SECTION D

CURRICULUM

George Washington
Carver Academy

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ATTACHMENT EXHIBIT-6

CURRICULUM

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George Washington Carver Academy is in the process of adopting and implementing the **Oakland Scope Curriculum** tool as a component in aligning and creating a viable curriculum. The Oakland Schools Literacy Team is made up of consultants with expertise in English language arts, special education, and content-area literacy. The shifting landscape of the 21st century places new demands on students, teachers, and schools, and impacts the definition of effective literacy instruction. GWCA is a supporter of literacy instruction. **Oakland Scope** is available electronically and is accessible through:

- **Oakland Scope** https://oaklandk12-public.rubiconatlas.org

Elementary/Middle School

The following subjects/courses are offered at the academy.

Course	K	1	2	3	4	5	6	7	8
ELA	X	X	X	X	X	X	X	X	X
SFA	X	X	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
S.S.	X	X	X	X	X	X	X	X	X
P.E.	X	X	X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X
Computer Tech	X	X	X	X	X	X	X	X	X
Spanish	X	X	X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X

The Academy is aligned to Michigan's Career and College Ready Standards (Common Core State Standards) and related state/national standards, and is developmentally sequenced based on grade level via a universal curriculum pacing map for K-8 Math and English Language Arts.

In addition, George Washington Carver Academy uses the **Oakland Scope** as an articulated K-8 standards-based curriculum in Science, Social Studies, Physical Education, Computers and Art. Each subject is aligned to grade-level content expectations and the Michigan Curriculum

Framework. The curriculum and Instruction alignment is with the Michigan Curriculum Framework and National Math-NCTM, and Science AAAS Project 2061. It is used to inform instruction, and it meets the Michigan 1-5 testing mandate.

The curriculum reflects the academic components students should know and be able to do. Curriculum outcomes are derived from the mission of the school, long-range student goals (adult roles), standardized test Item Analysis and Scantron performance analysis was completed in each of the core subjects, along with disaggregated data with regards to race, gender, economically disadvantaged and special education. In conjunction with this process teachers are provided with on-site training in core content areas.

The Academy uses the following process for curriculum development and delivery:

- The core curriculum defines student outcomes by specific demonstrable levels of achievement for each subject area and grade level.
- Instruction is geared towards achieving these outcomes.
- Student outcomes are assessed using a variety of Alternative and Authentic tools including, M-Step, NWEA, STAR Pre and Post Tests, Standards-Based Portfolios, Demonstrations, Projects, Teacher Observations, Service Learning and Science Fair projects.
- Programs have been adopted that provide for smooth integration of cross-curricular content across the grade levels.
- Teachers are provided with on-going, updated professional development activities.
- Curriculum materials provide students with a variety of opportunities to explore, investigate and apply desired skills.

The curriculum is individually adapted to meet the needs of students at all levels of achievement including high and low achievers. Each student was given a pre test for Reading and Math utilizing the STAR Diagnostic Testing Program. The test gives a portfolio on each student listing their strengths and weaknesses in Reading and Math. The test gives the Zone of Proximal Development, Standard Score, Grade Equivalent, Percentile Ranking and Percentile Range. Each student is given a written synopsis of what he/she needs to work on to improve in Reading and Math. This information is shared with students and parents and placed in their portfolio. Accelerated Reading and Study Island are used to assess students on an ongoing basis. A post-test is given in the spring to note growth.

George Washington Carver Academy currently utilizes the following curriculums for each grade level:

Kindergarten – 5th Grade

GRADE	MATH	SCIENCE	SOCIAL STUDIES	ELA
KINDERGARTEN	SFA	SFA and TLC- Science Alive	SFA and TLC- Social Studies Alive	SFA
1ST GRADE	Everyday Math	TLC- Science Alive	TLC-Social Studies Alive	SFA
2ND GRADE	Everyday Math	TLC- Science Alive	TLC-Social Studies Alive	SFA
3RD GRADE	Everyday Math	TLC- Science Alive	TLC- Social Studies Alive	SFA
4TH GRADE	Everyday Math	TLC- Science Alive	TLC- Social Studies Alive	SFA
5TH GRADE	Everyday Math	TLC- Science Alive	TLC- Social Studies Alive	SFA

6TH Grade – 8th Grade

GRADE	MATH	SCIENCE	SOCIAL STUDIES	ELA/READING
6th Grade	McGraw-Hill Glencoe Mathematics Course 1	HMD Science Fusion – Earth Science	Houghton Mifflin- World Cultures- Western Hemisphere	SFA
7th Grade	McGraw-Hill Glencoe Mathematics Course 2	HMD Science Fusion- Cells and Heredity	Houghton Mifflin- World Cultures and Geography- Eastern Hemisphere	SFA
8th Grade	McGraw-Hill Glencoe- Mathematics Course 3	HMD Science Fusion- Matter and Energy	Houghton Mifflin- American History- Beginnings to 1914	SFA

Kindergarten (Success for All)

SFA's Early Childhood programs are built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Lessons are enriched with multimedia, puppet skits, and videos to keep the focus on fun and learning

KinderCorner:

This is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of children's language, literacy, math, and interpersonal and self-help skills and science and social studies concepts.

KinderCorner provides kindergartners with the same type of experiential and child-centered curriculum that is the foundation of the Curiosity Corner curriculum. Ideally suited for a full-day classroom, KinderCorner provides a balance between child-initiated activities and teacher-directed instruction, with emphasis given to oral-language and literacy development. This curriculum consists of sixteen thematic units that are designed to relate to children's lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote the children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose learning labs and engage in reflection activities to promote their problem-solving skills. Students also read KinderCorner concepts-of-print books, which helps them to develop phonics and other reading-readiness skills.

Beginning halfway through the school year, formal reading instruction is introduced through KinderRoots. Through fun lessons and shared stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension as they read phonetically controlled text.

1st - 8th Grade (Success for All)

SFA's elementary programs combine a cooperative-learning framework with detailed lessons that guide effective instruction in critical academic and social skills. Lessons incorporate multimedia, puppet skits, and videos to support classroom instruction and keep students engaged. Interactive lessons are fully aligned to the Common Core State Standards:

Roots:

Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning-reading

program that provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure that they receive the most focused instruction.

Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second and third grade nonreaders can be regrouped into Reading Roots classes.

Reading Roots provides a strong base for successful reading due to its emphasis on systematic phonics instruction through FastTrack Phonics. This phonics instruction is supported by decodable stories, and instruction in fluency and comprehension. In addition to providing the necessary basis for strong reading, Reading Roots fosters students' love of reading by providing rich literary experiences, extensive oral-language development, and thematically focused writing instruction.

Wings:

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons over a period of five days and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills. To ensure that students become proficient readers, Reading Wings uses Success for All's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository text.

Targeted Treasure Hunts, a key component of the Reading Wings program, provides instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing.

Additional Savvy Reader lessons provide comprehension strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

Middle School (Success for ALL).

SFA's middle and high school programs extend cooperative learning and detailed, effective lessons into the upper grades. Students learn the skills and strategies they need to read, comprehend, and analyze the complex content area texts they encounter in middle and high school. These programs are also designed to accelerate the academic development of struggling older students until they are achieving at, or above, grade level.

Edge:

Daily lessons in the Reading Edge 2nd Edition use a cycle of effective instruction. All parts of the cycle may be present during the course of one day's lesson, or the cycle may be developed over the course of several days. During the first portion of each lesson, teachers prepare students for learning. Through questioning and modeling, they lead students through the new content they need to complete the rest of the day's activities, whether reading a novel, conducting research, or working on a team product. Background videos are used to introduce new books.

This part of the lesson entails students take control of their learning, working as partners or teams while teachers circulate through the room checking with individuals or small groups of learners to monitor comprehension and to clarify misunderstandings. This is a teacher's chance to meet with students one-to-one for targeted instruction.

1st – 5th Grade Math (Everyday Math)

Educators, at the University of Chicago School Mathematics Project (UCSMP), develop Everyday Mathematics. This group is dedicated to helping children learn mathematics using a research-based approach. A rich body of research about children learning mathematics has influenced the Everyday Mathematics curriculum. Many sources have informed the development of lessons, activities, and teaching suggestions. Children in the early grades are capable of much more than had been previously thought.

Manipulatives facilitate modeling mathematical concepts and communication about those concepts, thus promoting the development of children's thinking. Through a comprehensive approach to differentiating instruction, Everyday Math provides a variety of ways to help students and teachers manage different backgrounds, learning styles and pacing needs.

