move all the variables to one side of the equation and all the constants to the other, then solving equations with variables on both sides. Once students develop the algorithm they will practice in small groups.	their approximation with a calculator.	between the points. (Goal: Draw a triangle where the diagonal line is the hypotenuse of a right triangle, then use the Pythagorean Theorem) *Activity starts with points that form straight lines, then extends to points that form diagonal lines.		Use a cylinder, cone and sphere with the same size base. Fill figures with water. Identify the relationship between the volume of the cone and cylinder and sphere and cylinder. Students will derive the formulas for each figure and practice solving problems with them.		form of a line of an equation. y=mx+b Students learn how to write equations of lines from a table, a graph, and words. Then graph the equations by first substituting values into the equation to get coordinates then learn: m = move = slope b = begin = y intercept Students complete stained glass project. Students use knowledge and skills for writing and graphing equations of lines to	stations.	Students will learn in whole group the difference between a frequency and relative frequency two way table then work in groups with given data sets to create two way tables and use them to answer questions about the given data set.

									compare linear functions. Students will work in small groups to graph multiple functions and compare which has the greater rate of change		
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)		Science			Literacy		Literacy				

Grade Level Assessment Overview	Unit 1 - Probability of Simple and Compound Events	Unit 2 - Rational Numbers and Exponents	Unit 3 - Solving Equations and Inequalities	Unit 4 - Irrational Numbers and Square Roots	Unit 5 - Pythagorean Theorem	Unit 6 - Geometric Angles	Unit 7 - Area and Volume	Unit 8 - Transformations (Similarity and Congruence)	Unit 9 - Linear Relationships and Functions	Unit 10 - Linear Equations	Unit 11 - Statistics and Bivariate Data
Tasks		Project - Space Travel Brochure (Traveling	Project - Calendar Expressions and Equations					Project - Animations (Geometer's SketchPad	Project - Stained Glass (Graphing Linear	Systems Project	

		between two planets)						or other computer graphing program needed)	Equations) - Extension - 4 Color Mapping		
Unit Assessments	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment	Cumulative Unit Assessment
District Assessments											
Resources						**Note - I did not see any resources in enVision Grade 8 Books					

Created by Jen Webster March 2017

GRADE 3 SCIENCE

	Unit 1: Science in Motion	Unit 2: The Wheel of Life	Unit 3: Thrive and Survive	Unit 4: Rain, Rattle & Roll
Number of Days	**15 days**	**15 days**	**15 days**	**15 days**
Standards	**3-PS2-1.** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. **3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. **3-PS2-3.** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. **3-PS2-4.** Define a simple design problem that can be solved by applying scientific ideas about magnets. **3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost. **3-5-ETS1-2.**Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**3-LS1-1.** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. **3-LS3-1.** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. **3-LS3-2.** Use evidence to support the explanation that traits can be influenced by the environment.	**3-LS2-1.** Construct an argument that some animals form groups that help members survive. **3-LS4-1.** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **3-LS4-2.** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. **3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. ***3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.***	**3-ESS2-1.** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. **3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world. **3-ESS3-1.** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Example Phenomena NGSS Phenomena	If two students push on opposite sides of a chair, the chair doesn't move. Larger magnets can pick up larger objects than can small magnets.	Some trees grow at an angle on windy plains. Seedlings from the same parent plant all look slightly different.	Most people don't like to live completely on their own. Deer with larger antlers usually have more children.	Fossils from sea creatures can be found on some hilltops. Houses in Florida often have hurricane shutters.
Practices	**Asking Questions and Defining Problems** Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Students could ask questions [about] the patterns of an object's motion that can be investigated, and predict reasonable outcomes. 3-PS2-2 **Developing and Using Models** Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Students could collaboratively develop a model [of] forces causing changes in an object's speed or direction of motion based on evidence that shows the relationships among variables for frequent and	**Asking Questions and Defining Problems** Identify scientific (testable) and non-scientific (non-testable) questions. Students could ask questions about the effect [of] the environment [on an individuals'] traits, [and then] identify [which are] scientific (testable) and non-scientific (non-testable) questions. 3-LS3-2 **Developing and Using Models** Develop and/or use models to describe and/or predict phenomena. Students could use a model to describe	**Developing and Using Models** Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Students could develop a model using an example to describe [that in a] particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. 3-LS4-3 Use a model to test cause and effect relationships or interactions concerning the functioning of a natural system. Students could use a model to test cause and effect relationships between changes in the environment [and whether] organisms survive and reproduce, move to new locations, move	**Asking Questions and Defining Problems** Use prior knowledge to describe problems that can be solved. Students could use prior knowledge [about] patterns of the weather across different times and areas to describe problems that can be solved. 3-ESS2-1 **Asking Questions and Defining Problems** Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. Students could define a simple design problem [caused by] natural hazards that can be solved through the development of an object, process,

	regular occurring events. 3-PS2-1 **Planning and Carrying Out Investigations** Make predictions about what would happen if a variable changes. Students could make predictions about what would happen [to] the sizes of the forces between two magnets if their orientation relative to each other changes. 3-PS2-3 and 3-PS2-4 **Analyzing and Interpreting Data** Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. Students could observe and measure an object's motion in various situations, represent [the] data in tables and/or various graphical displays to reveal patterns, [and use any] regular patterns [to] predict future motion. 3-PS2-2 **Constructing Explanations and Designing Solutions** Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Students could construct an explanation of observed relationships [between] the sizes of the forces [between two objects and] their distances apart. 3-PS2-3 and 3-PS2-4 **Engaging in Argument from Evidence** Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. Students could make a claim about the merit of a solution [that uses the idea that] objects in contact exert forces on each other. 3-PS2-1	[that] different organisms vary in how they look and function. 3-LS3-1 **Planning and Carrying Out Investigations** Make predictions about what would happen if a variable changes. Students could make predictions about what would happen [to] characteristics [of an individual] if [the] individuals' interactions with the environment changes. 3-LS3-2 **Analyzing and Interpreting Data** Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. Students could compare and contrast data [on the] life cycles [of different] plants and animals collected by different groups in order to discuss similarities and differences in their findings. 3-LS1-1 **Constructing Explanations and Designing Solutions** Identify the evidence that supports particular points in an explanation. Students could identify the evidence that supports particular points in an explanation [that] different organisms vary in how they look and function because they have different inherited information. 3-LS3-1 **Engaging in Argument from Evidence** Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions. Students could respectfully provide critiques to peers about a proposed model [of] life cycles [of] plants and animals by citing relevant evidence and posing specific questions. 3-LS1-1	into the transformed environment, [or] die. 3-LS4-4 **Planning and Carrying Out Investigations** Make predictions about what would happen if a variable changes. Students could make predictions about what would happen [to] organisms if a variable [related to the] physical characteristics [of] the environment changes. 3-LS4-4 Evaluate appropriate methods and/or tools for collecting data. Students could evaluate appropriate methods for collecting data [on how well] some kinds of organisms survive in a particular environment. 3-LS4-3 **Analyzing and Interpreting Data** Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. Students could analyze and interpret data using logical reasoning to make sense [of] the differences in characteristics between individuals of the same species. 3-LS4-2 **Using Mathematical and Computational Thinking** Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. Students could describe, estimate, and graph quantities to address scientific questions [about the] dramatic variation in group sizes. 3-LS2-1 Organize simple data sets to reveal patterns that suggest relationships. Students could organize simple data sets [from] fossils [(e.g., type, size, and distributions of fossil organisms) to] provide evidence about the types of organisms that lived long ago [and] to reveal patterns. 3-LS4-1 **Constructing Explanations and Designing Solutions** Identify the evidence that supports particular points in an explanation. Students could identify the evidence that supports particular points in an explanation [that] when the environment changes in ways that affect a place's physical characteristics some organisms survive and reproduce, others	or system and includes several criteria for success and constraints on materials, time, or cost. 3-ESS3-1 **Analyzing and Interpreting Data** Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns. Students could represent climate data in various graphical displays reveal patterns. 3-ESS2-2 **Using Mathematical and Computational Thinking** Describe, measure, estimate, and/or graph quantities (e.g., area, volume, weight, time) to address scientific and engineering questions and problems. Students could describe quantities to address scientific questions [about the] range of an area's typical weather conditions and the extent to which those conditions vary over years. 3-ESS2-2 **Obtaining, Evaluating, and Communicating Information** Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts. Students could orally communicate scientific and technical information [about the] variety of natural hazards [that] result from natural processes [and the] steps humans can take to reduce their impacts. 3-ESS3-1 **Using Mathematical and Computational Thinking** Organize simple data sets that suggest relationships. Students can organize simple data sets [to reveal] patterns of the weather across different times and areas. 3-ESS2-1 **Constructing Explanations and Designing Solutions** Construct an explanation of observed relationships (e.g., the distribution of plants in the backyard). Students could construct an explanation of observed relationships [between] patterns of the weather [and] different times and areas. 3-ESS2-1 **Obtaining, Evaluating, and Communicating Information** Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as

			move to new locations, yet others move into the transformed environment, and some die. 3-LS4-4 **Engaging in Argument from Evidence** Construct and/or support an argument with evidence, data, and/or a model. Students could construct and support an argument with evidence [that] the differences in characteristics between individuals of the same species sometimes provide advantages in surviving, finding mates, and reproducing. 3-LS4-2 Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions. Students could respectfully provide critiques to peers about a proposed explanation about the types of organisms that lived long ago and also about the nature of their environments by citing relevant evidence and posing specific questions. 3-LS4-1 **Obtaining, Evaluating, and Communicating Information** Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. Students could combine information from books and/or other reliable media to explain [why animals often live in] groups. 3-LS2-1 Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other scientific and/or engineering practices. Students could combine information in written text [regarding how] some kinds of plants and animals that once lived on Earth are no longer found anywhere with [information] contained in corresponding tables, diagrams, and/or charts to support an argument. 3-LS4- 1	tables, diagrams, and charts. Students could communicate technical information [about how] scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. 3-ESS2-1
Crosscutting Concepts	**Systems and System Models** A system can be described in terms of its components and their interactions. Students could describe how objects in contact exerting forces on each other [are] components [of] a system. 3-PS2-1 **Scale, Proportion, and Quantity** Standard units are used to measure and describe	**Patterns** Patterns can be used as evidence to support an explanation. Students could describe how patterns [across] individuals' characteristics can be used as evidence to support an explanation [that] characteristics [can] result from individuals' interactions with	**Patterns** Patterns can be used as evidence to support an explanation. Students could use patterns [of] the differences in characteristics between individuals of the same species as evidence to support an explanation that the different characteristics may provide advantages in	**Systems and System Models** A system can be described in terms of its components and their interactions. Students could describe the steps humans take to reduce the impacts of a variety of natural hazards, which result from natural processes, as components of a system. 3-ESS3-1

	physical quantities such as weight, time, temperature, and volume. Students could measure the patterns of an object's motion in various situations, [and describe how] using standard units [helps with communication of the patterns]. 3-PS2-2	the environment. 3-LS3-2 **Cause and Effect** Cause and effect relationships are routinely identified, tested, and used to explain change. Students could describe why they identified the cause and effect relationship [between the variation] in how different organisms look and function [and their] different inherited information. 3-LS3-1 **Scale, Proportion, and Quantity** Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. Students could construct an argument about why standard units [are useful in describing] characteristics of organisms [such as height and weight]. 3-LS3-1 and 3-LS3-2	surviving, finding mates, and reproducing. 3-LS4-2 **Structure and Function** Substructures have shapes and parts that serve functions. Students can look at the substructures [of] fossils, [including their] shapes and parts that serve functions, [for] evidence about the types of organisms that lived long ago and about the nature of their environments. 3-LS4-1 **Scale, Proportion, and Quantity** Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. Students could describe why it is important to use standard units to measure and [compare] physical quantities [of] characteristics [of] individuals [when identifying] differences in characteristics between individuals of the same species. 3-LS4-2 **Systems and system models** A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. Students could describe a group of animals [that work together to] obtain food, defend themselves, and cope with changes [as a] system [composed] of related parts that make up a whole and can carry out functions its individual parts cannot. 3-LS2-1 **Stability and Change** Change is measured in terms of differences over time and may occur at different rates. Students could describe the differences [of an] environment over time—[as] changes that ma 3-LS4-4	**Stability and Change** Change is measured in terms of differences over time and may occur at different rates. Students can use patterns of the weather across different times and areas [to describe] that change is measured in terms of differences over time and may occur at different rates. 3-ESS2-1
Essential Questions	-How do objects affect the motion of other objects? -How do equal and unequal forces on an object affect the object? -How can observation of the pattern of an object's movement help to predict its future movement? -How magnetic and electrical waves impact objects? -How can magnets be used to solve design problems?	What causes the differences between organisms? -How do living things change and grow? -Why do offspring look like their parents? -How do inherited traits and learned behaviors influence how a living things looks and acts?	What affects organisms' survival? -How do animals use groups to aid in survival? -How does having unique traits in a population help a living thing gain advantage above others in survival? -How are fossils used to identify those organisms that have lived in the past? -How can changes in the environment impact the survival of living things?	How does the climate affect organisms? -What global weather patterns exist in the world? -How can we use patterns in climate change to predict future weather outcomes for each season in different parts of the world? -How can humans protect themselves from the potentially harmful impact of severe weather?
Significant Task 1:	**Forces:** Students will investigate a variety of topics that relate to force, gravity, and the effect the weight	**Life Cycles: Patterns and Predictability** Students will investigate a variety of	**Animal Groups - Benefits and Disadvantages** Students will learn about animals that live in groups and participate in a discussion about	**Weather Tracker** Students will identify weather patterns for three distinct areas in the world and summarize