Everyday Math employs cooperative learning activities, such as Explorations and projects to help students acquire language, communication and social interaction skills. The content provides all students with a balanced mathematics curriculum that is rich in real-world problem solving opportunities. The routines and algorithms the students use to complete computation and to problem solve have spiraled since kindergarten. Critical thinking skills, calculators and Excel spreadsheets are all part of the curriculum. Everyday Math structures content into grade level goals.

6th – 8th Grade Math (McGraw-Hill/Glencoe Mathematics)

Glencoe Math makes math real for students by empowering you to understand Common Core Math, which engages every student, and develops a classroom of critical thinkers. Rigor is built-in and supported throughout the program. The three components of rigor—conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.

Proficiency for all students is the goal □Meet students wherever they are in their learning. Assessments help you determine proficiency before, during and after lessons. Differentiated instruction resources ensure approaching-level students master concepts before moving on, while beyond-level students are continually challenged.

1st – 5th Grade Social Studies (Social Studies Alive)

TCI's online Social Studies Alive! programs teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. With TCI's elementary programs, students don't just learn social studies. They learn to love social studies.

The TCI approach is based on theory-and research-based active instruction: standards-based content; multiple intelligence teaching strategies; preview assignments; considerate text; graphically organized reading notes; processing assignments; and, multiple intelligence assessments.

6th – 8th Grade Social Studies (Houghton-Mifflin/World Cultures/American History

World Cultures and Geography provide a clean, navigable design and is accentuated by an art program that is both engaging and instructional. Its strong skills program ensures that middle school students learn the Essential Elements and Themes of World Geography. The program ensures success for all learners and addresses state standards by integrating the content and skills necessary to meet them.

World Geography infuses the study of geography with streaming video, instructive games, and interactive features. With innovative learning assets like these, you can fundamentally change the way students experience social studies in general and world geography in particular.
World Geography not only revolutionizes and enhances instruction, but it also engages, inspires, and encourages the love of learning. We provide tools that help students connect with geography, see its relevance and importance in their lives, and integrate strategies and support to help them experience success.

United States History utilizes standards-based content and research-based reading instruction to teach American history. The U.S. history textbook program is infused with HISTORY streaming video, instructive games, and interactive features. In keeping with the Common Core State Standards, the program exposes students to a wealth of primary sources and develops critical skills, while requiring them to analyze a variety of perspectives and investigate key historical topics.

1st – 5th Grade Science (Science Alive)

Exploring Science Practices guides students in understanding the role of decomposers, consumers, and producers in a healthy ecosystem. Students study the geosphere, hydrosphere, atmosphere, and biosphere and learn how these systems interact. Students develop models to examine patterns caused by the relative positions of Earth and the sun, and identify matter as particles of matter too small to be seen.

6th – 8th Grade Science (Houghton Mifflin ScienceFusion)

ScienceFusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

Physical Education

George Washington Carver Academy utilizes **Oakland Scope** for Health and Physical Education school-wide curriculum. It is aligned to Michigan's grade level content expectations.

DIGITAL TECHNOLOGY ASSESSMENT

George Washington Carver Academy promotes the continuous use of technology, individual student data and continuous assessment (formative, interim, and summative) to inform and differentiate all instruction to meet individual student needs. Academic goals driven by data are reviewed and evaluated to both State standardized tests and internal Scantron Performance and Achievement assessments guide our data-based implementation efforts.

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George Washington Carver Academy has adopted and implemented the Curriculum Crafter Tool as a component in aligning and creating a viable curriculum. Curriculum crafter is available electronically and is accessible through:

- **KC4 - Curriculum Crafter Tool** **http://curriculum**crafter.org/

Elementary/Middle School

The following subjects/courses are offered at the academy.

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ELA	X	X	X	X	X	X	X	X	X
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Science	X	X	X	X	X	X	X	X	X
S.S.	X	X	X	X	X	X	X	X	X
P.E.	X	X	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X	X	X
Computer Technology	X	X	X	X	X	X	X	X	X
Spanish	X	X	X	X	X	X	X	X	X
Learning.com									
Study Dog	X	X	X						
Aha Math	X	X	X	X	X	X			
21st Century Technology							X	X	X

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In addition, George Washington Carver Academy uses the Kent County Collaborated Core Curriculum (KC4) as an articulated K-8 standards-based curriculum in Science, Social Studies, Physical Education, Computers and Art. Each subject is aligned to grade-level content expectations and the Michigan Curriculum Framework. KC4 contains approximately ten standards per grade in each content area and provides a suggested sequence of instruction, assessments and resources. The curriculum and Instruction alignment is with the Michigan Curriculum Framework and National Math-NCTM, and Science AAAS Project 2061. It is used to inform instruction, and it meets the Michigan 1-5 testing mandate.

The curriculum reflects the academic components students should know and be able to do. Curriculum outcomes are derived from the mission of the school, long-range student goals (adult roles), a MEAP Item Analysis and Scantron performance analysis was completed in each of the core subjects, along with disaggregated data with regards to race, gender, economically disadvantaged and special education. In conjunction with this process teachers are provided with on-site training in core content areas.

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- The core curriculum defines student outcomes by specific demonstrable levels of achievement for each subject area and grade level.
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- Programs have been adopted that provide for smooth integration of cross-curricular content across the grade levels.
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utilizing the STAR Diagnostic Testing Program. The test gives a portfolio on each student listing their strengths and weaknesses in Reading and Math. The test gives the Zone of Proximal Development, Standard Score, Grade Equivalent, Percentile Ranking and Percentile Range. Each student is given a written synopsis of what he/she needs to work on to improve in Reading and Math. This information is shared with students and parents and placed in their portfolio. Accelerated Reading, Kidspiration/Inspiration and Study Island are used to assess students on an ongoing basis. A post-test is given in the spring to note growth.

MATH

George Washington Carver Academy currently utilizes Pearson's Scott Forseman series as the elementary Math Curriculum.

Kindergarten and 1st Grade (Diamond Edition)

The Scott Foresman math approach in the Diamond Edition is designed to make "connections" to other school subjects and to use a variety of teaching elements so that differing types of students can all be successful at math. Each chapter incorporates elements such as the "Instant Check System: Diagnosing Readiness," so that teachers can get a sense of whether students have a firm grasp of the foundation necessary for the new concept. Additional "Diagnostic Checkpoints" and the like ensure teachers always have a good feel for where students are at. "Cumulative Reviews" and "Test Prep" sections are designed to keep past material fresh in students' minds. The reading and other outside subject connections built into the curriculum mean that there are periodic cute stories for students to read, or pages with illustrations and bits of trivia about butterflies or the Roman Coliseum, with math exercises built around that theme.

There are many ancillary resources to assist with teaching the material from the main Scott Foresman math textbook. For worksheets, there are Practice Masters and Enrichment Masters books (answers are not in the books, so they can also be used as a workbook), for teaching help, there are the Teaching Tool Masters, the Assessment Sourcebook, Chapter File Folders, and Answer Key. Other helps are Every Student Learns, and the Home-School Connection book.

2nd Grade (Diamond Edition)

The approach to math in the Scott Foresman math Diamond Edition incorporates many "connections" to non-math subjects and teaches a variety of approaches to math. The books have many assessment options such as the "Instant Check System: Diagnosing Readiness." This gives teachers the opportunity to see if students have firm grasp of the foundation necessary for the

new concept. There are also other assessments, such as the "Diagnostic Checkpoints," thus ensuring teachers always know just what level students are at. To help keep students fresh on previous concepts, "Cumulative Reviews" and "Test Prep" sections provide problems for study and review.

Scott Foresman math builds "connections" to reading and other outside subjects by having periodic short stories or poems about numbers or counting for the children to read, as well as sections with pictures and a bit of trivia about things like frogs or butterflies or history of the Roman Coliseum, and a few word problems of that theme.

There is no shortage of supplements to the basic Scott Foresman math text. Teachers can choose from Practice or Enrichment Masters book/workbook (reproducible or can be used as a workbook); the Assessment Sourcebook, Teaching Tool Masters, Answer Key, or Chapter File Folders. Teachers can also assist their students through Every Student Learns resource or the Home-School Connection book.

3rd Grade (Diamond Edition)

The Scott Foresman approach to math is bright and colorful and includes many "connections" to other subjects, in what some term the new math approach. There are many frequent opportunities for quick assessment of student progress, like the "Instant Check System: Diagnosing Readiness" or the "Diagnostic Checkpoints." Additional comprehensive review sections and test preparation pages help students retain concepts and do well on tests.