	of an object has when the same force is applied to different sized objects. Students to find patterns from different force investigations that could be used to predict future motion.	topics as they relate to plant and animal life cycles, identifying the patterns that exist for all living things, by visiting investigative stations.	how groups benefit some (but not all) animals.	the key features of the seasons and why they exist.
Significant Task 2:	**Magnets and Magnetic Interactions** Students will identify objects that have magnetism, use magnets to perform a job, and explore the forces between magnets.	**Trait or Behavior?** Students will identify characteristics of living things that are either genetic traits or learned behaviors by sorting cards of descriptors and describing themselves to a partner.	**Fossil Finds** Students will investigate types of fossils, what they tell scientists, how they are made, and what the fossil record tells us about the history of organisms on Earth.	**Hazardous Conditions** Students will investigate a variety of severe weather conditions and create a poster presentation helping humans stay safe in each type of weather.
Significant Task 3:	**Balloon Rockets (Guided inquiry for force and motion)** Demonstrating and explaining Newton's Third Law of Motion using a "balloon rocket". Students will be guided through an inquiry investigation about what effect changing the amount of "action" force will have on the "reaction" motion.	**Trait Expert** Students will choose an animal to become an expert on. They will identify those traits that are inherited by the population as a whole and any behaviors that must be learned in order to survive.	**Animal Adaptations** Students will design an imaginary animal to survive in a specific, imaginary habitat.	**Weather Planner** Based on what they have learned about weather types, patterns, and hazards students will create a seasonal wedding plan for those who wish to get married outdoors in Connecticut and honeymoon in Arizona.
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	Common Core State Standards Connections: **ELA/Literacy:** -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers. -Use information gained from illustrations and the words in a text to demonstrate understanding of the text. -Determine the main idea of a text; recount the details and explain how they support the main idea. -Describe the relationship between a series of scientific concepts, using language that pertains to time, sequence, and cause/effect. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **Mathematics:** -Reason abstractly and quantitatively. -Model with mathematics	Common Core State Standards Connections: **ELA/Literacy:** -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers. -Use information gained from illustrations and the words in a text to demonstrate understanding of the text. -Determine the main idea of a text; recount the details and explain how they support the main idea. -Describe the relationship between a series of scientific concepts, using language that pertains to time, sequence, and cause/effect. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **Mathematics:** -Reason abstractly and quantitatively. -Model with mathematics	Common Core State Standards Connections: **ELA/Literacy:** -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers. -Describe the relationship between a series of scientific concepts, using language that pertains to time, sequence, and cause/effect. -Write opinion pieces on topics or texts, supporting a point of view with reasons. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. -Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **Mathematics:** -Reason abstractly and quantitatively -Model with mathematics -Use appropriate tools strategically.	Common Core State Standards Connections: **ELA/Literacy:** -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers. -Compare and contrast the most important points and key details presented in two texts on the same topic. -Recall information from experiences or gather information from print and digital sources;take brief notes on sources and sort evidence into provided categories. -Conduct short research projects that build knowledge about a topic. **Mathematics:** -Reason abstractly and quantitatively. -Model with mathematics. -Use appropriate tools strategically. -Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step "how many more" and "how many less" problems using information presented in bar graphs.

	Unit 1: Science in Motion	Unit 2: The Wheel of Life	Unit 3: Thrive and Survive	Unit 4: Rain, Rattle & Roll

Tasks	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.
Unit Assessments	Performance Expectations 3-PS2-1. Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.] 3-PS2-2. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.] 3-PS2-3. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.] 3-PS2-4.[Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]	Performance Expectations 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary:Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.] 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples f the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food	Performance Expectations 3-LS2-1. Construct an argument that some animals form groups that help members survive. 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.] 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.] 3-LS4-3.Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.] 3-LS4-4	Performance Expectations 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.] 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.* [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lighting rods.] 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

			Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental	
District Assessments	Unit 1 Learning Targets	Unit 2 Learning Targets	Unit 3 Learning Targets Habitat Change	Unit 4 Learning Targets
Resources	**3-PS2-1.** ExploreLearning Gizmos for this PE/Standard: Charge Launcher Force and Fan Carts Forces and Interactions Force & Motion Activity Gliding into Understanding Balloon Rocket (Force and Motion Inquiry Activity) NGSS Science Videos **3-PS2-2.** ExploreLearning Gizmos for this PE/Standard: Distance-Time Graphs Force and Fan Carts Measuring Motion Pendulum Clock Sled Wars Forces and Interactions Ramps Force and Motion Activity **3-PS2-3.** ExploreLearning Gizmos for this PE/Standard: Charge Launcher Magnetism Forces and Interactions Scratching Records **Literature** What is a Scientist?, Barbara Lehn Forces Make Things Move, by Kimberly Brubaker	**3-LS1-1.** Explore Learning Gizmo for this PE/Standard: Flower Pollination Commonalities in Life Cycles Life Cycle Wheel Units Inheritance and Variation of Traits **3-LS3-1.** Explore Learning Gizmo for this PE/Standard: Inheritance Inheritance and Variation of Traits Ring Ring **3-LS3-2.** ExploreLearning Gizmos for this PE/Standard: Effect of Environment on New Life Form Growing Plants Inheritance Measuring Trees Inheritance and Variation of Traits **3-LS4-2. (If Added)** Explore Learning Gizmo for this PE/Standard: Natural Selection	**3-LS2-1.** Animal Groups PowerPoint **3-LS4-1.** Explore Learning Gizmo for this PE/standard: Building Pangaea Fossils of CT? Dinosaur Park? **3-LS4-2.** **3-LS4-3.** ExploreLearning Gizmos for this PE/standard: Natural Selection Pond Ecosystem Desert Survivors Integrating the Nature of Science In Our Neighborhood **3-LS4-4.** Green Plastics Mystery of the Disappearing Bees	**3-ESS2-1.** Brainpop: Weather BrainpopJr: Seasons **3-ESS2-2.** Brainpop:Climate Types Weather vs. Climate PowerPoint **3-ESS3-1.** Design Solutions

	Bradle Move It! Forces and You, by Adrienne Mason Forces and Motion: From High-Speed Jets to Wind-Up Toys – Student Journal, by Tom DeRosa and Carolyn Reeves And Everyone Shouted, Pull!, by Claire Llewllyn What is Friction?, by Lisa Trumbauer Why do Moving Objects Slow Down? A Look at Friction, by Jennifer Boothroyd			

GRADE 4 SCIENCE

Curriculum Map	Unit 1: The Wonder of Waves	Unit 2: Survival and Senses	Unit 3: The Earth Rocks	Unit 4: Impact Earth
Number of Days	15 days	15 days	15 days	15 days
Standards	**4-PS3-1.** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **4-PS3-2.** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3.** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **4-PS3-4.** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another **4-PS4-1.** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **4-PS4-2.** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **4-PS4-3.** Generate and compare multiple solutions that use patterns to transfer information.	**4-LS1-1.** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. **4-LS1-2.** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	**4-ESS1-1.** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **4-ESS2-1.** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. **4-ESS2-2.** Analyze and interpret data from maps to describe patterns of Earth's features.	**4-ESS3-1.** Obtain and combine information t describe that energy and fuels are derived from natural resources and their uses affect the environment. **4-ESS3-2.** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
Essential Questions	-How is the speed and energy of an object's movement related? -How is the path of an object changed upon collision? -What types of waves exist and how are they measured? -How is energy changed from one form to another? -In what ways can energy carry information?	-What adaptations do plants and animals have to help them with survival? -in what ways do animals use their senses to react to their surroundings?	-How can fossils be used to show that organisms and their environments have changed over time? -How do various types of erosion change land over time? -What map features help to determine the types of landforms that exist on Earth?	-Where does the fuel that we use come from' -How does using fossil fuels impact Earth? -How can humans reduce their negative impact on Earth but still obtain the fuel they need for life?
Example Phenomena	A tennis ball that hits the wall will make a louder sound when it is thrown faster. We can talk on the phone to someone across the country.	A flower has brightly colored petals.	Hills with vegetation are less likely to have erosion than those without vegetation. Example: California hillsides have vegetation to help with mud and landslides.	Wind turbines can generate electricity.
Practices	**Developing and Using Models** **Identify limitations of models.** Students could *identify limitations of models* [that describe that] *when objects collide, some energy is typically also transferred to the surrounding air.* 4-PS3-3	**Asking Questions and Defining Problems** Identify scientific (testable) and non-scientific (non-testable) questions. Students could [brainstorm questions about why] *an object can be seen and* [then] *identify* [which questions are] *scientific (testable) and* [which	**Analyzing and Interpreting Data** Represent data in tables and/or various graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships. Students could *represent data in various*	**Planning and Carrying Out Investigations** Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success. Students could *test two different models of the same proposed process* [intended to] *reduce t*

	Planning and Carrying Out Investigations Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Students could *make observations and measurements to serve as the basis for evidence for an explanation* [that] *the faster a given object is moving, the more energy it possesses.* 4-PS3-1 **Using Mathematical and Computational Thinking** Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. Students could *measure and graph quantities, such as time, to address engineering problems* [related to the idea that] *the faster a given object is moving, the more energy it possesses.* 4-PS3-1 **Obtaining, Evaluating, and Communicating Information** Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. Students could *read and comprehend grade-appropriate complex texts and/or other reliable media to obtain scientific ideas* [about] *energy moving from place to place by moving objects or through sound, light, or electric currents and to describe* [how these ideas are] *supported by evidence.* 4-PS3-3 **Developing and Using Models** Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. Students could *develop a model using an analogy to describe* [that] *high-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.* 4-PS4-3 **Analyzing and Interpreting Data** Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. Students could *analyze and interpret data, using logical reasoning, to make sense of a phenomenon* [related to the idea that] *energy moves from place to place by moving objects or through electric currents.* 4-PS3-2	are] *non-scientific (non-testable) questions.* 4-LS1-1 **Planning and Carrying Out Investigations** Evaluate appropriate methods and/or tools for collecting data. Students could *evaluate appropriate methods and/or tools for collecting data* [on] *plants' and animals' internal and external structures* [and the] *various functions* [they] *serve in growth, survival, behavior, and reproduction.* 4-LS1-1 **Using Mathematical and Computational Thinking** Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. Students could *decide if qualitative or quantitative data are best to determine whether a proposed object* [that is intended to mimic certain] *external structures of plants meets criteria for success.* 4-LS1-1 **Obtaining, Evaluating, and Communicating Information** Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts. Students could *communicate scientific information through various forms of media* [about] *different sense receptors* [that] *are specialized for particular kinds of information.* 4-LS1-2	*graphical displays to reveal patterns that indicate relationships* [between] *the location of certain fossil types* [and] *the order in which rock layers were formed.* 4-ESS1-1 **Constructing Explanations and Designing Solutions** Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). Students could *construct an explanation of observed* [cause and effect] *relationships* [between] *living things* [and] *the physical characteristics of their regions,* [such as the relationship between vegetation and erosion]. 4-ESS2-1 **Engaging in Argument from Evidence** Construct and/or support an argument with evidence, data, and/or a model. Students could *construct and/or support an argument with evidence* [that] *local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes.* 4-ESS1-1	*impact of a hazard resulting from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions) to determine which* [model] *better meets criteria for success.* 4-ESS3-2

	Constructing Explanations and Designing Solutions Identify the evidence that supports particular points in an explanation. Students could *identify the evidence that supports particular points in an explanation* [that] *light transfers energy from place to place.* 4-PS3-2 Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation. Students could *use evidence (e.g., measurements, observations, patterns) to support an explanation* [that] *when waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.* 4-PS4-1 **Engaging in Argument From Evidence** Respectfully provide and receive critiques from peers about a proposed procedure, explanation or model by citing relevant evidence and posing specific questions. Students could *respectfully provide critiques* [to] *peers about a proposed model* [that describes that] *an object can be seen when light reflected from its surface enters the eyes by citing relevant evidence and posing specific questions.* 4-PS4-2			
Crosscutting Concepts	**Patterns** Patterns of change can be used to make predictions. Students could use the *pattern of change* [between] *the energy* [of a] *moving object* [and] *the* [speed the] *object is moving to make predictions.* 4-PS3-1 **Systems and Systems Models** A system can be described in terms of its components and their interactions. Students could describe the *light reflected from* [the] *surface* [of] *an object that enters the eyes* [as] *a system* [and] *describe the components interactions* [within that system]. 4-PS4-2 **Cause and Effect** Cause and effect relationships are routinely identified, tested, and used to explain change. Students could *identify cause and effect relationships* [such as the relationship between] *disturbing the surface* [of] *water* [and production of] *waves*; students could *use* [these relationships] *to explain change.* 4-PS4-1	**Cause and Effect** Cause and effect relationships are routinely identified, tested, and used to explain change. Students could describe examples of *cause and effect relationships*—[like the relationship between] *animals' perceptions and their actions*—[that are] *are routinely identified, tested, and used to explain change.* 4-LS1-2	**Scale, Proportion, and Quantity** Natural objects and/or observable phenomena exist from the very small to the immensely large or from very short to very long time periods. Students could identify *observable phenomena* [such as the results of] *water, ice, wind, living organisms, and gravity breaking rocks, soils, and sediments into smaller particles and moving them around* [that] *exist from the very small to the immensely large or from very short to very long time periods.* 4-ESS2-1 **Stability and Change** Change is measured in terms of differences over time and may occur at different rates. Students could use examples of *the presence and location of certain fossil types* [that] *indicate the order in which rock layers were formed* [and] *patterns of rock formations due to earth forces* [to provide evidence] *that change is measured in terms of differences over time and may occur at different rates.* 4-ESS2-1	**Patterns** Patterns of change can be used to make predictions. Students could describe that *humans cannot eliminate the hazards [that] result from natur processes (e.g., earthquakes, tsunamis, volcanic eruptions) but can take steps to reduce their impacts,* [including by using] *patterns of change to make predictions* [about the timing and location of hazards]. 4-ESS3-:

Significant Task 1:	**Energy: Speed, Converting and Transfer** Students will investigate energy as it relates to motion through a variety of hands-on experiments.	**Structured to Survive** Students will explain the internal and external structures of animals and how they support survival, growth, behavior, and reproduction.	**Patterns and Places** Students will investigate the types of fossils and rock formations can show what the Earth looked like in various stages of its natural history.	**Fuel for Life** Students will identify the various types of energy we use to do all of our daily activities and where the energy comes from.
Significant Task 2:	**Collision of Objects** Students will work with various materials to see what happens with energy when objects collide.	**Adaptations** Students will use a model to explain how animals receive information through their senses, process the information, and respond to it in different ways.	**Time flies** Students will model how land has changed over time using current scientific findings and a school-based investigation.	**Fossil Fuels** Students will investigate the potential long term negative impacts of using fossil fuels, including calculating their carbon footprint..
Significant Task 3:	**Waves** Students will be introduced to and develop a better understanding of wavelengths and amplitude by using movements.		**A river runs through it** Students will create stream tables and investigate how water impacts a variety of sizes of particles as it flows and investigate how wind changes a landscape in a desert model..	**Alternative Energy** Students will investigate and create a presentation on the variety of alternative fuel sources and the pros and cons of each.
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	Common Core Standards Connections: **ELA/Literacy:** -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text. -Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Conduct short research projects that build knowledge through investigation of different aspects of a topic. -Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. -Draw evidence from literary or informational texts to support analysis, reflection, and research. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes. **Mathematics:** -Model with mathematics -Draw points, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these two-dimensional figures.	Common Core Standards Connections: **ELA/Literacy:** -Write opinion pieces on topics or texts, supporting a point of view with reasons and information. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes. **Mathematics:** -Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify the symmetric figures and draw the line of symmetry.	Common Core Standards Connections: **ELA/Literacy:** -Conduct short research projects that build knowledge through investigation of different aspects of a topic. -Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. -Draw evidence from literary or informational texts to support analysis, reflection, and research. -Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **Mathematics:** -Reason abstractly and quantitatively. -Model with mathematics -Use appropriate tools strategically. -Know relative sizes of measurement units within one system of units. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. -Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.	Common Core Standards Connections: **ELA/Literacy:** -Refer to details and examples in a text wher explaining what the text says explicitly and when drawing inferences from a text. -Integrate information from two texts on the same topic in order to write or speak about th subject knowledgeably. -Conduct short research projects that build knowledge through investigation of different aspects of a topic. -Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. -Draw evidence from literary or information texts to support analysis, reflection, and research. **Mathematics:** -Reason abstractly and quantitatively. -Model with mathematics -Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

Grade Level Assessment Overview	Unit 1: The Wonder of Waves	Unit 2: Survival and Senses	Unit 3: The Earth Rocks	Unit 4: Impact Earth
Tasks	Students will be keeping a science journal	Students will be keeping a science journal	Students will be keeping a science journal	Students will be keeping a science journal

	throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.
Unit Assessments	**Performance Expectations** Students who demonstrate understanding can: -PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. [*Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.*] 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.(Assessment Boundary: Assessment does not include quantitative measurements of energy.) 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [*Assessment Boundary: Assessment does not include quantitative measurements of energy.*] 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.* [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound. 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.] 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows	**Performance Expectations** Students who demonstrate understanding can: 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [*Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.*] 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.] [*Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.*]	**Performance Expectations** Students who demonstrate understanding can: 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [*Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.*] 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [*Assessment Boundary: Assessment is limited to a single form of weathering or erosion.*] 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]	**Performance Expectations** Students who demonstrate understanding can: 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; nonrenewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.] 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [*Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.*]

	objects to be seen. [*Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.*] 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]			
District Assessments	Unit 1 Learning Targets	Unit 2 Learning Targets	Is it Erosion or Weathering?	
Resources	Sample Lesson Planning Template **4-PS3-1 and 4-PS3-3** Explore Learning Gizmo for this PE/Standard: Sled Wars **4-PS3** Energy and Waves **4-PS3-1-3** Looking Through the Energy Lens **4-PS3-2** ExploreLearning Gizmos for this PE/Standard: Circuit Builder Conduction and Convection Energy Conversions Heat Absorption Radiation Light and Sound Energy Transfers **4-PS3-2 and 4-PS3-4** Luminous Lighting **4-PS3-3** Sports and Collisions **4-PS4-1** Explore Learning Gizmo for this PE/Standard: Waves Making Sense of Sound Do You Hear What I Hear? **4-PS4** Waves Unit	Sample Lesson Planning Template **4-LS1-1** ExploreLearning Gizmos for this PE/Standard: Circulatory System Digestive System Flower Pollination Who Is Your Champion? Stalk It Up To Integrated Learning Big and Small Seeds How Does My Brain Pay Attention? Garden-Based Learning **4-LS1-2** ExploreLearning Gizmos for this PE/Standard: Hearing: Frequency and Volume Reverse the Field Animal Adaptations Animal Senses	Sample Lesson Planning Template **4-ESS1 and 4-ESS2** Plate Tectonics **4-ESS1-1 and 4-ESS2-2** Snack Tectonics **4-ESS2-1** How Does Wind Change Earth's Surface? **4-ESS2-2** ExploreLearning Gizmos for this PE/Standard: Building Pangaea Building Topical Maps Reading Topical Maps	Sample Lesson Planning Template **4-ESS3-1.** Explore Learning Gizmo for this PE/Standard: Energy Conversions Greenhouse Effect Renewable or Nonrenewable? **4-ESS3-2** Storm Warning What's Shaking? Building a Spaghetti Structure

	3-5-ETS-1 & PS3 Designing a Sound Reducing Wall			

GRADE 5 SCIENCE

Curriculum Map	Unit 1: From Stars to Mars	Unit 2: Matter Matters	Unit 3: Energy: Go With the Flow	Unit 4: Clean and Green
Number of Days	9-12 days	6-9 days	15 days	15 days
Standards	**5-PS2-1.** Support an argument that the gravitational force exerted by Earth on objects is directed down. **5-ESS1-1.** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. **5-ESS1-2.** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen. **5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. **5-PS1-3.** Make observations and measurements to identify materials based on their properties. **5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	**5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water. **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	**5-ESS2-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. **5-ESS2-2.** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Example Phenomena	Two objects of different sizes appear to be the same size when they are different distances from the viewer. Example: The Sun and Moon as seen from Earth.	One state of matter can be changed into another state of matter. Example: Alka seltzer in a glass of water.	Human hair can be analyzed to determine how much of an individuals' diet is corn.	The Amazon rainforest receives a lot of rain.
Practices	**Planning and Carrying Out Investigations** Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Students could *make observations to serve as the basis for evidence for an explanation* [that] *the gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.* 5-PS2-1 Evaluate appropriate methods and/or tools for collecting data. Students could *evaluate appropriate methods and tools for collecting data*	**Using Mathematical and Computational Thinking** Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. Students could *decide if qualitative or quantitative data are best* [for] detecting the existence of matter [when] matter is subdivided into particles that are too small to see. 5-PS1-1 **Constructing Explanations and Designing Solutions** Identify the evidence that supports particular points in an explanation. Students could *identify the evidence that supports particular points in an explanation* [that] *any*	**Asking Questions and Defining Problems** Students could *ask questions that can be investigated* [about where] *plants acquire their material for growth.* 5-LS1-1 **Developing and Using Models** Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. Students could *collaboratively revise a model based on evidence* [to] *show the relationship* [between] *plant growth and air.* 5-LS1-1 **Planning and Carrying Out**	**Asking Questions and Defining Problems** Identify scientific (testable) and non-scientific (non-testable) questions. Students could *identify scientific (testable) and non-scientific (non-testable) questions* [about] *interactions* [between] *Earth's major systems – the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans).* 5-ESS2-1 **Developing and Using Models** Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.

	[on the] *different positions of the sun, moon, and stars at different times of the day, month, and year.* 5-ESS1-2 **Mathematical and Computational Thinking** Organize simple data sets to reveal patterns that suggest relationships. Students could *organize simple data sets* [of the] *brightness of stars* [and] *their distance from Earth to reveal patterns that suggest relationships,* [including that] *the sun is a star that appears larger and brighter than other stars because it is closer.* 5-ESS1-1 **Obtaining, Evaluating, and** Communicating Information Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts. Students could *communicate* [that] *the gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center,* [using] *written formats as well as tables, diagrams, and charts.* 5-PS2-1 Communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts. Students could *communicate scientific information* [about] *stars* [and] *their distance from Earth orally and in written formats* [to describe that] *the sun is a star that appears larger and brighter than other stars because i is closer.* 5-ESS1-1	*type of matter can be subdivided into particles that are too small to see.* 5-PS1-1 Use evidence (e.g., measurements, patterns) to construct or support an explanation or design a solution to a problem. Students could *use evidence to support an explanation* [that] *when two or more different substances are mixed, a new substance with different properties may be formed.* 5-PS1-4 **Asking Questions and Defining Problems** Students could *ask questions* [about what happens] *and predict reasonable outcomes based on cause and effect relationships.* 5-PS1-4 **Developing and Using Models** Develop and/or use models to describe and/or predict phenomena. Students could *use models to describe* [that] *the amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.* 5-PS1-2 **Analyzing and Interpreting Data** Students could *represent measurements of a variety of properties* [that] *can be used to identify materials in tables and various graphical displays to reveal patterns.* 5-PS1-3 **Engaging in Argument from Evidence** Respectfully provide and receive critiques from peers about a proposed procedure, explanation or model by citing relevant evidence and posing specific questions. Students could *respectfully provide critiques to peers about a model* [that describes that] *matter of any type can be subdivided into*	**Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered - *to produce data to serve as the basis for evidence* [that] *plants acquire their material for growth chiefly from air and water.* 5-LS1-1	Students could *develop a diagram to convey a proposed process* [for creating] *fresh water.* 5-ESS2-2 **Analyzing and Interpreting Data** Analyze and interpret data to make sense of phenomena using logical reasoning, mathematics, and/or computation. Students could *analyze and interpret data to make sense of* [the distribution and accessibility of water on Earth, i.e., that nearly *all of Earth's available water is in the ocean.* 5-ESS2-2 Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. Students could *represent data in various graphical displays to reveal patterns that indicate relationships* [between] *human activities in everyday life* [and] *the land, vegetation, streams, ocean, and air.* 5-ESS3-1 **Engaging in Argument from Evidence** Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.Students could *distinguish among facts, reasoned judgment, and speculation in an explanation* [related to] *Earth's major systems interacting in multiple ways to affect Earth's surface materials.* 5-ESS2-1

		particles that are too small to see by citing relevant evidence and posing specific questions. 5-PS1-1		
Crosscutting Concepts	**Systems and System Models** A system can be described in terms of its components and their interactions. Students could describe *the gravitational force of Earth acting on an object as a system,* [and identify] *its components and their interactions.* 5-PS2-1	**Patterns** Patterns of change can be used to make predictions Students could identify *patterns* [when] *matter changes form to predict* [that] *the weight of t* 5-PS1-2 **Energy and Matter** Students could describe that *matter flows and cycles can be tracked in terms of the weight of the substances when two or more different substances are mixed* [and] *a new substance with different properties may be formed.* 5-PS1-4 **Stability and Change** Change is measured in terms of differences over time and may occur at different rates. Students could investigate what happens *when two or more different substances are mixed* [to describe that] *change is measured in terms of differences over time and may occur at different rates.* 5-PS1-4	**Scale, Proportion, and Quantity** Natural objects and/or observable phenomena exist from the very small to the immensely large or from very short to very long time periods. Students could describe that *observable phenomena exist from the very small, such as fungi and bacteria breaking down dead organisms to the immensely large,* [such as entire] *environments.* 5-LS2-1 **Energy and Matter** Matter is made of particles. Students could describe that *matter is made of particles* [in the context that] *matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.* 5-LS2-1	**Cause and Effect** Cause and effect relationships are routinely identified, tested, and used to explain change. Students could *identify cause and effect relationships* [between] *Earth's major systems* [and] *Earth's surface materials and processes and use* [the relationships] *to explain change.* 5-ESS2-1 Cause and effect relationships are routinely identified, tested, and used to explain change. Students could *identify* [the] *cause and effect relationships* [between] *human activities in industry and* [effects on] the air *and use* [the relationships] *to explain change.* 5-ESS3-1
Essential Questions	-What evidence exists that gravity is an active force on Earth? -How does the distance of stars from Earth impact their influence on Earth's available light? -What patterns in daily and seasonal	-What is matter made of? -What evidence do we have that matter is conserved during phase changes? -What properties are used to identify materials?	-Where does the food we eat come from? -What essential functions do nutrients play in our bodies? -How do plants get the energy they need to grow?	-What is the Earth's spheres made of? -How does the Earth's spheres help humans? -How can humans both positively and negatively impact Earth's

	changes due to the Earth's location in relation to other celestial bodies?	-How can a material be changed by mixing it with other materials?	-How does matter flow through an ecosystem?	atmosphere?
Significant Task 1:	**Gravity** Along with the lessons, students will participate in two activities that will lead them to determine that gravity on Earth pulls objects down towards the center of the Earth.	**Understanding Matter** Along with the lessons on the states of matter, students will participate in an activity to show that air is matter and has a weight.	**Why do we Eat?** Students will investigate the variety of foods we eat and what nutritional value we gain, while looking at the use of the energy we receive.	**Risky Riverbanks** Students will explore and model the impact of human activity on the spheres of the Earth.
Significant Task 2:	**Stars** Along with the lessons students will participate in a sorting of stars based on distance from the sun and apparent and absolute magnitude (brightness).	**Changing States of Matter** Along with the lessons, students will participate in activities that show a change in the state of matter.	**Food Chains and Webs** Students will demonstrate the movement of matter through an ecosystem in one land and one aquatic habitat.	**Water water everywhere** Students will identify sources and locations of water on Earth. They will also identify potential hazards that can occur as a result of human activity.
Significant Task 3:	**Moon** Along with the lessons students will identify the phases of the moon and complete a moon flip journal.	**Properties of Matter** Along with the lessons, students will exlore different properties of matter and will participate in activities of solubility.	**Dietary Disruption** Students will explore and demonstrate what happens to a food chain when a natural disaster interrupts the flow of matter.	**Putting it All Together** Students will investigate and demonstrate ways humans impact the health of air and water and create a public service announcement with tips on how to control pollution.
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	Common Core Standards Connections: **ELA/Literacy:** -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. -Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. -Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Mathematics:** -Reason abstractly and quantitatively. -Model with mathematics. -Explain patterns in the number of zeros of the product when multiplying a number by a powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. -Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the	Common Core Standards Connections: **ELA/Literacy:** -Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. -Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. -Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. -Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Mathematics:** -Reason abstractly and quantitatively.	Common Core Standards Connections: **ELA/Literacy:** -Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. -Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. -Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. -Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Mathematics:** -Reason abstractly and	Common Core Standards Connections: **ELA/Literacy:** -Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. -Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. -Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. -Draw evidence from literary or informational texts to support analysis, reflection, and research. **Mathematics:**

	context of the situation.	-Model with mathematics. -Use appropriate tools strategically. -Convert among different-sized standards measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.	quantitatively. -Model with mathematics. -Use appropriate tools strategically. -Convert among different-sized standards measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.	-Reason abstractly and quantitatively. -Model with mathematics.

Grade Level Assessment Overview	**Unit 1: From Stars to Mars**	**Unit 2: Matter Matters**	**Unit 3: Energy: Go With the Flow**	**Unit 4: Clean and Green**
Tasks	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.	Students will be keeping a science journal throughout the unit to record all their observations and their work on all significant tasks. Evidence of mastery of each performance expectation will be kept in the science journal.
Unit Assessments	Unit 1 Learning Targets	Unit 2 Learning Targets	Unit 3 Learning Targets	Unit 4 Learning Targets
District Assessments	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.] 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).] 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement:	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.] 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances.] [Assessment Boundary: Assessment does not	5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.] 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.] 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of	5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.] 5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary:

	Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]	include distinguishing mass and weight.] 5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.] 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]	Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.] 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Resources	**5-PS2-1** Egg Drop **5-ESS1-1** NASA Pic of the Day **5-ESS1-2** ExploreLearning Gizmos for this PE/Standard: Seasons: Earth, Moon, and Sun Seasons: Why do we have them? How Much Daylight On My Birthday? Paramus Public Schools Resources for Review	**5-PS1-1.** ExploreLearning Gizmos for this PE/Standard: Phase Changes Phases of Water Solubility and Temperature Structures and Properties of Matter The Science Behind the Macy's Day Parade **5-PS1-1-2** Structure & Properties of Matter **5-PS1-3** ExploreLearning Gizmos for this PE/Standard: Circuit Builder Magnetism Mineral Identification Mystery Powder Analysis Solubility and Temperature Mystery Substances - Safety Check	**5-PS3-1.** Explore Learning Gizmo for this PE/Standard: Cell Energy Cycle No More Plants Sample Lessons Energy Transfer in Food Chains Sheet **5-LS1-1.** ExploreLearning Gizmos for this PE/Standard: Cell Energy Cycle Plants and Snails Sample Lessons Plants Need Food to Grow Native Plants and Seeds Oh My! Fast Plants	**Lessons:** Lesson1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 **Additional Resources:** **5-ESS2-1.** ExploreLearning Gizmos for this PE/Standard: Coastal Winds and Clouds Greenhouse Effect Hurricane Motion Rock Cycle Water Cycle Sample Lessons What's in a System? Speleothems and Sand Castles

		Clean It Up! Properties of Matter **5-PS1-4** Physical and Chemical Changes Video	**5-LS2-1.** ExploreLearning Gizmos for this PE/Standard: Cell Energy Cycle Food Chains Forest Ecosystem Plants and Snails Prairie Ecosystem Sample Lessons 5-LS2-1	Using Models: Water Cycle The Power of Water Connect the Spheres PowerPoint Connect the Spheres: Teacher Connect the Spheres: Student **5-ESS2-2** Explore Learning Gizmo for this PE/Standard: Water Cycle Earth's Water Water Cycle Sample Lessons 5-ESS3-1. Explore Learning Gizmo for this PE/Standard: Water Pollution The Lorax Garbage in our Oceans Ecology Lesson: Connects Science and Social Studies What a Way to Grow Nature as Inspiration Think It, Design It, Build It, Test It, Refine It

Physical Education (Pre-K to K)

	Unit 1: Pathways, Shapes, and Levels	Unit 2: Spatial Awareness	Unit 3: Force
Number of Days	13 - 15	15 -18	9 - 12

Standards (Ex. CCSS, C3, NGSS, etc.)	• **Locomotor**
	  ○ **S1. E1.K**
	• **Locomotor (jumping and landing horizontal)**
	  ○ **S1. E3.K**
	• **Locomotor (Dance)**
	  ○ **S1. E5.K**
	• **Non Locomotor (stability)**
	  ○ **S1. E7.Ka**
	  ○ **S1. E7.Kb**
	  ○ **S1. E10.K**
	• **Engages in Physical Activity**
	  ○ **S3. E2.K**
	• **Fitness Knowledge**
	  ○ **S3. E3.K**
	• **Nutrition**
	  ○ **S3. E6.K**
	• **Personal Responsibility**
	  ○ **S4. E1.K**
	  ○ **S4. E2.K**
	  ○ **S4. E3.K**
	  ○ **S4. E4.K**
	  ○ **S4. E6.K**
	• **Health Challenge and Self Expression**
	  ○ **S5. E1.K**
	  ○ **S5. E2.K**
	  ○ **S5. E3.Ka**
	  ○ **S5. E3.Kb**
		• **Locomotor (Dance)**
		  ○ **S1. E5.K**
		• **Manipulative (volley underhand)**
		  ○ **S1. E22.K**
		• **Manipulative (striking - short handle)**
		  ○ **S1. E24.K**
		• **Manipulative (jumping rope)**
		  ○ **S1. E27.Ka**
		  ○ **S1.E27.Kb**
		• **Movement Concepts**
		  ○ **S2.E1.Ka**
		  ○ **S2.E1.Kb**
		• **Engages in Physical Activity**
		  ○ **S3. E2.K**
		• **Nutrition**
		  ○ **S3. E6.K**
		• **Health Challenge and Self Expression**
		  ○ **S5. E1.K**
		  ○ **S5. E2.K**
		  ○ **S5. E3.Ka**
		  ○ **S5. E3.Kb**
			• **Manipulative (underhand throw)**
			  ○ **S1. E13.K**
			• **Manipulative (catching)**
			  ○ **S1.E16.Ka**
			  ○ **S1. E16.Kb**
			• **Manipulative (dribbling a ball with hands)**
			  ○ **S1.E17.K**
			• **Manipulative (dribbling a ball with feet)**
			  ○ **S1.E18.K**
			• **Kicking**
			  ○ **S1.E21.K**
			• **Movement Concepts**
			  ○ **S2.E3.K**
			• **Physical Activity Knowledge**
			  ○ **S3.E1.K**
			• **Personal Responsibility**
			  ○ **S4. E1.K**
			  ○ **S4. E2.K**
			  ○ **S4. E3.K**
			  ○ **S4. E4.K**
			  ○ **S4. E6.K**

Essential Questions	1. What can I do to make my heart beat faster? 2. What types of movements do I need to be able to do to play different sports? 3. How do I become a physically fit person? 4. How do eating foods on My Plate make me more healthily?	1. What can I do to make my heart beat faster? 2. What types of movements do I need to be able to do to play different sports? 3. How do I move safely during activities and participation in sports?	1. What do I do to make my body move faster or slower? 2. What types of movements do I need to be able to do to play different sports? 3. How do I move safely during activities and participation in sports?
Significant Task 1	Significant Task 1: Safety Protocols	Significant Task 1: Jump Rope Skills	Significant Task 1: Guard Your Pin The underhand, overhand and catching skills will be

	Several concepts will be discussed and practiced in Pre/K grades in order to have a clear understanding of the rules and routines in the physical education class as well as how to react in an emergency situation. Students will also practice and learn by repetition the start & stop routine, by playing a whole class game "On The Go…" For example, the students will be given a directive to move around; the start signal. Upon hearing the stop signal, the students will stop. In addition, at the beginning of the year all safety drills are practiced with each class. By adding a "fire drill" component, or another emergency-based example into the game, students can practice for those situations in a more authentic setting.	The Jump rope skills will be taught throughout the Pre/K grade levels focusing the outcome on mastery of the skill of jump rope. After the skills are taught and practiced in small groups as well as individual practice in personal space, students will have the opportunity to focus on their own skill development in jump roping. The outcome is to be able to execute a single jump with a self-turned rope and to jump a long rope with teacher assisted turning. Students will have multiple types of equipment to aid in their development such as skip it, turning sticks, and hula hoops.	taught in Pre/K grade levels and the outcome will be to display certain elements of a mature pattern of both underhand and overhand throwing patterns as well as emergent catching skills. After the skills are taught in isolation, students will demonstrate the skills in a group setting by participating in Guard Your Pin. This game allows multiple opportunities to throw both overhand and underhand and catch a ball. The class divides into two teams. The objective is to knock down the opposing team's' bowling pins by throw or tossing a soft ball from your side of the floor. This game allows opportunities to incorporate teamwork, direction following, and is fast paced to increase fitness. The game can be modified to meet the needs of the Pre K/K level student by reducing the number of bowling pins and having the class play on a smaller playing area.
	Significant Task 2: 4 Corners The following skills will be taught at the Pre/K grades levels focusing the outcome on mastery of the skills: hopping, galloping, jogging, sliding, and skipping. These skills will be introduced as isolated skills but then implemented throughout the school year as part of each class through various tasks, and activities such as warm-up and/or differentiated skills to move from task to task. For example, "skip to the next station." These skills will incorporate directionality, pathways, and levels. Over the course of 3-4 lessons, students will be able to demonstrate the skills in isolation as well as combination skills. By using whole class instruction to introduce each skill in isolation, each of the locomotor skills will be taught, practiced, then executed. This will take 1-2 classes depending on class skill level. As introduction to a new skill, prek-K will take longer. After the skills are taught, introduction to traveling in different pathways, directions and levels will be added. This will be taught as whole class instruction. 4 Corners is a game where the students will move in a specific direction and utilize a specific locomotor skill in a circle around the teaching space. When the stop protocol is heard, the students move to 1 of 4 corners in the space. The teacher rolls a dice, the designated corner performs	Significant Task 2: Freeze Tag This task will focus on the skills of moving in personal space versus moving in general space. Over the course of 5-6 lessons, students will incorporate various ways to move their bodies, such as the locomotor skills, to play tag games while moving their body safely in personal space and general space. Students will start by working in personal space to simply move around the teaching space without touching anything. Remembering the concepts of personal space, taggers will be using an object to tag. This is a progressive game so as the students get older, the game becomes more complex. Pre-K students will play with 1 tagger. If the tagger touches another student, they sit on the ground. When all students are sitting, or 2 min of play is up the game starts over. For example, if the taggers tag a student they freeze. An un-tagger may attempt to tag a frozen player to allow them to return to the game, however, if the un-tagger gets tagged, they too are frozen and must be un-tagged by the other person. In the event of both un-taggers get frozen, then the taggers can have 2 min. To freeze the remaining class.	Significant Task 2: Kicking Stations This task will focus on the manipulative skills of kicking. Over the course of several lessons, students will practice using their feet to dribble, stop, and kick a ball. After specific skills are taught in isolation, students will have the opportunity to demonstrate all three skills in a station setting. Stations will be set up to specifically target each of the three main objectives in manipulative ball control with feet (dribble, stop, pass/kick) Each station will have a rubric based on the standards of a Pass or fail. These stations will include modifications to challenge students within the standard.

	an additional skill (teacher initiated). This continues gradually getting more complex.		
Significant Task 3:	Significant Task 3: Station Gymnastics This task will focus on the skills of balancing, shapes, and body weight exercises. Over the course of 5-6 lessons, students will discover and demonstrate various ways to roll, balance and gain strength by changing their body shape and position. Students will be working within small groups or partners but receive instruction as a whole class. Next, stations will be set up and designed that students have the opportunity to practice the above mentioned skills in small groups or partners. For example, a station designated for army crawling might have 4 different tasks posted: 1. Using elbows crawl across the mat to the other side and back. 2. Using elbows and keeping your belly on the ground, crawl to the other side and back 3. Using elbows, keeping belly down, legs straight, crawl to the other side and back 4. Using elbows, keeping belly down, legs straight, crawl to the other side complete a 5 sec. plank hold, crawl back	Significant Task 3: Clean Your Room This task will focus on the skills of striking an object. Students will have previously been taught personal space as well as locomotor skills. In whole class instruction, students will practice striking various objects such as balloons, beachballs, and other light objects to themselves. This skill progresses towards small group instruction of striking an object back and forth with a partner or small group of 3-4 students. After several lessons of this skill, the game of "clean your room" will be used. This game focuses on the skill of striking in a large group setting. The class will be divided into two teams. A variety of equipment will be used for striking, all equipment will be previously introduced in previous lessons. The teams will be divided by low nets, similar to tennis or badminton height. On a start command, the two teams begin striking as much equipment over or under the net until the stop command is given. At that time the classes stop, the equipment is counted and the team with the fewest objects wins the round. The game is reset.	Significant Task 3: Hand Dribble This task will focus on dribbling and controlling the ball with the preferred hand in self space and while walking in general space. After specific skills are taught in isolation, students will have the opportunity to demonstrate dribbling with the preferred hand along the lines on the gym floor. We will do this in 30 second rounds so students students can reset and begin again.
Significant Task #4 (Health component)	Significant task #4: What's on my Plate? Food Sort Game. In this task, students will engage in a fitness game where they will identify various foods and then sort them by first by color and then by category. At the beginning of the lesson students will have the opportunity to identify each item. They will then identify it by category. For example, fruit or vegetable. For the first round, Teams will take turns and pick up items and place them in the corresponding hoop to match the color of the food item as quickly as possible. For round two, the teams will place the items into buckets based on food category (i.e fruits and veggie) - sample of each items can be used to help students figure out what items need to be placed where.		Significant Task 4: Personal Responsibility In this task, students will exhibit responsible personal and social behavior that respects self and others. This is displayed daily through PBIS protocols such as PAWS and Star responsibilities and tickets.

Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups

	Unit 1: Pathways, Shapes, and Levels	**Unitur Pin 2: Spatial Awareness**	**Unit 3: Force**
Tasks (Common Learning Experiences)	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Start • ABC gymnastics • 4 Corners • On the Start The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples or others not listed that are age-appropriate or developmentally appropriate. • Relays; ST 1, 2, 3 • Various Tag games (Freeze tag, Fishy Fishy, etc.); ST 1, 2 • Musical hoops ST 1, 2	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Freeze Tag (ST 3) • Clean Your Room (ST2) • Jump Rope (ST 1) The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples that are age-appropriate or developmentally appropriate. • Guard your pin • Line tag • Fishy fishy tag • Ultimate tag • Triangle tag • Rock paper scissor tag • Station work • Modified volleyball • Modified 4 square • Hit the stick	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Guard Your Pin • Various station work • Star Wars The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples that are age-appropriate or developmentally appropriate. • 4 corner kicking • Gaga ball • bowling
Unit Assessments	• Assessment for ST 1 (rubric, ongoing) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • Assessment ST 4 (written nutrition assessment) • PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.	• Assessment for ST 1 (rubric, checklist) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.	• Assessment ST 1 (checklist) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • Assessment ST 4 (running record- PBIS) • PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.