The "connections" to other subjects consist of things like frequent short stories or poems to read. There are pages that include historical or nature trivia and combined with a few word problems built on that the given theme. There are also occasional instructions inviting students to "write a math story."

There are many ancillary materials teachers can choose from. There are books that can be used either as reproducible masters or as workbooks (Practice Masters book/workbook or Enrichment Masters book/workbook). There is an Assessment Sourcebook, a Teaching Tool Masters book, and an Answer Key. Further resources available to assist and support learning are Every Student Learns and the Home-School Connection book.

4th Grade (Diamond Edition)

The bright and colorful Scott Foresman math from Scott Foresman uses what some term a "new math" approach. This means that an understanding of the "why" arithmetic works is stressed before or along with the "how" to do it correctly and the curriculum stresses many "connections"

to other subjects. Frequent quick assessments keep teachers abreast of student progress, such as "Instant Check System: Diagnosing Readiness" regular "Diagnostic Checkpoints." There are also helpful comprehensive reviews and test preparation sections.

The curriculum includes many ancillary materials such as reproducible masters that can double as workbooks, teacher support such as Teaching Tools Masters book and Assessment Sourcebook, as well as Answer Key. Two more ancillaries that provide additional support are Every Student Learns and the Home-School Connection book.

5th Grade (Diamond Edition)

The Scott Foresman math curriculum from Pearson Education is a bright, colorful textbook based on something of a "new math" approach. The curriculum stresses "connections" with other non-math subjects. It takes the approach that an understanding of the "why" of arithmetic should be discussed and taught before or along with the "how" of working the problem correctly.

Strengths of the 5th grade math are frequent assessments, many ancillary materials, and much color and creativity. The chapters begin with "Diagnosing Readiness" assessment sections, and each section within a chapter ends with a "Diagnostic Checkpoint" assessment. There are nine different Scott Foresman math ancillary books plus an answer key available as a ten-book set or individually. The books have a lot of color in the headings and borders as well as many illustrations. Children are encouraged to creatively talk about explanations for why math works.

6th Grade (Diamond Edition)

The general approach of the Scott Foresman math curriculum tends toward what has been termed "new math." It's a very colorful textbook that stresses making "connections" to non-math subjects. There is an emphasis on having students discuss and think creatively about "why" arithmetic works the way it does before mastering "how" to perform it accurately and consistently, or at the same time as one learns to perform it.

In the 6th grade math book, some of the strengths teachers will note are frequent assessment opportunities, much color to draw the eye, creative opportunities, and a wide variety of ancillary materials available. There are assessment opportunities at the beginning ("Diagnosing Readiness") and the end ("Diagnostic Checkpoint") of each chapter. There are no less than ten Scott Foresman math ancillary books and materials (ten and an answer key). They are available as a set or individually. Some also consider it a strength that children are encouraged to creatively talk about why things work and to make frequent use of the calculator for simple problems.

7th Grade (Prentice Hall/Mathematics Course #2)

The Prentice-Hall mathematics series is designed to help students develop a deeper understanding of math through an emphasis on thinking, reasoning, and problem-solving. A mix of print and digital materials helps engage students with visual and dynamic activities alongside textbook instruction. Course 2 (Grade 7) presents a structured approach to a variety of topics such as ratios, percents, equations, inequalities, geometry, graphing, and probability.

In the Getting Ready to Learn portion of the textbook lesson, check your readiness exercises help students see where they might need to review before the lesson. Check skills you'll need list out the skills used in the lesson, and new vocabulary is listed before it's introduced. Sidebar helps tell students where to go for help in the textbook if they need to review, or note when an online tutor video is available. The lesson itself includes quick check problems for students to see if they understand the concept just introduced; key concepts boxes that summarize definitions, formulas, & properties, online activities for review and practice; vocabulary sidebars and features that help focus on the language of math; and multiple types of practice activities that feature new material, integrate older material, and provide challenges.

A homework video tutor for every lesson is provided online. Designed to especially help students prepare for high stakes tests like the SAT and ACT, as well as standardized tests, test-taking strategies are included in each chapter. Skills handbook, Spanish/English glossary, instant check answers, and selected answers are included in the student textbook. The workbook provides complete daily support for the lesson, and includes a daily note taking guide, guided problem solving exercises, and additional practice for every lesson. For each chapter vocabulary and study skills are emphasized.

8th Grade (Prentice Hall/Mathematics Course #3)

The Prentice-Hall mathematics series is designed to help students develop a deeper understanding of math through an emphasis on thinking, reasoning, and problem solving. A mix of print and digital materials helps engage students with visual and dynamic activities alongside textbook instruction. Course 3 (Grade 8) provides a solid mathematical foundation in order to fully prepare students for algebra. Students will study solving equations, integers, how to perform operations with rational numbers, use the Pythagorean theorem, find the midpoint, examine proportional & non proportional relationships, use percentages and graphs, solve multistep equations, classify triangles and quadrilaterals, find the surface area and volume of prisms & cylinders, understand slope & functions, add & subtract polynomials, and more.

In the Getting Ready to Learn portion of the textbook lesson, check your readiness exercises help students see where they might need to review before the lesson. Check skills you'll need list out the skills used in the lesson, and new vocabulary is listed before it's introduced. Sidebar helps tell students where to go for help in the textbook if they need to review, or note when an online tutor video is available. The lesson itself includes quick check problems for students to see if they understand the concept just introduced; key concepts boxes that summarize definitions, formulas, & properties, online activities for review and practice; vocabulary sidebars and features that help focus on the language of math; and multiple types of practice activities that feature new material, integrate older material, and provide challenges.

A homework video tutor for every lesson is provided online. Designed to especially help students prepare for high stakes tests like the SAT and ACT, as well as standardized tests, test taking strategies are included in each chapter. Skills handbook, Spanish/English glossary, instant check answers, and selected answers are included.

ENGLISH LANGUAGE ARTS

Scott Forseman Reading Street (K-6) is a thematic-based reading program that opts for one main idea to connect all the texts in a unit. This is a popular concept, and one that is employed by many publishers, but it includes some more unique variations that help set this series apart. For instance, the publishers are aware that great teaching does not necessarily mean following everything that there is to do in the teacher's manual. As such, they provide alternative options for how you might want to customize or adapt the lessons to better meet the needs of your class. They also place a slightly greater emphasis on speaking and listening objectives. Lessons often start with a think-pair-share question that is related to the theme of the week.

In addition to its print and online texts, Pearson's *Reading Street* curriculum includes an unparalleled digital path with animations, games and downloadable APPs, all directly aligned to the new Common Core State Standards. The Common Core State Standards will require many changes by school districts and Pearson has created a long-term program for partnering with schools across the country to help them through the complicated transition to the new standards while also providing professional development for teachers to implement Common Core.

Reading Street is a preK-6^{th} grade reading program based on the priority skills model, which incorporates phonemic awareness, phonics, fluency, vocabulary, and comprehension in appropriate amounts as each beginning reader progresses through subsequent grades. Because children approach text in various ways in accordance with their own abilities and purposes, reading instruction must be differentiated, ensuring success for students of varying ability levels and experiences. Award winning reading selections seek to motivate students to learn, with a focus on developing a Big Idea in each unit along with science and social studies concepts.

Reading Street also helps teachers achieve adequate yearly progress through integrated progress monitoring and assessment plans.

Glencoe Literature Course

A new literature program that provides the highest quality literature and presents it to students in a way that connects and bridges to broader ideas.

A. Connects outstanding literature through single-focus meaningful questions and ideas
B. Seamlessly integrates skills and strategies with the literature to provide a real context for student learning
C. Points students back to the text for close-reads with skills that are highlighted and color-coded, and that link to probing, critical thinking questions on the page
D. Ensures that instruction is targeted with differentiated instruction in the teacher book and ancillaries
E. Ensures that all students succeed by providing re-teaching suggestions throughout the program

Glencoe Literature is a series covering grades 6-12 and World Literature. It contains a comprehensive collection of outstanding literature and connected, relevant nonfiction. Throughout the program, there is strong, integrated skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.

7th / 8th Grade Course #2 and #3

Glencoe Literature is a series covering grades 6-12 and World Literature. It contains a comprehensive collection of outstanding literature and connected, relevant nonfiction. Throughout the program, there is strong, integrated skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.