Physical Education (GR 1)

Curriculum Map	Unit 1: Pathways, Shapes, and Levels	Unit 2: Spatial Awareness	Unit 3: Force
Number of Days	10 - 13	15 -18	9 - 13

Standards (Ex. CCSS, C3, NGSS, etc.)	• **Locomotor**
	  ○ **S1. E1.1**
	• **Locomotor (jumping and landing horizontal)**
	  ○ **S1. E3.1**
	• **Locomotor (jumping and landing vertical)**
	  ○ **S1.E4.1**
	• **Locomotor (Dance)**
	  ○ **S1. E5.1**
	• **Non Locomotor (stability)**
	  ○ **S1. E7.1**
	  ○ **S1. E8.1**
	  ○ **S1. E9.1**
	  ○ **S1. E10.1**
	• **Engages in Physical Activity**
	  ○ **S3. E2.1**
	• **Fitness Knowledge**
	  ○ **S3. E3.1**
	• **Nutrition**
	  ○ **S3. E6.1**
	• **Personal Responsibility**
	  ○ **S4. E1.1**
	  ○ **S4. E2.1**
	  ○ **S4. E3. 1**
	  ○ **S4. E4. 1**
	  ○ **S4. E5.1**
	  ○ **S4. E6.1**
	• **Health Challenge and Self Expression**
	  ○ **S5. E1.1**
	  ○ **S5. E2.1**
	  ○ **S5. E3.1a**
	  ○ **S5. E3.1b**
		• **Locomotor (Dance)**
		  ○ **S1. E5.1**
		• **Manipulative (volley underhand)**
		  ○ **S1.E22.1**
		• **Manipulative (striking - short handle)**
		  ○ **S1.E24.1**
		• **Manipulative (jumping rope)**
		  ○ **S1.E27.1a**
		  ○ **S1.E27.1b**
		• **Movement Concepts**
		  ○ **S2.E1.1**
		• **Engages in Physical Activity**
		  ○ **S3.E2.1**
		• **Nutrition**
		  ○ **S3. E6.1**
		• **Health Challenge and Self Expression**
		  ○ **S5. E1.1**
		  ○ **S5. E2.1**
		  ○ **S5. E3.1a**
		  ○ **S5. E3.1b**
			• **Manipulative (underhand throw)**
			  ○ **S1. E13.1**
			• **Manipulative (catching)**
			  ○ **S1. E16.1a**
			  ○ **S1. E16.1b**
			• **Manipulative (dribbling a ball with hands)**
			  ○ **S1.E17.1**
			• **Manipulative (dribbling a ball with feet)**
			  ○ **S1.E18.1**
			• **Kicking**
			  ○ **S1.E21.1**
			• **Movement Concepts**
			  ○ **S2.E3.1a**
			  ○ **S2.E3.1b**
			• **Physical Activity Knowledge**
			  ○ **S3.E1.K**
			  ○ **S3.E1.1**
			  ○ **S3.E1.2**
			• **Personal Responsibility**
			  ○ **S4. E1.1**
			  ○ **S4. E2.1**
			  ○ **S4. E3.1**
			  ○ **S4. E4.1**
			  ○ **S4. E5.1**
			  ○ **S4. E6.1**

Essential Questions	1. What can I do to make my heart beat faster? 2. What types of movements do I need to be able to do to play different sports? 3. How do I become a physically fit person? 4. How do eating foods on My Plate make me more healthy?	1. What can I do to make my heart beat faster? 2. What types of movements do I need to be able to do to play different sports? 3. How do I move safely during activities and participation in sports?	1. What do I do to make my body move faster or slower? 2. What types of movements do I need to be able to do to play different sports? 3. How do I move safely during activities and participation in sports?

Significant Task 1:	Significant Task 1: Safety Protocols Several concepts will be discussed and practiced in grade 1 in order to have a clear understanding of the rules and routines in the physical education class as well as how to react in an emergency situation. Students will also practice and learn by repetition the start & stop routine, by playing a whole class game "On The Go…" For example, the students will be given a directive to move around; the start signal. Upon hearing the stop signal, the students will stop. By adding a "fire drill" component, or another emergency-based example into the game, students can practice for those situations in a more authentic setting.	Significant Task 1: Jump Rope Skills The Jump rope skills of single rope and long rope will be taught in grade 1. After the skills of turning and jumping are taught and practiced in small groups as well as individual practice in personal space, students will have the opportunity to focus on their own skill development in jump roping such as working on individual skills such as turning a rope backwards, jumping on one foot, etc. Or students could work on turning a long rope with another student and jumping while students are twirling the long rope.	Significant Task 1: Guard Your Pin The underhand, overhand and catching skills will be taught with the outcome to be to display certain elements of a mature pattern of underhand throw/toss and emergent pattern of overhand throwing as well as emergent catching skills. After the skills are taught in isolation, students will demonstrate the skills in a group setting by participating in Guard Your Pin. This game allows multiple opportunities to throw both overhand and underhand and catch a ball. The class divides into two teams. The objective is to knock down the opposing team's' bowling pins by throw or tossing a soft ball from your side of the floor. This game allows opportunities to incorporate teamwork, direction following, and is fast paced to increase fitness. The game can be modified to meet the needs of individual students as well as each grade level. First graders would play with 3-5 bowling pins on a side.
	Significant Task 2: 4 Corners The following skills will be taught throughout grade 1 focusing the outcome on mastery of the skills: hopping, galloping, jogging, sliding, with emerging skills in skipping. These skills will be introduced as isolated skills but then implemented throughout the school year as part of each class through various tasks, and activities such as warm-up and/or differentiated skills to move from task to task. For example, "skip to the next station." These skills will incorporate directionality, pathways, and levels. Over the course of 3-4 lessons, students will be able to demonstrate the skills in isolation as well as certain combination skills. By using whole class instruction to introduce each skill in isolation, each of the locomotor skills will be taught, practiced, then executed. This will take 1-2 classes. After the skills are taught, introduction to traveling in different pathways, directions and levels will be added. This will be taught as whole class instruction. 4 Corners is a game where the students will move in a specific direction and utilize a specific locomotor skill in a circle around the teaching space. When the stop protocol is heard, the	Significant Task 2: Freeze Tag This task will focus on the skills of moving in personal space versus moving in general space. Over the course of 5-6 lessons, students will incorporate various ways to move their bodies, such as the locomotor skills, to play tag games while moving their body safely in personal space and general space. Students will start by working in personal space to simply move around the teaching space without touching anything. Remembering the concepts of personal space, taggers will be using an object to tag. This is a progressive game so as the students master certain spacial awareness skills, the game becomes more complex. For example, if the taggers tag a student they freeze. An un-tagger may attempt to tag a frozen player to allow them to return to the game, however, if the un-tagger gets tagged, they too are frozen and must be un-tagged by the other person. In the event of both un-taggers get frozen, then the taggers can have 2 min. To freeze the remaining class.	Significant Task 2: Kicking Stations This task will focus on the manipulative skills of kicking. Over the course of several lessons, students will practice using their feet to dribble, stop, and kick a ball. After specific skills are taught in isolation, students will have the opportunity to demonstrate all three skills in a station setting. Stations will be set up to specifically target each of the three main objectives in manipulative ball control with feet (dribble, stop, pass/kick) Each station will have a rubric based on the standards of a Pass or fail. These stations will include modifications to challenge students within the standard.

	students move to 1 of 4 corners in the space. The teacher rolls a dice, the designated corner performs an additional skill (teacher initiated). This continues gradually getting more complex.		
Significant Task 3:	Significant Task 3: Station Gymnastics This task will focus on the skills of balancing, shapes, and body weight exercises. Over the course of 5-6 lessons, students will discover and demonstrate various ways to roll, balance and gain strength by changing their body shape and position. Students will be working within small groups or partners but receive instruction as a whole class. Next, stations will be set up and designed that students have the opportunity to practice the above mentioned skills in small groups or partners. For example, a station designated for army crawling might have 4 different tasks posted: 1. Using elbows crawl across the mat to the other side and back. 2. Using elbows and keeping your belly on the ground, crawl to the other side and back. 3. Using elbows, keeping belly down, legs straight, crawl to the other side and back. 4. Using elbows, keeping belly down, legs straight, crawl to the other side complete a 5 sec. plank hold, crawl back.	Significant Task 3: Clean Your Room This task will focus on the skills of striking an object. Students will have previously been taught personal space as well as locomotor skills. In whole class instruction, students will practice striking various objects such as balloons, beachballs, and other light objects to themselves. This skill progresses towards small group instruction of striking an object back and forth with a partner or small group of 3-4 students. After several lessons of this skill, the game of "clean your room" will be used. This game focuses on the skill of striking in a large group setting. The class will be divided into two teams. A variety of equipment will be used for striking, all equipment will be previously introduced in previous lessons. The teams will be divided by low nets, similar to tennis or badminton height. On a start command, the two teams begin striking as much equipment over or under the net until the stop command is given. At that time the classes stop, the equipment is counted and the team with the fewest objects wins the round. The game is reset.	Significant Task 3: Hand Dribble This task will focus on dribbling and controlling the ball with the preferred hand in self space and while walking in general space. After specific skills are taught in isolation, students will have the opportunity to demonstrate dribbling with the preferred hand in the activity of Dribble Pac Man. Students will each be given a ball to dribble along the lines on the gym floor. Two students will be designated as "taggers". The "taggers" are also dribbling on the lines while trying to catch the other students and safely tag their classmates. If a student is tagged they go off to the side of the floor and dribble 10 times with their opposite hand and then come back into the game.
Significant Task #4 (Health component)	Significant task #4: What's on my Plate? In this task, students will engage in a fitness game where they will be trying to build "plates" of food. By using plastic kitchen food, hula hoops, and cones, students will work in small groups to gather food of different food groups and keep it on their plate. By completing this task relay style, each member of the team, upon their turn will take a food item off a plate of another team and bring it back to their own plate. Since this is a game working on fitness as well as teamwork, each team will be at least 15 yards away from each other. A round will last approximately 3 min. Of continuous running back and forth from team to team. At the conclusion of the round, the teacher will pick out 1-3 mystery ingredients to have on your plate. Each team that has all three mystery ingredients wins the round. Example of mystery ingredients, vegetable, dairy, meat. Depending on classes, the ingredients can be		Significant Task 4: Personal Responsibility In this task, students will exhibit responsible personal and social behavior that respects self and others. This is displayed daily through PBIS protocols such as PAWS and Star responsibilities and tickets.

	more specific or less ingredients altogether.		
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups

Grade Level Assessment Overview	Unit 1: Pathways, Shapes, and Levels	Unit 2: Spatial Awareness	Unit 3: Force
Tasks (Common Learning Experiences)	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Start • ABC gymnastics • 4 Corners • On the Start The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples or others not listed that are age-appropriate or developmentally appropriate. • Relays; ST 1, 2, 3 • Various Tag games (Freeze tag, Fishy Fishy, etc.); ST 1, 2 • Musical hoops ST 1, 2	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Freeze Tag (ST 3) • Clean Your Room (ST2) • Jump Rope (ST 1) The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples that are age-appropriate or developmentally appropriate. • Guard your pin • Line tag • Fishy fishy tag • Station work • Hit the stick	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Guard Your Pin (ST1) • Kicking stations (ST2) • Hand dribble (ST3) The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples that are age-appropriate or developmentally appropriate. • Mini games (soccer 4v4) • 4 corner kicking • Gaga ball • Star Wars • Partner passing • Bowling • Basketball stations
Unit Assessments	• Assessment for ST 1 (rubric, ongoing) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • Assessment ST 4 (written nutrition assessment) • PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.	• Assessment for ST 1 (rubric, checklist) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.	• Assessment ST 1 (checklist) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • Assessment ST4 (running record- PBIS) • PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.

Physical Education (GR 2)

Curriculum Map	Unit 1: Pathways, Shapes, and Levels	Unit 2: Spatial Awareness	Unit 3: Force
Number of Days	10 - 13	15 - 18	9 - 13

Standards (Ex. CCSS, C3, NGSS, etc.)	• **Locomotor**
	  ○ **S1. E1.2**
	  ○ **S1. E2.2a.**
	  ○ **S1. E2.2b**
	• **Locomotor (jumping and landing horizontal)**
	  ○ **S1. E3.2**
	• **Locomotor (jumping and landing vertical)**
	  ○ **S1.E4.2**
	• **Locomotor (Dance)**
	  ○ **S1. E5.2**
	• **Non Locomotor (stability)**
	  ○ **S1. E7.2a**
	  ○ **S1. E7.2b**
	  ○ **S1. E8.2**
	  ○ **S1. E9.2**
	  ○ **S1. E10.2**
	  ○ **S1. E.11.2**
	• **Engages in Physical Activity**
	  ○ **S3. E2.2**
	• **Fitness Knowledge**
	  ○ **S3. E3.2b**
	• **Nutrition**
	  ○ **S3. E6.2**
	• **Personal Responsibility**
	  ○ **S4. E1.2**
	  ○ **S4. E2.K**
	  ○ **S4. E2.2**
	  ○ **S4. E3.2**
	  ○ **S4. E4.2**
	  ○ **S4. E6.2**
	• **Health Challenge and Self Expression**
	  ○ **S5. E1.2**
	  ○ **S5. E2.2**
	  ○ **S5. E3.2**
		• **Locomotor (Dance)**
		  ○ **S1. E5.2**
		• **Manipulative (volley underhand)**
		  ○ **S1.E22.2**
		• **Manipulative (striking - short handle)**
		  ○ **S1.E24.2**
		• **Manipulative (striking - long handle)**
		  ○ **S1. E25.2**
		• **Manipulative (jumping rope)**
		  ○ **S1.E27.2a**
		  ○ **S1.E27.2b**
		• **Movement Concepts**
		  ○ **S2.E1.2**
		• **Engages in Physical Activity**
		  ○ **S3.E2.2**
		• **Nutrition**
		  ○ **S3. E6.2**
		• **Health Challenge and Self Expression**
		  ○ **S5. E1.2**
		  ○ **S5. E2.2**
		  ○ **S5. E3.2**
			• **Manipulative (underhand throw)**
			  ○ **S1. E13.2**
			• **Manipulative (overhand throw)**
			  ○ **S1.E14.2**
			• **Manipulative (catching)**
			  ○ **S1. E16.2**
			• **Manipulative (dribbling a ball with hands)**
			  ○ **S1.E17.2a**
			  ○ **S1.E17.2b**
			• **Manipulative (dribbling a ball with feet)**
			  ○ **S1.E18.2**
			• **Kicking**
			  ○ **S1.E21.2**
			• **Movement Concepts**
			  ○ **S2.E3.2**
			• **Physical Activity Knowledge**
			  ○ **S3.E1.2**
			• **Personal Responsibility**
			  ○ **S4. E1.2**
			  ○ **S4. E2.2**
			  ○ **S4. E3.2**
			  ○ **S4. E4.2**
			  ○ **S4. E6.2**

Essential Questions	1. What can I do to make my heart beat faster? 2. What types of movements do I need to be able to do to play different sports? 3. How do I become a physically fit person?	1. What can I do to make my heart beat faster? 2. What types of movements do I need to be able to do to play different sports? 3. How do I move safely during activities and participation in sports?	1. What do I do to make my body move faster or slower? 2. What types of movements do I need to be able to do to play different sports? 3. How do I move safely during activities and participation in sports?

	4. How do eating foods on My Plate make me more healthy?		
Significant Task 1:	Significant Task 1: Safety Protocols Several concepts will be discussed and practiced in grade 2 in order to have a clear understanding of the rules and routines in the physical education class as well as how to react in an emergency situation. Students will also practice and learn by repetition the start & stop routine, by playing a whole class game "On The Go…" For example, the students will be given a directive to move around; the start signal. Upon hearing the stop signal, the students will stop. By adding a "fire drill" component, or another emergency-based example into the game, students can practice for those situations in a more authentic setting.	Significant Task 1: Jump Rope Skills The Jump rope skills will be taught throughout grade 2 focusing the outcome on mastery of the skill of jump roping. After the skills are taught and practiced in small groups as well as individual practice in personal space, students will have the opportunity to focus on their own skill development in jump roping such as working on individual skills such as turning a rope backwards, jumping on one foot, etc. Or students could work on turning a long rope with another student and jumping while students are twirling the long rope. By second grade students can challenge themselves to improve their duration of jumping.	Significant Task 1: Guard Your Pin The underhand, overhand & catching skills will be taught in grade 2 and the outcome will be to display a mature pattern of both underhand and overhand throwing patterns as well as emergent catching skills. After the skills are taught in isolation, students will demonstrate the skills in a group setting by participating in Guard Your Pin. This game allows multiple opportunities to throw both overhand and underhand and catch a ball. The class divides into two teams. The objective is to knock down the opposing team's' bowling pins by throw or tossing a soft ball from your side of the floor. This game allows opportunities to incorporate teamwork, direction following, and is fast paced to increase fitness. The game can be modified to meet the needs of individual students as well as each grade level.
Significant Task 2:	Significant Task 2: 4 Corners The following skills will be taught throughout the 4 grade levels focusing the outcome on mastery of the skills: hopping, galloping, jogging, sliding, and skipping. These skills will be introduced as isolated skills but then implemented throughout the school year as part of each class through various tasks, and activities such as warm-up and/or differentiated skills to move from task to task. For example, "skip to the next station." These skills will incorporate directionality, pathways, and levels. Over the course of 3-4 lessons, students will be able to demonstrate the skills in isolation as well as combination skills. After the skills are taught, introduction to traveling in different pathways, directions and levels will be added. This will be taught as whole class instruction. For example, "skip at a high level backwards." 4 Corners is a game where the students will move in a specific direction and utilize a specific locomotor skill in a circle around the teaching space. When the stop protocol is heard, the students move to 1 of 4 corners in the space. The teacher rolls a dice, the designated corner performs an additional skill (teacher initiated). This continues gradually getting more complex.	Significant Task 2: Freeze Tag This task will focus on the skills of moving in personal space versus moving in general space. Over the course of 5-6 lessons, students will incorporate various ways to move their bodies, such as the locomotor skills, to play tag games while moving their body safely in personal space and general space. Students will start by working in personal space to simply move around the teaching space without touching anything. Remembering the concepts of personal space, taggers will be using an object to tag. This is a progressive game so as the students get older, the game becomes more complex. To start, students will play with 1 tagger. If the tagger touches another student, they sit on the ground. When all students are sitting, or 2 min of play is up the game starts over. By second grade, this game should incorporate 2 taggers, 2 un-taggers and the complexity of competition. For example, if the taggers tag a student they freeze. An un-tagger may attempt to tag a frozen player to allow them to return to the game, however, if the un-tagger gets tagged, they too are frozen and must be un-tagged by the other person. In the event of both un-taggers	Significant Task 2: Kicking Stations This task will focus on the manipulative skills of kicking. Over the course of several lessons, students will practice using their feet to dribble, stop, and kick a ball. After specific skills are taught in isolation, students will have the opportunity to demonstrate all three skills in a station setting. Stations will be set up to specifically target each of the three main objectives in manipulative ball control with feet (dribble, stop, pass/kick) Each station will have a rubric based on the standards of a Pass or fail. These stations will include modifications to challenge students within the standard.

		get frozen, then the taggers can have 2 min. To freeze the remaining class.	
Significant Task 3:	Significant Task 3: Station Gymnastics This task will focus on the skills of balancing, shapes, and body weight exercises. Over the course of 5-6 lessons, students will discover and demonstrate various ways to roll, balance and gain strength by changing their body shape and position. Students will be working within small groups or partners but receive instruction as a whole class. Next, stations will be set up and designed that students have the opportunity to practice the above mentioned skills in small groups or partners. For example, a station designated for army crawling might have 4 different tasks posted: 1. Using elbows crawl across the mat to the other side and back. 2. Using elbows and keeping your belly on the ground, crawl to the other side and back 3. Using elbows, keeping belly down, legs straight, crawl to the other side and back 4. Using elbows, keeping belly down, legs straight, crawl to the other side complete a 5 sec. plank hold, crawl back This entire task of teaching the skills and rotating with choice will take 5-6 lessons to complete. This task can be done as multiple lessons as the students are given choices of how to complete each station and as their skill develops, they might chose harder paths.	Significant Task 3: Clean Your Room This task will focus on the skills of striking an object. Students will have previously been taught personal space as well as locomotor skills. In whole class instruction, students will practice striking various objects such as balloons, beachballs, and other light objects to themselves. This skill progresses towards small group instruction of striking an object back and forth with a partner or small group of 3-4 students. After several lessons of this skill, the game of "clean your room" will be used. This game focuses on the skill of striking in a large group setting. The class will be divided into two teams. A variety of equipment will be used for striking, all equipment will be previously introduced in previous lessons. The teams will be divided by low nets, similar to tennis or badminton height. On a start command, the two teams begin striking as much equipment over or under the net until the stop command is given. At that time the classes stop, the equipment is counted and the team with the fewest objects wins the round. The game is reset. To challenge the students cover the nets with bed sheets so the balloons and beachballs cannot be seen as they are hit over.	Significant Task 3: Hand Dribble This task will focus on dribbling and controlling the ball with the preferred hand in self space and while walking in general space. After specific skills are taught in isolation, students will have the opportunity to demonstrate dribbling with the preferred hand in the activity of Dribble Pac Man. Students will each be given a ball to dribble along the lines on the gym floor. All students are "it." If a student is tagged they go off to the side of the floor and dribble 10 times with their opposite hand and then come back into the game. In the event two students tag each other at the same time, both students dribble one lap around the playing area then return to the game.
Significant Task #4 (Health component)	Significant task #4: What's on my Plate? In this task, students will engage in a fitness game where they will be trying to build "plates" of food. By using plastic kitchen food, hula hoops, and cones, students will work in small groups to gather food of different food groups and keep it on their plate. By completing this task relay style, each member of the team, upon their turn will take a food item off a plate of another team and bring it back to their own plate. Since this is a game working on fitness as well as teamwork, each team will be at least 15 yards away from each other. A round will last approximately 5 min. Of continuous running back and forth from team to team. At the conclusion of the round, the teacher will pick out 1-3 mystery		Significant Task 4: Personal Responsibility In this task, students will exhibit responsible personal and social behavior that respects self and others. This is displayed daily through PBIS protocols such as PAWS and Star responsibilities and tickets.

	ingredients to have on your plate. Each team that has all three mystery ingredients wins the round. Example of mystery ingredients, vegetable, dairy, meat. Depending on classes, the ingredients can be more specific or less ingredients altogether.		
Cross-Curriculum Connections (Ex: Writing, Fitness assessment, ..etc)	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups	• Posting Vocabulary "Word Wall" • Spelling Vocabulary Words during warmups to increase word retention • Using math concepts such as addition & subtraction and different types of counting during warm ups

Grade Level Assessment Overview	Unit 1: Pathways, Shapes, and Levels	Unit 2: Spatial Awareness	Unit 3: Force
Tasks (Common Learning Experiences)	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Start • 4 Corners • On the Go The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples or others not listed that are age-appropriate or developmentally appropriate. • Relays; ST 1, 2, 3 • Various Tag games (Freeze tag, Fishy Fishy, etc.); ST 1, 2 • Musical hoops ST 1, 2	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Freeze Tag (ST 3) • Clean Your Room (ST2) • Jump Rope (ST 1) The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples that are age-appropriate or developmentally appropriate. • Guard your pin • Line tag • Fishy fishy tag • Ultimate tag • Triangle tag • Rock paper scissor tag • Station work • Modified volleyball • Modified 4 square • Hit the stick	The below activities will be used by all teachers and form a foundation for a shared knowledge of skills that will be used in later grade levels: • Various station work-kicking (ST2) • Guard Your Pin (ST1) • Pac Man (ST 3) The below activities are supplemental activities that can be used in addition to the significant tasks in order to reach the outcomes for the unit. Teachers are encouraged to use these examples that are age-appropriate or developmentally appropriate. • Mini games (soccer 4v4) • 4 corner kicking • Gaga ball • Star Wars • Basketball games • bowling
Unit Assessments	• Assessment for ST 1 (rubric, ongoing) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • Assessment ST 4 (written nutrition assessment)	• Assessment for ST 1 (rubric, checklist) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • PE year long running record*	• Assessment ST 1 (checklist) • Assessment ST 2 (checklist) • Assessment ST 3 (checklist) • Assessment ST4 (running record- PBIS) • PE year long running record*

	• PE year long running record* *document with all the standards listed as a check point to potentially share with home, next grade level, etc.	*document with all the standards listed as a check point to potentially share with home, next grade level, etc.	*document with all the standards listed as a check point to potentially share with home, next grade level, etc.

PHYSICAL EDUCATION: Grade 3 **Last Updated:** 5/12/2017

Curriculum Map	Modified Team Sports/Activities and Concepts UNIT 1	Individual/Small Group Activities and Concepts UNIT 2	Physical Fitness Activities and Concepts UNIT 3
Number of Lessons (45 minutes)	20-24	12-16	12-16
Physical Education Standards **The physically literate individual:** **S1-** Demonstrates competency in a variety of motor skills and movement patterns **S2-** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance **S3-**Demonstrates knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness **S4-**Exhibits personal and social behavior that respects self and others **S5-** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction	**(S1.E13.3)** Throws underhand to a partner or target with accuracy **(S1.E14.3)** Throws overhand throw using a mature pattern **(S1.E16.3)** Catches a hand-size ball from a partner with mature pattern **(S1.E17.3)** Dribbles in space, jogging speed with ball and body control **(S1.E18.3)** Dribble with feet, jogging speed with ball and body control **(S1.E19.3)** Pass/receive ball with inside of foot, stationary partner **(S1.E21.3a)** Using running approach to kick ball in air, mature pattern **(S1.E22.3)** Volley an object with underhand striking over a net **(S1.E25.3)** Strikes a ball using a long-handled implement using proper grip **(S2.E1.3)** Recognizes concepts of movement in open space **(S2.E2.3)** Recognizes locomotor skills used in physical activities **(S3.E2.3)** Actively engages in physical activity without prompting **(S3.E4.3)** Recognizes importance of warm-up/cool -down activities **(S4.E1.3)** Exhibits personal responsibility in directed activities **(S4.E2.3)** Works independently for extended periods of time **(S4.E3.3)** Accepts and implements corrective feedback from teacher **(S4.E4.3a)** Works cooperatively with others **(S4.E4.3b)** Praises others for their success in movement performance **(S4.E5.3)** Recognizes the role of rules in physical activity with peers **(S4.E6.3)** Works independently and safely in physical activity settings **(S5.E2.3)** Discusses challenges that	**(S1.E2.2a)** Differentiation between sprinting and running **(S1.E3.3)** Jumps and lands using a mature pattern **(S1.E6.3)** Transitioning from different locomotor skills smoothly **(S1.E7.3)** Balancing on different bases of support **(S1.E8.3)** Transfers weight from feet to hands for support **(S1.E10.3)** Moving into and out of gymnastics balances **(S1.E24.3a)** Strikes an object using a short-handled implement over a net or to a wall **(S1.E24.3b)** Strikes an object using a short-handled implement using elements of a mature pattern **(S1.E25.3)** Strikes a ball using a long-handled implement using proper grip. **(S2.E1.3)** Recognizes concepts of movement in open space **(S2.E2.3)** Recognizes locomotor skills used in physical activities **(S2.E4.3a)** Employs concept of alignment in gymnastics **(S2.E4.3b)** Employs concept of muscular tension in gymnastics **(S3.E2.3)** Actively engages in physical activity without prompting **(S3.E4.3)** Recognizes importance of warm-up/cool -down activities **(S4.E1.3)** Exhibits personal responsibility in directed activities **(S4.E2.3)** Works independently for extended periods of time **(S4.E4.3a)** Works cooperatively with others **(S4.E4.3b)** Praises others for their success in movement performance **(S4.E5.3)** Recognizes the role of rules	**(S1.E1.3)** Leaping using a mature pattern **(S1.E5.3)** Performs selected developmentally appropriate dance steps and movements **(S1.E11.3)** Combines movement concepts to perform a dance **(S1.E12.3)** Combines balance and weight transfers to perform dance **(S1.E27.3)** Performs jump rope skills using long and short ropes **(S2.E1.3)** Recognizes concepts of movement in open space **(S2.E2.3)** Recognizes locomotor skills used in physical activities **(S2.E3.3)** Combines movement concepts as directed by teacher **(S2.E4.3a)** Employs concept of alignment in dance **(S2.E4.3b)** Employs concept of muscular tension in dance **(S2.E5.3a)** Applies simple strategies in chasing activities **(S2.E5.3b)** Applies simple strategies in fleeing activities **(S3.E1.3a)** Charts participation physical activities outside of class **(S3.E1.3b)** Knows physical activity is a way to become healthy **(S3.E2.3)** Actively engages in physical activity without prompting **(S3.E3.3)** Provides examples of physical activities to enhance fitness **(S3.E4.3)** Recognizes importance of warm-up/cool -down activities **(S3.E5.3)** Demonstrates the health-related fitness components **(S3.E6.3)** Identifies foods beneficial for physical activity **(S4.E1.3)** Exhibits personal responsibility in directed activities