SOCIAL STUDIES

Scott Foresman (K-5) Social Studies

Scott Foresman Social Studies, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen. The *Social Studies* content covers the key social studies strands: **Citizenship, Culture, Economics, Geography, Government, History and Science/Technology**. *The Social Studies* content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

PROGRAM COMPONENTS:

➢ Kindergarten	Here We Go
➢ 1st Grade	All Together
➢ 2nd Grade	People and Places
➢ 3rd Grade	Meet Michigan
➢ 4th Grade	Region
➢ 5th Grade	United States

6th, 7th and 8th Grade World Culture, Geography and US History (McDougal-Littell)

George Washington Carver Academy currently utilizes McDougal-Littell, World Cultures and Geography, for the Social Studies Curriculum for 6th/7th grade and use McDougal-Littell, American History, for 8th grade. The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3.

Sixth grade students explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze an issue and propose a plan for the future.

Seventh grade students review the tools and mental constructs used by historians and geographers. They develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context.

SCIENCE

Scott Forseman (K-5) Science – Diamond Edition

The Kindergarten – 5th grade curriculum is hands-on, inquiry based and is designed to allow students to understand the natural world around them and themselves. The curriculum covers all three areas in science: Earth, Life and Physical. In Earth Science students will learn about the Earth materials, weather, the solar system, Earth's history, water and the environment. In Physical Science students will learn about force, physical properties, states of matter, energy and material composition. In Life Sciences students will learn about the basic life requirements of organisms, life cycles, evolution, adaptation and heredity.

The science curriculum at GWCA is currently aligned to the Michigan GLCEs. With the introduction of the Next Generation Science Standards (NGSS) our Curriculum Director is in the process of realigning the science program to meet the new standards and incorporate engineering into the program for K-5.

Grade	Earth Science	Physical Science	Life Science
Kindergarten	Earth materials	Position Gravity Force	Life requirements
1st Grade	Solar Energy Weather Weather Measurement	Physical Properties States of Matter Magnets	Life requirements Life Cycles Observable characteristics
2nd Grade	Surface Changes Water Water Movement	Physical Properties Material Composition	Life requirements Life Cycles Observable Characteristics
3rd Grade	Natural Resources Human Impact Earth's Materials Surface Changes Using Earth's Materials	Gravity Force Speed Forms of Energy Light properties Sound Conductive and Reflective Properties	Structures and Functions Classification Evolution Environmental Adaptation
4th Grade	Characteristics of Objects in the Sky Patterns of Objects in the Sky Fossils	Forms of Energy Energy and Temperature Electrical Circuits Physical Properties States of Matter Magnets Conductive and Reflective Properties	Life Requirements Evolution Survival Interactions Changed Environment Effects
5th Grade	Seasons Solar Systems Solar System Motion	Forces in Action Force Speed	Animal Systems Inherited and Acquired Traits Species and Adaptation Survival Relationships among Organisms

6th, 7th and 8th Grade Earth, Physical and Life Science (Holt Science & Technology)

Holt, Rinehart and Winston's provide the science curriculum for George Washington Carver Middle School. A number of resources are utilized to support for understanding difficult concepts. All materials extend, enrich, and apply topics to the real world to challenge students and further their interest in science. Each chapter begins with a brief introduction designed to pique student's interest. Visuals are integrated into the narrative and clearly reveal macro to micro relationships. Holt Science incorporates a strong and flexible lab program, which provides procedures, demonstration of scientific concepts and clears understanding of scientific methods. Finally, tools such as conversion charts are available for reference to aid in the communication of scientific data.

The Holt Science & Technology series targets middle school students with courses for Earth Science, Life Science, and Physical Science. The science curriculum at GWCA is currently aligned to the Michigan GLCEs. With the introduction of the Next Generation Science Standards (NGSS) our Curriculum Coordinator is in the process of realigning the science program to meet the new standards and incorporate engineering into the program for K-8. As we move forward, George Washington Carver is in the process of reviewing possible implementation of **BCAMSC**. The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.

ELECTIVES

Art	Physical Educational
Computers	Foreign Languages (Mandarin/Spanish)
Academic Games**	Music**
Possible Implementation in 2013/14	

Instructional Model

Strategies	Meaning
INSTRUCTION	Content Specialization helps teachers become more skilled
GUIDED PRACTICE	Students are led through the learning process
INDEPENDENT PRACTICE	Students grow academic skills through whole and small group discussion. Also, computer learning is utilized
ASSESS	Daily assessments provide teachers with valuable information on student progress
INTERVENE	Response to Intervention: RTI tutoring program will help build low performing students academic skills
EXTEND	Teachers encourage students to think critically (Higher Order Thinking Questions)

DIGITAL TECHNOLOGY ASSESSMENT

George Washington Carver Academy promotes the continuous use of technology, individual student data and continuous assessment (formative, interim, and summative) to inform and differentiate all instruction to meet individual student needs. Academic goals driven by data are reviewed and evaluated to both State standardized tests and internal Scantron Performance and Achievement assessments guide our data-based implementation efforts.

Learning.com

George Washington Carver Academy is proud to announce our recent launch and the subsequent full implementation of the award-winning Learning.com digital curriculum platform in the 2013 academic school year. Learning.com empowers George Washington Carver Academy and other schools within the Highland Park school district to integrate technology into the core curriculum with proven content, powerful tools, and practical services. The addition of this digital curriculum resource features a Custom Curriculum Publishing tool which means users can better support our districts key initiatives such as: project-based learning, digital readiness, Common Core State Standards alignment, and preparation for PARCC and Smarter Balanced Assessment with differentiated and customized digital content.

George Washington Carver Academy's use of the Learning.com platform provides our school with one place to organize and access existing and new curriculum content via single sign-on. Our administrators, teachers, and students only need one password to access content from

existing digital assets, more than 300,000 learning objects from 60-plus providers in the Learning.com catalog, or curriculum resources collected from the Web.

Specifically, all George Washington Carver Academy students in grades K-5 utilize the Study Dog Reading curriculum and Aha! Math curriculum to build foundational Math skills, provide immediate data (which our teachers use to make informed instructional decisions) and provides prescriptive recommendation to differentiate instruction effectively. Lastly, use of these curriculum resources includes all the components for implementing Response to Intervention (RTI) for K-2 Reading and K-5 Math. Lastly, students in grades 6-8 utilize the 21st Century Technology curriculum to develop our students' 21st Century Technology skills and prepare them for the PARCC and Smarter Balanced Assessment.

Scantron Performance Testing

The Scantron Performance Series is a computer adaptive test to measure the proficiency level of Students. The Performance Series assesses four areas: reading, mathematics, life sciences and scientific inquiry, and language arts. The Performance Series has four primary uses: "more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. Scantron has developed own reading passages and test items, based on an analysis of the skills required to meet various national and state standards. George Washington Carver Academy currently uses test items for grades 2nd through 8th grade.

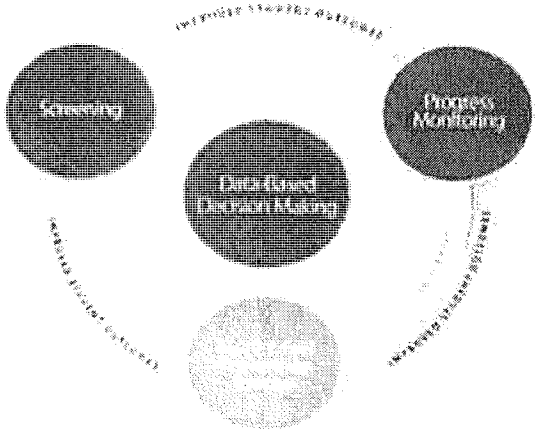
RTI (RESPONSE TO INTERVENTION)

The Response to Intervention (RTI) at George Washington Carver Academy (GWCA) was designed with the belief that all students at GWCA will be at least on grade level and/or reach their full potential with diverse and real world meaningful learning experiences. At GWCA it is our goal that students will become independent learners committed to achieving academic excellence in a globally competitive world and become socially responsible leaders in society. The RTI program at GWCA was designed to ensure that through documented researched based interventions that our vision for our students will become a reality.

GWCA is committed to providing a comprehensive system of tiered interventions to ensure student success. Response to Intervention (RTI) at GWCA is utilized to meet the needs of all students. With the RTI model students are provided with explicit evidence based inventions at each of the three tiers. In the RTI model student progress is carefully measured and the instructional interventions are adjusted to teach the skills necessary for the student to make progress toward age or group level standards (GLCEs and Common Core). Based on the

student's response to the interventions provided at each tier the RTI Team will make recommendation on how to proceed.

The RTI program at GWCA will be implemented in two phases. In the initial phase students will be pulled for reading and math intervention utilizing the following summative assessments for the selection of students: MEAP data and Scantron data. The initial phase for RTI will began in February 2013 with reading and April 2013 with math. For the second phase students will still be pulled from class to work in small groups with a Teaching Assistants (TA) however the way students are placed in RTI will change. The second phase of RTI will begin September 2013 at the beginning of the 2013-2014 school year. Students will be placed in RTI Tier II and III for reading and/or math one of two ways:1) Data obtained from the beginning of the year assessments from MEAP, Scantron and AIMS web and/or 2) Teacher recommendation with documented proof of a series of Tier I interventions and evidence of scaffolding and differentiated instruction.



RTI Reading Phase I: System 44

In the first year of RTI implementation GWCA will use MEAP and Scantron data to select students to be tested for RTI small groups in reading. Initially any student with a (3 or 4) in reading on the MEAP test was considered for the program. Data from the Scantron test will also be used to determine which students need to receive more intensive interventions. The assessment program that will be used to determine if those students are eligible for RTI small group instruction utilizing System 44 is the Scholastic Reading Inventory (SRI). If a student takes the SRI test and scores a Lexile of below 400 they are eligible to be in System 44. The student would then be given the Scholastic Phonic Inventory (SPI). The data from both the SPI and the SRI is utilized by System 44 to create an individual learning path for each student. GWCA currently has 35 licenses for System 44.

RTI Reading Phase II: Expanding System 44 and Read 180

GWCA will utilize the end of the year Scantron data to determine how many licenses need to be purchased for the 2013-2014 school year. It is the goal of GWCA to ensure that all students that need interventions in reading receive them. In addition, to expanding the System 44 program GWCA will also purchase the READ 180 program. The READ 180 program will assist struggling readers in grades 4-8. It is designed to meet the needs of students reading two or more years below grade level. READ 180 like System 44 is a computer based adaptive program that uses test data to individualize each student's learning path.

RTI Math Phase I: Pilot RTI math program for 2nd-6th Grade

The RTI team will use the data from the March Scantron and MEAP test to place students in Tier II of RTI. Students selected for Tier II interventions will receive small group (6-8 students) instruction for 45 minutes daily in addition to the 90 minutes of whole group instruction. To ensure that the Tier II small group instruction is individualized to meet the needs of each student the RTI Team and Teaching Assistants (TA) will use the data from Scantron and the MEAP test to select the Common Core and GLCEs that each student needs to master. Each student will receive a pre-test and a post-test weekly to determine if the interventions used were successful. The TA will use both Scantron and Study Island to create individualized learning paths for each student. Each TA will design lessons that are hands-on, differentiated, scaffolded and student centered.

RTI Math Phase II: School-Wide Implementation

Beginning in the Fall 2013 the RTI math program would expand to the entire school K-8. The RTI Team will utilize the data from Scantron and AIMS web to initially place students in Tier II interventions. Teachers will be able to begin referring students for Tier II interventions only after 4-6 weeks of Tier I instruction are unsuccessful. To ensure that the Tier II small group instruction is individualized to meet the needs of each student the RTI Team and Teaching Assistants (TA) will use the data from Scantron and Aims web test to select the Common Core and GLCEs that each student needs to master. Each student will receive a pre-test and a post-test weekly to determine if the interventions used were successful. The TA will use both Scranton and Study Island to create individualized learning paths for each student. Each TA will design lessons that are hands-on, differentiated, scaffolded and student centered.

Average Daily Schedule for Math Tier II Intervention Groups

Time	Activity
5 minutes	Warm – Up
15-20 minutes	Instruction – TAs will use the I Do, We Do and You Do framework to create lesson plans
15-20 minutes	Hands-On Activities/ Games/ Study Island • Aha Math is required for use on Monday and Wednesday • Study Island is required for use on Tuesday and Thursday
5 minutes	Closing- Exit Tickets, Give me 5, Reflective writing
Weekly Assessments	Pre-Test and Post – Test created by Scantron or Study Island

The schedule below is a sample schedule for the TA's. Since so many of our students are red in Scantron we used the beginning scaled score as the cut off for each grade level to select students for Tier II pull-outs. Below is what the 2nd and 3rd grade schedule would look like for RTI pull-outs. This would change the current way the TA's are utilized at GWCA. The change would be needed to provide the interventions for math.

RTI Math Pull-Out Schedule: Support

Student Name	Math Scantron Score	Grade Level		Groups	Time
Student	1586	2		1	8:30-9:30 am
Student	1610	2		1	8:30-9:30 am
Student	1706	2		1	8:30-9:30 am
Student	1733	2		1	8:30-9:30 am
Student	1774	2		1	8:30-9:30 am
Student	1796	2		1	8:30-9:30 am
Student	1860	2		1	8:30-9:30 am
Student	1886	2		1	8:30-9:30 am
Student	1904	2		2	9:40-10:40am
Student	1786	2		2	9:40-10:40am
Student	1804	2		2	9:40-10:40am
Student	1832	2		2	9:40-10:40am
Student	1833	2		2	9:40-10:40am

Student	1857	2	2	9:40-10:40am
Student	1867	2	2	9:40-10:40am
Student	1895	2	2	9:40-10:40am
Student	1816	3	3	12:00-1:00pm
Student	1870	3	3	12:00-1:00pm
Student	1890	3	3	12:00-1:00pm
Student	1943	3	3	12:00-1:00pm
Student	1987	3	3	12:00-1:00pm
Student	1990	3	3	12:00-1:00pm
Student	2006	3	3	12:00-1:00pm
Student	2024	3	3	12:00-1:00pm
Student	2047	3	4	1:05-2:05pm
Student	2062	3	4	1:05-2:05pm
Student	2067	3	4	1:05-2:05pm
Student	1750	3	4	1:05-2:05pm
Student	1893	3	4	1:05-2:05pm
Student	1986	3	4	1:05-2:05pm
Student	2040	3	4	1:05-2:05pm
Student	2065	3	4	1:05-2:05pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm
[redacted]				2:10-3:10pm

Academic Interventions

Teacher Mentors	Extended Summer Learning Program
PLC	SMART Boards
Instructional Coach	Document Cameras
Teachscape	Danielson's Framework
Classroom Computers	Computer Carts with laptops
Academic Games	Google Chrome Books
Vertical/Horizontal Alignment	Thin Client

Student Interventions

K-1 At-Risk Teacher Aides	2-5 Paraprofessionals
Grade Level Content Meetings	2-6 Academic Interventionist
Accelerated Math/Reading	Study Island
Scantron Performance Series	Learning.com
Double Block K-8 Math	Double Block K-8 ELA
Co-Teaching with Special Education	Implementation of Electives

MEAP (Motivational Extended Achievement Program

Program History, Summary and Overview

Within the last two decades, extended learning time has emerged as a research-based, 'Best Practice' in the modern-day American educational system. The traditional school year has been called a 'relic of the agrarian age of past centuries, when children were needed at home in the afternoons and during the summer to work by education researchers, policy analysts and program evaluators who agree that education is an economic necessity of today's global society.
As early as 2011, George Washington Carver Academy proudly embraced a six-week, Extended School-Year calendar format as an integral part of an innovative 'pilot' program to increase student achievement. The success and value of our initial year 'pilot' program – is evident in our schools' improved 2012 MEAP performance results. As such, we wish to formally propose a high quality, MEAP intensive and core academic driven Extended School Year component aptly entitled the George Washington Carver Academy Motivational Extended Achievement Program.

I. Summer Learning Loss

An area of particular concern to researchers has been the learning loss that can occur over the long summer break. Several prominent studies have shown that summer vacation has a disproportionately negative impact on learning for students from lower socio-economic backgrounds, and to make matters worse, this impact may be cumulative. What this means is that while all children tend to lose Math and ELA skills over the summer, children from lower socio-economic levels lose the equivalent of several months of Math and Reading instruction during the summer months, which sadly impacts and is sustained throughout the course of the school year. Consequently, children from middle and upper socio-economic levels are able to maintain and often even improve their reading skills due to enrollment in costly summer enrichment opportunities.

The unequal impact of summer break upon students of varying backgrounds is undoubtedly attributed to the fact that advantaged students have greater access to summer learning and enrichment opportunities, such as access to books and encouragement to read, summer camps and/or classes, and cultural outings or international travel, than their less advantaged peers. Realizing that GWCA is designated as a Title I school with more than a 90%, majority percentage of low socio-economic and disadvantaged students, our joint academic, service learning and cultural enrichment Extended School Year "MEAP" Program, effectively aims to prevent such documented summer learning losses.