	come from learning a new activity **(S5.E3.3)** Reflects on reasons for enjoying physical activities **(S5.E4.3)** Describes the positive social interactions that come when engaged in physical activities with others	in physical activity with peers **(S4.E6.3)** Works independently and safely in physical activity settings **(S5.E2.3)** Discusses challenges that come from learning a new activity **(S5.E3.3)** Reflects on reasons for enjoying physical activities **(S5.E4.3)** Describes the positive social interactions that come when engaged in physical activities with others	**(S4.E2.3)** Works independently for extended periods of time **(S4.E4.3a)** Works cooperatively with others **(S4.E4.3b)** Praises others for their success in movement performance **(S4.E5.3)** Recognizes the role of rules in physical activity with peers **(S4.E6.3)** Works independently and safely in physical activity settings **(S5.E1.3)** Discusses relationship between physical activity and health **(S5.E2.3)** Discusses challenges that come from learning a new activity **(S5.E3.3)** Reflects on reasons for enjoying physical activities **(S5.E4.3)** Describes the positive social interactions that come when engaged in physical activities with others
Common Learning Themes	-Soccer Skills & Concepts -Floor Hockey Skills & Concepts -Manipulative Skills & Concepts -Team Handball Activities -Kickball/Whiffleball Activities	-Racket Skills and Concepts -Bowling Skills and Concepts -Gymnastics Skills and Concepts -Golf Activities -Track and Field Activities	-Fitness Activities and Games -CT Physical Fitness Assessment -Rhythmic and Dance Activities -Control/Tag Activities -Climbing Wall Skills and Activities
Common Learning Activities	-Modified Soccer Game Play -Modified Floor Hockey Game Play -Modified Ball Skill Activities -Modified Handball Game Play -Modified Kickball	-Racket Skill Stations -3-Person Modified Bowling -Gymnastics/Tumbling Stations -Miniature Golf Stations -Modified Track & Field Stations -Field Day	-CT Fitness Test Exercises -Four Square/Two Square -Jump Roping Activities -Traverse Climbing Wall -Capture the Flag -A.C.E.S.

Essential Questions	Why is it important to use teamwork in sports and in life? How does displaying sportsmanship affect the opposing team in a positive way? How does learning from your mistakes help you succeed during team games and in the future? Why is following safety and game rules vital to all players?	How can playing individual activities help you stay fit during your lifetime? Why is using different game strategies important when playing various opponents? How is doing your personal best work important for success in games and in life?	How can keeping your body fit help you as you get older? Why are strength, endurance, and flexibility equally important? When you jog, how does your body react to help you keep moving?
Significant Task 1:	<u>Team Handball</u>: Catching and throwing and teamwork skills will be taught throughout several lessons in closed and open concept situations such as small groups, and partner work. After skills are practiced the class will divide into small teams to play mini team handball games where the objective of the game is to throw and catch a ball within a team and score a goal by throwing it. Opportunities for teamwork will emerge throughout the game.	<u>Vaulting Practice</u>: The approach, hand position and landing skills will be taught through a progression of individual vaulting concepts. After skills are taught in isolation and practiced students will be given opportunities to put all of the vaulting components together to complete a jump to the knees and jump & land as a dismount.. As students successfully complete each vaulting skill they will be given opportunities to try varying difficulties of vaults based on their performance.	<u>Fitness Testing</u>: After several classes of teaching each test in isolation, and practicing modifications to build confidence towards the test, students will complete all four components of the CT physical fitness assessment. 1- Mile Run/Walk Test 2- Curl-up Test 3- Push-up Test 4- Sit & Reach Test Each test will be tested in a separate class covering a specific test element. Re-tests will be allowed for absences.
Significant Task 2:	<u>Floor Hockey</u>: Passing and teamwork skills will be taught through several lessons in closed concept situations such as partner work and small group work. After skills are practiced, the class will divide into small teams to play mini floor hockey games where passing a small, hockey sized ball within a team to score a goal by shooting the ball with the hockey stick. Opportunities for teamwork will emerge throughout the game.	<u>Racket Skills</u>: Students will practice hitting a small ball to a partner and/or over a low net in closed settings. As students progressively become stronger and the ball is hit consecutively, small groups hitting together and/or over a net will be added. After skills are practiced the students will be given opportunities to play individual and partner racket games where a serve will be used in a modified game situation.	<u>Rockwall Climbing/Traversing:</u> Safe climbing, traversing, strategy, and landing skills will be taught and practiced as a large group. Students will be given opportunities to practice climbing and traversing rockwall through individual practice and fitness centers throughout the year.

Significant Task 3:	Rules and Routines: At the start of the school year, all students will practice the routines in order to have a clear understanding of rules and routines in physical education class. Through a variety of practice situations students will review the basic expectations of the class as well as review safety protocols. This can be revisited throughout the year as needed.	Relays: Students will combine their locomotor skills of running and jogging as well as effort skills in small relay activities. By incorporating team building relays such as back-forth style relay as well as track style, 4x100 as an example, students will learn to build individual endurance as well as small group teamwork skills.	Capture the Flag: After several classes of reviewed locomotor skills and dexterity skills, such as start and stopping and changing direction, as well building teamwork skills, students will be introduced to the game of capture the flag. Classes will be divided into two teams where the objective is to work together to take the flag from the opposing team without being tagged. Players will have to come together as a team to protect their flag and bring back their players if tagged by opposing team. Mini breaks between games will be allowed for debriefing and re-organizing.
Cross-Curriculum Connections	Writing: Open-Ended Question - Depending on task, question can be related to essential question if used at the end of a unit or more specific to a task.	Writing/Math Bowling Scoresheet Writing/Math Golf Scoresheet	Writing: Open-Ended Question - Depending on task, question can be related to essential question if used at the end of a unit or more specific to a task.
Grade Level Assessment Overview	**Modified Team Sports/Activities and Concepts** **UNIT 1**	**Individual/Group Activities and Concepts** **UNIT 2**	**Physical Fitness Activities and Concepts** **UNIT 3**
Unit Assessments	-Unit Written Test -Skill Performance Check Sheet -Sporting Behavior Check Sheet	-Unit Written Test -Skill Performance Check Sheet -Sporting Behavior Check Sheet	-Unit Written Test -Skill Performance Check Sheet -Sporting Behavior Check Sheet
District Assessments	-CT Physical Fitness Assessment		
Resources	-Grade Level Outcomes for K-12 Physical Education CT -"Moving and Learning, The Elementary Physical Education Experience" Beverly Nichols www.pecentral.com	-Grade Level Outcomes for K-12 Physical Education CT -"Moving and Learning, The Elementary Physical Education Experience" Beverly Nichols www.pecentral.com	-Grade Level Outcomes for K-12 Physical Education CT -"Moving and Learning, The Elementary Physical Education Experience" Beverly Nichols www.pecentral.com

PHYSICAL EDUCATION: Grade 4 **Last Updated:** 5/12/2017

Curriculum Map	Modified Team Sports/Activities and Concepts UNIT 1	Individual/Small Group Activities and Concepts UNIT 2	Physical Fitness Activities and Concepts UNIT 3
Number of Lessons (45 minutes)	**20-24**	**12-16**	**12-16**
Physical Education Standards **The physically literate individual:** **S1-** Demonstrates competency in a variety of motor skills and movement patterns **S2-** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance **S3-**Demonstrates knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness **S4-**Exhibits personal and social behavior that respects self and others **S5-** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction	**(S1.E1.4)** Uses various motor skills in small sided practice tasks **(S1.E6.4)** Combines travelling with dribbling, throwing, and catching skills **(S1.E14.4a)** Throws overhand using mature pattern in closed skills **(S1.E15.5a)** Throwing with accuracy while moving **(S1.E14.4b)** Throws overhand to partner with with reasonable accuracy **(S1..E15.4)** Throws to a moving partner with reasonable accuracy **(S1.E16.4)** Catching a thrown ball at various levels with mature pattern **(S1.E17.4a)** Dribbles in self-space with both hands using mature pattern **(S1.E17.4b)** Dribbles in general space with control of body **(S1.E18.4)** Dribbles with feet in general space with control **(S1.E19.4a)** Passes and receives ball with insides of feet to moving partner **(S1.E19.4b)** Passes and receives ball with outsides and insides of feet to stationary partner **(S1.E20.4)** Dribbles hands or feet in combination with other skills **(S1.E21.4)** Kicks along ground and in air with mature pattern **(S1.E22.4)** Volleys underhand using mature pattern **(S1.E23.4)** Volleys a ball using two-handed overhead pattern **(S1.E24.4a)** Strikes an object with short-handed implement using mature pattern (S1.E24.4b) Strikes an object alternating hits over a low net **(S1.E25.4)** Strikes an object with long-handed implement with mature pattern **(S1.E26.4)** Combines manipulative and	**(S1.E3.4)** Use spring and step take-offs landings for gymnastics **(S1.E5.4)** Combines locomotor movement patterns and dance steps **(S1.E7.4)** Balances on different bases of support **(S1.E8.4)** Transfers weight from feet to hands **(S1.E10.4)** Mones in and out of balances **(S1.E11.4)** Combines locomotor skills and movement patterns **(S1.E12.4)** Combines travelling with balance and weight transfers **(S1.E27.4)** Creates jump rope routine with short or long rope **(S2.E1.4)** Applies concept of open spaces **(S2.E2.4)** Combines movement concepts with gymnastics and dance **(S2.E3.4c)** Applies concepts of force and direction when striking object **(S4.E1.4)** Exhibits responsible behavior in independent and group situations **(S4.E2.4)** Reflects on personal social behavior in physical activity **(S4.E3.4)** Listens respectfully to corrective feedback from others **(S4.E4.4a)** Praises movement performance of others **(S4.E5.4)** Exhibits etiquette in rules **(S4.E6.4)** Works safely with peers and equipment **(S5.E2.5)** Expresses enjoyment of participating in physical activity **(S5.E3.5)** Analyzes different physical activities for enjoyment **(S5.E4.5)** Describes social benefits gained from participation	**(S1.E2.4)** Runs for distance using a mature pattern (S2.E3.4a) Applies concepts of speed, endurance, and pacing in running **(S2.E5.4a.4b)** Applies basic offensive and defensive strategies in chasing and fleeing activities **(S3.E1.4)** Analyzes opportunities for physical activity outside of class **(S3.E2.4)** Engage actively in all activities **(S3.E3.4)** Identifies components of health related fitness **(S3.E4.4)** Demonstrates warm-up and cool down relative to fitness assessment **(S3.E5.4a)** Completes fitness assessment **(S3.E5.4b)** Identifies areas of needed from fitness test **(S3.E6.4)** Discussed importance of hydration during physical activity **(S4.E1.4)** Exhibits responsible behavior in independent and group situations **(S4.E2.4)** Reflects on personal social behavior in physical activity **(S4.E3.4)** Listens respectfully to corrective feedback from others **(S4.E4.4a)** Praises movement performance of others **(S4.E5.4)** Exhibits etiquette in rules **(S4.E6.4)** Works safely with peers and equipment **(S5.E1.4)** Examines health benefits of physical activity **(S5.E2.4)** Rates enjoyment of participation in challenging activities **(S5.E3.4)** Ranks enjoyment of participating in activities

	travel skills in small sided practice tasks **(S2.E1.4b)** Applies concept of closing spaces in small sided practice tasks **(S2.E1.4c)** Dribbles in space with direction and speed change **(S2.E5.4c)** Recognizes types of kicks needed in different game situations **(S4.E1.4)** Exhibits responsible behavior in independent and group situations **(S4.E2.4)** Reflects on personal social behavior in physical activity **(S4.E3.4)** Listens respectfully to corrective feedback from others **(S4.E4.4a)** Praises movement performance of others **(S4.E5.4)** Exhibits etiquette in rules **(S4.E6.4)** Works safely with peers and equipment **(S5.E1.4)** Examines health benefits of physical activity **(S5.E2.4)** Rates enjoyment of participation in challenging activities **(S5.E3.4)** Ranks enjoyment of participating in activities **(S5.E4.5)** Describes and compares positive social interactions		**(S5.E4.5)** Describes and compares positive social interactions
Common Learning Themes	-Soccer Skills & Concepts -Volleyball Skills & Concepts -Floor Hockey Skills & Concepts -Basketball Skills & Concepts -Team Handball Activities -Kickball/Whiffleball Activities	-Racket Skills and Concepts -Bowling Skills and Concepts -Gymnastics Skills and Concepts -Golf Activities -Track and Field Activities	-Fitness Activities and Games -CT Physical Fitness Assessment -Rhythmic and Dance Activities -Control/Tag Activities -Climbing Wall Skills and Activities
Common Learning Activities	-Modified Soccer Game Play -Modified Volleyball Game Play -Modified Floor Hockey Game Play -Half Court Basketball Game Play -Modified Handball Game Play -Modified Kickball/Whiffleball	-Racket Skill Stations -3-Person Modified Bowling -Gymnastics/Tumbling Stations -Miniature Golf Stations -Modified Track & Field Stations -Field Day	-CT Fitness Test Exercises -Pedometers -Four Square/Two Square -Jump Roping Activities -Traverse Climbing Wall -Capture the Flag -A.C.E.S.