II. Extended School Year "Motivational Extended Achievement Program"

The Extended School Year (MEAP) Program is designed as a powerful (6) six-week, full-day program to bridge essential proficiencies for students in literacy and mathematics. Eligible George Washington Carver Academy students are those who will enter grades K - 8 this fall. In addition to a MEAP intensive academic curriculum, all student participants will participate in fun, targeted learning activities with our highly skilled GWCA teachers, staff and (possibly) high school/college interns, on a daily basis:

- Date(s): Monday, July 8th – Friday, August 16th, 2013
- Time(s): 8:00 – 3:30 PM, Monday – Friday
- MEAP intensive, Common Core aligned Math & ELA curriculum
- Weekly field trips and Service Learning Projects offered (Fridays)
- Daily breakfast and lunch offered (at no cost), to all participants
- Early care (7:00-8:00) and/or After-school (3:30-5:00), for an additional fee

The GWCA Extended School Year experience will help to prepare our students for success in the traditional school year and prevents the summer regression in basic skills that was referenced earlier in the program proposal.. Success in our program is dependent upon strong parental support and daily student attendance. In other words, a commitment to attend the entire 6-week program is a required component for successful enrollment.

III. Why Embrace a MEAP Intensive Curriculum?

The state-mandated Michigan Educational Assessment Program (MEAP) tests are administered every October to students in grades 3-9. All students in grades 3-8 take the Reading and Mathematics tests. Students in grades 5 and 8 also take the Science test, and students in grades 6 and 9 also take the Social Studies test. The tests are based on Michigan's Common Core State Standards (CCSS) and Grade Level Content Expectations (GLCE's) for each subject area. Performance levels on the tests are as follows:

E. Level 1 - Advanced Proficient
F. Level 2 - Proficient
G. Level 3 - Partially Proficient
H. Level 4 - Not Proficient

Scores are typically summarized as the percentage of students scoring at each level. The percentage of students scoring at levels 1 and 2 has, in the past, served as the basis for calculating a school's Adequate Yearly Progress, as required by the federal No Child Left Behind legislation.

IV. Extended School Year Curriculum

George Washington Carver Academy's "Motivational Extended Achievement Program" plans to deliver a high quality, core academic learning environment driven by data and a targeted, differentiated ELA and Math curriculum. The resources outlined below are proposed, as our Extended School Year "MEAP" curriculum:

ELA & Math Curriculum (Morning) *(Please reference attachment 'B' for specific curriculum materials)*

- Reading Eggspress, "Do the Math" (Grades K-2)
- MEAP Focus, Triumph Learning Series (Grades 3-8)
- Study Island (Grades K-8)
- Scantron Achievement Series (Grades K-1, Assessments)
- Scantron Performance Series (Grades 2-8, Assessments)
- Read 180, System 44 (Grades 2-6, Intervention)
- Accelerated Reading & Math (Grades K-8, Intervention)

Elective Classes (Afternoon)

- Physical Education
- Academic Games
- Foreign Language (2) – Spanish & Chinese
- Computer Science
- Science, Technology, Engineering and Math (STEM)

Daily Schedule (Monday – Thursday)
Breakfast/School-Wide Reading - 7:30-8:30 AM

ELA	Math
8:30-10:00 AM	10:05-11:35 AM

Lunch -11:40-12:10 PM
Elective Classes and/or Academic Intervention(s)
12:15-1:00 PM
1:05-1:50 PM
1:55-2:40 PM
2:45-3:30 PM

Weekly Friday Schedule

FIELD TRIPS	SERVICE LEARNING PROJECTS
1. Spring Valley Trout Farm	1. Urban Gardening Project
2. DIA/Charles H. Wright Museum	2. Highland Park Community Outreach
3. Cedar Point	3. Food, Goods & Clothes Drive
4. Joe Dumar's Fieldhouse (?)	
5.Tigers Game (Possible)	

Weekly Field Trip Proposed Requirements

- Students must have perfect attendance (for that week)
- Students must maintain good behavior (no disciplinary referrals)
- Possible Field Trip GWCA T-shirts reserved as an incentive-based option

Student Enrollment

- Targeted # of enrolled students = 300
- 18-30 students or 1 class-sized population, per 9 core classes (Grades K-8)
- Projected enrollment and 'cap' on class size ensures personalized attention and predicted growth amongst our high-need and academically low-performing student population
- Average teacher to student ratio at optimal levels of 1 to 24

Budget

- Projected budget of $75,000 ($42,000 has been set-aside in Title I budget)
- $48,000 for 16 Instructional Staff @ $25.00 hour x 120 hours
- $5,400 for 3 Paraprofessional Staff @ $15.00 hour x 120 hours
- $3,600 for 3 high school/college interns @ $10.00 hour x 120 hours
- $3,000 for 1 Special Education Teacher
- $5,000 Field Trip projected budget
- $8,000 Curriculum and Classroom Supplies & Materials
- $5,000 – Lunch Staff and Administrative Assistant projected budget
- Total - $75, 000 projected costs
- Early and Latchkey Programs are at additional cost, per participant ($)

Staffing *(Please reference attachment 'A' for specific open, posted positions)*

- Stipend- $3,000 for all teachers during the six week period "MEAP" program
- Any absences detract from above stipend, no sick days and/or substitute budget
- 16 teachers working – ½ day (4 hours) @ $25.00; 12 K-8 teachers (9 Core Academic teachers, 1 Special Education, 4 Elective teachers, 2 Intervention and/or Instructional support personnel)
- Daily schedule 8:00 AM -3:30 PM
- Six week program format
- Part-time, mandatory employment model
- Approximately 16 Staff members: 7/8/13- 8/9/13
- Instructional Days: Mon-Fri.
- Friday -Service Learning Project/Field Trip

METHODS OF ASSESSMENTS

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. The Academy shall authorize the Authorizer through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy's Michigan Educational Assessment Program (MEAP) and other state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

Academic Assessments To Be Administered:

Grade(s)	Academic Assessment(s)
Grade K-1	Scantron Achievement Series (Reading/Math)
Grade 2-8	Performance Series (Reading/Math)
Grade 3-8	Michigan Educational Assessment Program (MEAP)
Grade 8	EXPLORE by ACT

Updating Curriculum

The curriculum is continuously being revised in all content areas to be completely aligned with common core state standards (ELA/Math) and new generation science standards. We will be working over the summer to finalize the 2013-14 curriculum, which will be sound and viable to accommodate all students' learning levels.

George Washington
Carver Academy

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CURRICULUM

CRAFTER

OVERVIEW

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George Washington
Carver Academy

ELA

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG ELA

Reading	1. TLW demonstrate understanding of Concepts of Print while reading or pretend reading a book to the teacher. 2. TLW activate prior knowledge to construct meaning from pictures and illustrations in order to sequence and tell a story. 3. TLW show the sound and symbol relationship between letters of the alphabet and their sounds in words. 4. TLW "read" and "spell" a district-selected list of frequently-encountered sight words. 5. TLW "read," view, and listen to a variety of genre in order to explore and respond to pattern, style, structure, and purpose in a guided and/or independent setting.
Writing	6. TLW write to communicate a message for a variety of purposes. 7. TLW share a personal experience and dictate/write that story for publication. 8. TLW approximate the reading and writing of poetry through singing, listening to, and viewing rhythms, rhymes, songs, and patterned literature.
Listening	9. TLW listen to and follow two-step directions. 10. TLW listen to and identify patterns and rhymes in a meaningful context to develop and apply phonemic awareness in oral, musical, pictorial, and/or written products.
Speaking	11. TLW convey a spoken message, using defined verbal and nonverbal communication in a one-to-one or group setting. 12. TLW observe, collect, classify, explain, and record objects and identify information sources.

Overview of Units of Instruction

1st Grade ELA

Reading	1. TLW demonstrate Concepts of Print in shared or individual settings for multiple purposes, using a variety of texts. 2. TLW increase fluency and construct meaning by incorporating phonetic skills to include selected word families, consonants, and vowel sounds while reading. 3. TLW read stories from various genres, focusing on setting, characters, problem, solution, and theme. 4. TLW read books to identify the author and illustrator and justify whether the texts are narrative or informational. 5. TLW read stories with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning. 6. TLW locate and use selected parts of a book, including title page, table of contents, glossary, and front and back cover to find information, and compare the information to that found in other media.
Writing	7. TLW write a complete sentence for a purpose and an intended audience. 8. TLW process write in legible manuscript at least three related sentences about topics, both narrative and informational. 9. TLW read and write poetry. 10. TLW correctly spell words independently in written work. 11. TLW collaboratively research a topic using a variety of references, write a factual report, and individually create a visual response.
Listening	12. TLW listen to and retell short stories, using multiple responses.
Speaking	13. TLW speak in a clear, concise, and sequential manner on a selected topic.

Overview of Units of Instruction

2nd Grade ELA

Reading	1. TLW decode words to demonstrate reading fluency and comprehension. 2. TLW read to identify specific elements of various genres, including character traits. 3. TLW read and analyze narrative and informational texts, focusing on author's purpose and theme. 4. TLW read narrative and informational texts to construct meaning, using key strategies. 5. TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning. 6. TLW alphabetize to the second letter to locate and organize information in the dictionary/glossary and other resources.
Writing	7. TLW process write a paragraph, incorporating a main idea sentence with three supporting detail sentences. 8. TLW process write titled stories, using the elements of various genres. 9. TLW process write and send a friendly letter, including date, greeting, body, closing, and signature. 10. TLW read and write poetry. 11. TLW correctly spell words independently in written work. 12. TLW produce a researched magazine article, using a variety of resources.
Listening	13. TLW listen to a variety of narrative texts, focusing on main ideas (gist), story elements, and theme.
Speaking	14. TLW present a researched report, using defined verbal and non-verbal communication. 15. TLW interpret, independently or cooperatively, selections from a variety of poetry, using appropriate verbal and non-verbal communication.

Overview of Units of Instruction

3rd Grade ELA

Reading	1. TLW read and analyze classic and contemporary realistic fiction and folktale selections to identify story elements. 2. TLW read informational selections and poetry, using a variety of reading strategies to construct meaning. 3. TLW read orally with fluency and understanding, using phonological and structural analysis skills and context clues. 4. TLW read, analyze, and summarize informational selections to identify central purpose, major ideas, and supporting details.
Writing	5. TLW write a letter to express appreciation, ask a question, or extend an invitation, using legible cursive handwriting. 6. TLW process write a poem and a personal narrative. 7. TLW write a summary, including a major idea and supporting details, based on informational text. 8. TLW correctly spell words independently in written work.
Listening	9. TLW critically listen to informational text and record key information. 10. TLW locate, select, retrieve, and present information on a topic, issue, or problem.
Speaking	11. TLW present a book talk, using verbal and nonverbal communication. 12. TLW present a researched report on an informational topic, using appropriate verbal and non-verbal communication.

Overview of Units of Instruction

4th Grade ELA

Reading	1. TLW read a variety of classic and contemporary literature, including myths/legends, fantasy, and adventure, to analyze, verify, and justify story elements. 2. TLW analyze various selections by reading, viewing, and listening to determine author's, illustrator's, or speaker's purpose, craft, and voice. 3. TLW read to analyze the characteristics, sequence of events, and cause and effect relationships of biographical and autobiographical selections. 4. TLW read and analyze narrative and informational texts, using reading strategies to identify theme or main idea. 5. TLW develop research skills using a world almanac to determine important information.
Writing	6. TLW compose business letters, using legible cursive writing or word processing and correct format. 7. TLW process write an informational report by analyzing and applying the structure and technique of exemplary writing. 8. TLW process write an extended response to a prompt, making connections to his/her own experiences. 9. TLW analyze and process write original poetry, focusing on ideas, vivid and varied language, form, and style. 10. TLW process write narratives, including myth/legend, fantasy, and adventure. 11. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	12. TLW listen to auditory text and construct meaning by predicting, generating questions, and summarizing. 13. TLW research issues using multiple and varied resources to discriminate importance and synthesize key ideas.
Speaking	14. TLW deliver a presentation on an informational topic, focusing on effective delivery techniques and using a visual aid.

Overview of Units of Instruction

5th Grade ELA

Reading	1. TLW read and analyze science fiction and fantasy texts to identify characteristics of the genre and analyze author's craft. 2. TLW identify elements and use organizational and conceptual structures to read and analyze informational text. 3. TLW read historical fiction and use a variety of strategies, including context clues, to determine the meaning of unfamiliar vocabulary in context. 4. TLW read a variety of tall tales, to analyze story elements, author's/ illustrator's craft, and themes. 5. TLW read a variety of classic and contemporary mystery selections to analyze, verify, and justify story elements.
Writing	6. TLW write historical fiction, including content-related dialogue between a historical American and a present-day individual, focusing on correct punctuation and paragraphing. 7. TLW research how individuals impact communities and/or the nation, using multiple and varied texts, and process write a report. 8. TLW respond to published poetry and write original poetry using figurative language that includes simile, metaphor, alliteration, and personification. 9. TLW compose persuasive business letters, using legible cursive writing or word processing and correct format. 10. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	11. TLW actively listen to and analyze drama, poetry, and short story genre for aesthetic quality, justifying preferences.
Speaking	12. TLW design and deliver a presentation to convey meaning through effective introduction, rich content, and insightful conclusion, using a visual aid.

Overview of Units of Instruction

6th Grade ELA

Reading	1. TLW read informational texts and write a summary and a personal reflection. 2. TLW read and analyze science fiction and fantasy texts to identify characteristics of the genre and theme. 3. TLW read realistic fiction and analyze a main character based on character traits, determine the theme, and make a personal connection. 4. TLW read and analyze a variety of classic and multicultural folktales for characteristics of the genre and for theme.
Writing	5. TLW respond to published poetry and write original poetry using meter, rhyme, and figurative language that includes simile, metaphor, alliteration, and personification. 6. TLW process write a short story or personal narrative, focusing on story elements and appropriate literary devices. 7. TLW process write an essay comparing thematically-linked texts, and write a personal response. 8. TLW process write a persuasive essay. 9. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	10. TLW employ listening strategies to analyze a variety of oral texts and presentations.
Speaking	11. TLW design and deliver a content-specific presentation, interacting with an audience. 12. TLW research a topic, problem, or issue, using a variety of resources to investigate and compare multiple perspectives.

Overview of Units of Instruction

7th Grade ELA

Reading	1. TLW read, view, and listen to classic and contemporary short stories to analyze plot, conflict, characterization, and theme. 2. TLW read and summarize informational text, using text structure and graphic organizers. 3. TLW read, view, and listen to multicultural narrative text to interpret elements of the author's craft, including flashback and foreshadowing. 4. TLW read a novel, short stories, and selected poetry, using text cues and affixes to determine the meaning of unknown vocabulary.
Writing	5. TLW process write a persuasive essay, intended for a specific audience, that contains a thesis statement related to a global, community, or school event. 6. TLW process write mystery, myth/legend, and drama, focusing on ideas, organization, voice, and conventions. 7. TLW read, listen to, view, perform, and create poetry using the poetic elements of form, sound, and theme, and figurative language such as onomatopoeia, hyperbole, and metaphor. 8. TLW write a response to a scenario prompt based on a universal theme, supporting ideas with examples from personal experience and related texts. 9. TLW process write a memoir using description, sensory words, dialogue, and authentic voice. 10. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	11. TLW critically listen to and/or view various media messages to differentiate and evaluate persuasive techniques.
Speaking	12. TLW design and deliver a presentation on a selected topic to influence an audience, using appropriate speaking strategies. 13. TLW collaboratively research a pertinent and timely issue/problem, generate questions, create a thesis, and gather data to individually evaluate, select, and justify a possible solution.

Overview of Units of Instruction

8th Grade ELA

Reading	1. TLW read selected classic and contemporary fiction to identify purpose, structure, elements, style, and theme. 2. TLW use multiple resources to research a global or community topic, issue, or problem and use the research to support a position. 3. TLW read informational and persuasive texts to construct meaning, using selected reading strategies. 4. TLW read and interpret technical materials for content, structure, and visual elements. 5. TLW read a variety of multicultural poetry, short stories, and drama, comparing and contrasting the social and historical contexts.
Writing	6. TLW process write a news article, using the appropriate form. 7. TLW process write a persuasive essay to include a thesis statement and a body supported with evidence based on multiple sources. 8. TLW use primary and secondary sources to research and process write a biography for publication. 9. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	10. TLW critically listen to an oral presentation and formulate a response.
Speaking	11. TLW plan, organize, and participate in a panel discussion on a contemporary issue and self/peer critique the discussion.