Essential Questions	Why is it important to use teamwork in sports and in life? How does displaying sportsmanship affect the opposing team in a positive way? How does learning from your mistakes help you succeed during team games and in the future? Why is following safety and game rules vital to all players?	How can playing individual activities help you stay fit during your lifetime? Why is using different game strategies important when playing various opponents? How is doing your personal best work important for success in games and in life?	How can keeping your body fit help you as you get older? Why are strength, endurance, and flexibility equally important? When you jog, how does your body react to help you keep moving?
Significant Task 1:	<u>Team Handball</u>: Catching and throwing and teamwork skills will be taught throughout several lessons in open concept situations such as small groups, and partner work. Passing while moving will be introduced. After skills are practiced the class will divide into small teams to play mini team handball games where the objective of the game is to pass, throw, and catch a ball within a team and score a goal by throwing it. Opportunities for teamwork will emerge throughout the game.	<u>Vaulting Practice</u>: The approach, hand position and landing skills will be taught through a progression of individual vaulting concepts. After skills are taught in isolation and practiced students will be given opportunities to put all of the vaulting components together to complete a jump to the feet and jump & land as a dismount.. As students successfully complete each vaulting skill they will be given opportunities to try varying difficulties of vaults based on their performance.	<u>Fitness Testing</u>: After several classes of teaching each test in isolation, and practicing modifications to build confidence towards the test, students will complete all four components of the CT physical fitness assessment. 1- Mile Run/Walk Test 2- Curl-up Test 3- Push-up Test 4- Sit & Reach Test Each test will be tested in a separate class covering a specific test element. Re-tests will be allowed for absences.
Significant Task 2:	<u>Floor Hockey</u>: Passing and teamwork skills will be taught through several lessons in closed concept situations such as partner work and small group work. After skills are practiced, the class will divide into small teams to play mini floor hockey games where passing a small, hockey ball within a team to score a goal by shooting the ball with the hockey stick. Opportunities for teamwork will emerge throughout the game.	<u>Racket Skills</u>: Students will practice hitting a small ball to a partner and/or over a low net in closed and open settings. As students progressively become stronger and the ball is hit consecutively, small groups hitting together and/or over a net will be added. After skills are practiced the students will be given opportunities to play individual and partner racket games where a serve will be used in a modified game situation as well as	<u>Rockwall Climbing/Traversing</u>: Safe climbing, traversing, strategy, and landing skills will be taught and practiced as a large group. Students will be given opportunities to practice climbing and traversing rockwall through individual practice and fitness centers throughout the year.

		competitive play will be introduced.	
Significant Task 3:	Rules and Routines: At the start of the school year, all students will practice the routines in order to have a clear understanding of rules and routines in physical education class. Through a variety of practice situations students will review the basic expectations of the class as well as review safety protocols. This can be revisited throughout the year as needed.	Relays: Students will combine their locomotor skills of running and jogging as well as effort skills in small relay activities. By incorporating team building relays such as back-forth style relay as well as track style, 4x100 as an example, students will learn to build individual endurance as well as small group teamwork skills.	Capture the Flag: After several classes of reviewed locomotor skills and dexterity skills, such as start and stopping and changing direction, as well building teamwork skills and emergent strategizing skills, students will play the game of capture the flag. Classes will be divided into two teams where the objective is to work together to take the flag from the opposing team without being tagged. Players will have to come together as a team to protect their flag and bring back their players if tagged by opposing team. Mini breaks between games will be allowed for debriefing and strategizing.
Cross-Curriculum Connections	Writing: Open-Ended Question - Depending on task, question can be related to essential question if used at the end of a unit or more specific to a task.	Writing/Math Bowling Scoresheet Writing/Math Golf Scoresheet	Writing: Open-Ended Question - Depending on task, question can be related to essential question if used at the end of a unit or more specific to a task.
Grade Level Assessment Overview	**Modified Team Sports/Activities and Concepts** **UNIT 1**	**Individual/Group Activities and Concepts** **UNIT 2**	**Physical Fitness Activities and Concepts** **UNIT 3**
Unit Assessments	-Unit Written Test -Skill Performance Check Sheet -Sporting Behavior Check Sheet	-Unit Written Test -Skill Performance Check Sheet -Sporting Behavior Check Sheet	-Unit Written Test -Skill Performance Check Sheet -Sporting Behavior Check Sheet
District Assessments		-CT Physical Fitness Assessment	
Resources	-Grade Level Outcomes for K-12 Physical Education CT -"Moving and Learning, The Elementary Physical Education Experience" Beverly Nichols www.pecentral.com	-Grade Level Outcomes for K-12 Physical Education CT -"Moving and Learning, The Elementary Physical Education Experience" Beverly Nichols www.pecentral.com	-Grade Level Outcomes for K-12 Physical Education CT -"Moving and Learning, The Elementary Physical Education Experience" Beverly Nichols www.pecentral.com

PHYSICAL EDUCATION: Grade 5

Last Updated: 5/12/2017

Curriculum Map	Modified Team Sports/Activities and Concepts UNIT 1	Individual/Small Group Activities and Concepts UNIT 2	Physical Fitness Activities and Concepts UNIT 3
Number of Lessons (45 minutes)	20-24	12-16	12-16
Physical Education Standards **The physically literate individual:** **S1-** Demonstrates competency in a variety of motor skills and movement patterns **S2-** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance **S3-**Demonstrates knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness **S4-**Exhibits personal and social behavior that respects self and others **S5-** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction	**(S1.E1.5c)** Combines travelling and manipulative skills **(S1.E13.5a)** Throwing underhand and overhand with mature pattern **(S1.E13.5b)** Throws underhand and overhand for accuracy **(S1.E15.5a)** Throwing with accuracy while moving **(S1.E15.5b)** Throwing with reasonable accuracy in dynamic tasks **(S1..E16.5a)** Catching batted ball with mature pattern **(S1.E16.5b)** Catching with accuracy while moving **(S1.E16.5c)** Catching with reasonable accuracy in dynamic task **(S1.E17.5)** Combines dribbling with other skills **(S1.E18.5)** Combine foot dribble with other skills **(S1.E19.5a)** Passing with feet to a partner while moving with mature pattern **(S1.E19.5b)** Receiving a pass with feet with mature pattern **(S1.E20.5)** Dribbles with feet in mature pattern during small sided game **(S1.E21.5)** Demonstrate mature kicking patterns in practice **(S1.E23.5)** Volleys a ball using two-handed overhead pattern **(S1.E24.5)** Strikes an object consecutively with a partner **(S1.E25.5a)** Strikes a pitched ball with mature pattern **(S1.E26.5)** Combines manipulative and travel skills to score modified team game **(S2.E3.5a)** Applies movement concepts to game situations **(S2.E3.5c)** Applies concepts of	**(S1.E1.5a)** Demonstrates mature pattern of locomotor skills **(S1.E1.5b)** Combines locomotor and manipulative skills **(S1.E3.5)** Combine jumping and landing patterns **(S1.E5.5)** Combine locomotor skills with rhythm patterns **(S1.E7.5)** Combine balance and transferring weight **(S1.E8.5)** Transfer weight in gymnastics **(S1.E10.5)** Performs curling, twisting, and stretching actions **(S1.E11.5)** Combines levels, shapes, and pathways **(S1.E12.5)** Combines actions to create gymnastic sequences **(S1.E27.5)** Creates jump rope routine with a partner **(S2.E1.5)** Combines spatial awareness with movements **(S3.E2.5)** Engage actively in all Physical Education activities **(S4.E1.5)** Engages in physical activity with responsible behavior **(S4.E2.5a)** Participates with responsible behavior **(S4.E2.5b)** Exhibits respect for self while engaging in physical activity **(S4.E3.5)** Gives corrective feedback respectfully **(S4.E4.5)** Actively involves others with different skill abilities **(S4.E5.5)** Critiques the etiquette involved in rules of games **(S4.E6.5)** Applies safety principles with physical activities **(S5.E2.5)** Expresses enjoyment of participating in physical activity **(S5.E3.5)** Analyzes different physical	**(S1.E2.5)** Use appropriate pacing in running **(S3.E1.5)** Analyze physical activity for fitness benefits **(S3.E2.5)** Engage actively in all Physical Education activities **(S3.E3.5)** Differentiate between skill and health related fitness **(S3.E4.5)** Identify need for warm-up/cooldown **(S3.E5.5a)** Analyze results of fitness assessment **(S4.E1.5)** Engages in physical activity with responsible behavior **(S4.E2.5a)** Participates with responsible behavior **(S4.E2.5b)** Exhibits respect for self while engaging in physical activity **(S4.E3.5)** Gives corrective feedback respectfully **(S4.E4.5)** Actively involves others with different skill abilities **(S4.E5.5)** Critiques the etiquette involved in rules of games **(S4.E6.5)** Applies safety principles with physical activities **(S5.E1.5)** Compares the health benefits of participating in activity **(S5.E2.5)** Expresses enjoyment of participating in physical activity **(S5.E3.5)** Analyzes different physical activities for enjoyment **(S5.E4.5)** Describes social benefits gained from participation

	direction and force to strike **(S2.E5.5a.5b)** Applies basic offensive and defensive strategies **(S2.E5.5c)** Recognizes type of throw, volley or strike **(S3.E2.5)** Engage actively in all Physical Education activities **(S4.E1.5)** Engages in physical activity with responsible behavior **(S4.E2.5a)** Participates with responsible behavior **(S4.E2.5b)** Exhibits respect for self while engaging in physical activity **(S4.E3.5)** Gives corrective feedback respectfully **(S4.E4.5)** Actively involves others with different skill abilities **(S4.E5.5)** Critiques the etiquette involved in rules of games **(S4.E6.5)** Applies safety principles with physical activities **(S5.E2.5)** Expresses enjoyment of participating in physical activity **(S5.E3.5)** Analyzes different physical activities for enjoyment **(S5.E4.5)** Describes social benefits gained from participation	activities for enjoyment **(S5.E4.5)** Describes social benefits gained from participation	
Common Learning Themes	-Soccer Skills & Concepts -Volleyball Skills & Concepts -Floor Hockey Skills & Concepts -Basketball Skills & Concepts -Team Handball Activities -Kickball/Whiffleball Activities	-Racket Skills and Concepts -Bowling Skills and Concepts -Gymnastics Skills and Concepts -Golf Activities -Track and Field Activities	-Fitness Activities and Games -CT Physical Fitness Assessment -Rhythmic and Dance Activities -Control/Tag Activities -Climbing Wall Skills and Activities
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Essential Questions	Why is it important to use teamwork in sports and in life? How does displaying sportsmanship affect the opposing team in a positive way? How does learning from your mistakes help you succeed during team games and in the future? Why is following safety and game rules vital to all players?	How can playing individual activities help you stay fit during your lifetime? Why is using different game strategies important when playing various opponents? How is doing your personal best work important for success in games and in life?	How can keeping your body fit help you as you get older? Why are strength, endurance, and flexibility equally important? When you jog, how does your body react to help you keep moving?
Significant Task 1:	<u>Team Handball</u>: Passing, catching, throwing and teamwork skills will be taught throughout several lessons in open concept situations such as small groups, and small team mini game play. After skills are practiced the class will divide into smaller teams to play mini team handball games where the objective of the game is to pass and catch a ball within a team and score a goal by throwing it. Opportunities for teamwork will emerge throughout the game.	<u>Vaulting Practice</u>: The approach, hand position and landing skills will be taught through a progression of individual vaulting concepts. After skills are taught in isolation and practiced students will be given opportunities to put all of the vaulting components together to perform a tuck jump over the vault or flank to the side. As students successfully complete each vaulting skill they will be given opportunities to try varying difficulties of vaults based on their performance.	<u>Fitness Testing</u>: After several classes of teaching each test in isolation, and practicing modifications to build confidence towards the test, students will complete all four components of the CT physical fitness assessment. 1- Mile Run/Walk Test 2- Curl-up Test 3- Push-up Test 4- Sit & Reach Test Each test will be tested in a separate class covering a specific test element. Re-tests will be allowed for absences.
Significant Task 2:	<u>Floor Hockey</u>: Passing, receiving, and teamwork skills will be taught through several lessons in open concept situations such as small group and small team mini game play. After skills are practiced, the class will divide into smaller teams to play mini floor hockey games where passing and receiving a hockey ball within a team to score a goal by shooting the ball with the hockey stick. Opportunities for teamwork will emerge throughout	<u>Racket Skills</u>: Serving, forehand, backhand, and game strategy will be practiced through a variety of individual and partner racket activities. After skills are practiced the students will be given opportunities to play individual and partner racket games where the serve, forehand, backhand, and strategy will be used in a game situation.	<u>Rockwall Climbing/Traversing</u>: Safe climbing, traversing, strategy, and landing skills will be taught and practiced as a large group. Students will be given opportunities to practice climbing and traversing rockwall through individual practice and fitness centers throughout the year.

	the game.		
Significant Task 3:	Rules and Routines: At the start of the school year, all students will practice the routines in order to have a clear understanding of rules and routines in physical education class. Through a variety of practice situations students will review the basic expectations of the class as well as review safety protocols. This can be revisited throughout the year as needed.	Relays: Students will combine their locomotor skills of running and jogging as well as effort skills in small relay activities. By incorporating team building relays such as back-forth style relay as well as track style, 4x100 as an example, students will learn to build individual endurance as well as small group teamwork skills.	Capture the Flag: After several classes of reviewed locomotor skills and agility skills; such as start and stopping and changing direction, as well building teamwork skills, students will be introduced to the game of capture the flag. Classes will be divided into two teams where the objective is to strategize and work together to take the flag from the opposing team without being tagged. Players will have to come together as a team to protect their flag and bring back their players if tagged by opposing team. Mini breaks between games will be allowed for debriefing and re-strategizing.
Cross-Curriculum Connections	Writing: Open-Ended Question - Depending on task, question can be related to essential question if used at the end of a unit or more specific to a task.	Writing/Math Bowling Scoresheet Writing/Math Golf Scoresheet	Writing: Open-Ended Question - Depending on task, question can be related to essential question if used at the end of a unit or more specific to a task.
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