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George Washington Carver Academy

MATH

(K-8)

OVERVIEW OF UNITS OF INSTRUCTION

Overview of Units of Instruction

KG Math

Number and Operations	1. TLW count to 100 by ones and tens, count to 30 by twos and fives, and demonstrate that numbers up to 30 can be placed into groups of tens and ones. 2. TLW recognize, count, order, and compare numbers 0-30; display one-to-one correspondence within sets of 0-30 objects; write numerals to represent sets of 0-30 objects; and compare which is more than, less than, or the same when given two sets of up to 30 objects. 3. TLW recognize different representations of the same number, compose and decompose numbers from 2 to 10, represent situations/stories involving putting together and taking apart for totals up to 10, and write simple addition and subtraction sentences. 4. TLW describe, create, and extend simple number patterns and simple geometric patterns using attributes of color, shape, and size.
Measurement	5. TLW compare two or more objects by length, weight, and capacity and identify common measurement tools to determine the purpose for their use. 6. TLW read and record time to the hour using a digital clock and an analog clock, identify daily landmark times, and know and use common words for parts of the day and relative time. 7. TLW recognize and state the value of pennies, nickels, dimes, and quarters.
Geometry	8. TLW identify and name familiar two-dimensional and three-dimensional shapes and relate geometric shapes to objects inside and outside the classroom. 9. TLW use directional and positional words to describe the location of an object.
Data and Probability	10. TLW construct real and picture graphs and verbally answer questions by comparing data.

Overview of Units of Instruction

1st Grade Math

Number and Operations	1. TLW count, read, and write numbers by ones, twos, fives, and tens to 110 and relate them to the quantities they represent; count backward by ones from any number between 1 and 110; count to 500 by tens and hundreds; and use ordinals to identify position in a sequence. 2. TLW order and compare numbers to 110 and explore place value by composing and decomposing numbers to 30. 3. TLW understand the relationship between addition and subtraction, solve problems involving addition through 30, add three one-digit numbers, and write mathematical sentences. 4. TLW fluently recall addition facts to 10 + 10, solve related subtraction problems, mentally calculate sums and differences up to two-digit numbers without regrouping, and compute sums and differences through 30 using number facts and strategies. 5. TLW recognize fractions as being equal parts of a whole or set and use models to identify one-half, one-third, and one-fourth.
Measurement	6. TLW measure and compare lengths of objects in non-standard units, weigh common objects using a balance, determine capacity of containers, and solve simple word problems involving measurement. 7. TLW read, record, and relate time to the hour and half-hour using a digital clock and an analog clock in real-life situations, use a calendar to name months of the year and days of the week, and solve one-step word problems involving time. 8. TLW identify the different denominations of coins and bills, tell the total value of combinations of coins up to $1 and the total value of combinations of bills up to $100, represent equivalency of coins and bills, and solve simple word problems involving money.
Geometry	9. TLW differentiate among and create common two- and three-dimensional geometric shapes and describe their physical and geometric attributes. 10. TLW describe, identify, extend, and create patterns using number, shape, and size. 11. TLW describe relative position of objects on a plane and in space.
Data and Probability	12. TLW collect and organize data, and create, read, and interpret real and picture graphs.

Overview of Units of Instruction

2nd Grade Math

Number and Operations	1. TLW read and write numbers to 1000 in numerals and words, count to 1000 by ones, twos, fives, tens, and hundreds starting with any number, and count by threes and fours starting with 0. 2. TLW order numbers to 1000 and compare using > and < symbols, express the place value of numbers to 1000, and relate numbers to the quantities they represent. 3. TLW decompose 100 into addition pairs, fluently solve addition and subtraction problems using two two-digit numbers, find missing values in open addition and subtraction sentences, and find the distance between two numbers on a number line. 4. TLW estimate the sum of two numbers with three digits and mentally calculate sums and differences involving three-digit numbers and ones, tens, and hundreds. 5. TLW demonstrate the concepts of multiplication as repeated addition, division as repeated subtraction, and multiplication and division as inverse operations and recall multiplication facts to five times five using various strategies. 6. TLW recognize, name, and represent commonly used fractions with denominators 12 or less, explain the inverse relationship between the size of a unit fraction and the size of the denominator, and recognize that fractions with the same numerator and denominator are equal to the whole.
Measurement	7. TLW measure, compare, and add & subtract lengths of objects in meters, centimeters, yards, feet, and inches to solve problems. 8. TLW compute the perimeter of polygons, measure area of polygons using non-standard units, find the area of rectangles by covering with unit squares and write as a product, and solve applied problems. 9. TLW read and record time to five-minute intervals using a.m. and p.m. and find a time in the past or future (duration). 10. TLW add and subtract money in mixed units and solve simple word problems involving money. 11. TLW read and use the concept of temperature to solve real-life problems.
Geometry	12. TLW identify, describe, compare, and classify two-dimensional and three-dimensional shapes, distinguish between curves and straight lines and curved surfaces and flat surfaces, and demonstrate slides, flips, and turns using manipulatives. 13. TLW find and name locations using simple coordinate systems such as maps and first-quadrant grids.

Data and Probability	14. TLW make pictographs and interpret data given on a pictograph to solve problems.

Overview of Units of Instruction

3rd Grade Math

Number and Operations	1. TLW read and write numbers to 10,000 in numerals and words and relate numbers to the quantities they represent, identify place value, use expanded notation, compare and order numbers, and differentiate numbers as odd or even. 2. TLW add and subtract two numbers through 999 with regrouping and through 9,999 without regrouping and use mental strategies to add and subtract two-digit numbers. 3. TLW estimate the sum and difference of two three-digit numbers using various strategies. 4. TLW demonstrate the concepts of multiplication as repeated addition and multiplication and division as inverse operations, and recall multiplication facts through ten times ten. 5. Given a contextual situation, TLW use multiplication or division (including remainders) to solve problems. 6. TLW mentally calculate simple products and quotients up to a three-digit number involving multiples of 10 by a one-digit number. 7. Given problems that use any one of the four operations with appropriate numbers, TLW represent the problem with objects, solve, write a mathematical statement, and use the terms sum, difference, product, or quotient to describe the answer. 8. TLW explain that fractions may represent a portion of a whole unit; compare and order fractions with denominators 2, 4, and 8; use equivalent fractions with denominators 2, 4, and 8; and add and subtract fractions with like denominators.
Measurement	9. Using common units of measurement including mixed units, TLW measure length, weight, and capacity; explain the relationships between sizes of standard units; and solve addition and subtraction problems of like measures. 10. Using common units of time, TLW measure in mixed units for hours and minutes, minutes and seconds, and years and months; add and subtract mixed units of time; and solve applied problems. 11. TLW read thermometers and use the concept of temperature to compare to benchmark temperatures and to solve real-life problems. 12. TLW solve applied problems involving dollars and cents. 13. TLW distinguish between perimeter and area, estimate and calculate the perimeter of polygons and area of rectangles, use the appropriate unit of measure, and solve related contextual problems.
Geometry	14. TLW recognize the basic elements of geometric shapes; identify, compare, classify, compose, and decompose two-dimensional shapes. 15. TLW identify, describe, build and classify familiar three-dimensional solids based on their component parts (faces, parallel faces, surfaces, bases, edges,

	vertices).
)ata and Probability	16. TLW construct, read and interpret bar graphs and use information in bar graphs to solve problems.

Overview of Units of Instruction

4th Grade Math

Number and Operations	1. TLW read, write, order, and compare numbers through 999,999,999; relate numbers to the quantities they represent; and compose and decompose numbers using place value through millions. 2. TLW find all factors of a whole number through 50, list the first ten multiples of a given one-digit whole number, identify prime and composite numbers, and solve problems. 3. TLW demonstrate the use of the distributive property, multiply fluently any whole number by a one-digit number and a three-digit number by a two-digit number, and solve applied problems. 4. TLW divide numbers up to four digits by one-digit numbers and by ten, use the inverse operation (multiplication) to check solutions, find unknowns in division equations, and solve applied division problems. 5. TLW read, write, interpret and compare decimals through hundredths, relate decimals to money and place value decomposition, identify decimal equivalents for halves and fourths, and solve problems. 6. TLW understand fractions as parts of a set of objects, explain why equivalent fractions are equal, locate, compare, and order fractions on a number line, understand relationships among fractions, and write improper fractions as mixed numbers. 7. TLW solve problems involving the addition and subtraction of fractions with like denominators or where one denominator is a multiple of the other and solve for the unknown (variable) in addition and subtraction of fractions less than 1 with like denominators. 8. Using repeated addition and area or array models, TLW multiply fractions by whole numbers and solve applied problems. 9. TLW add and subtract decimals, multiply and divide decimals by a one digit whole number where the result is a terminating decimal, and solve applied problems. 10. TLW solve applied problems using the four basic arithmetic operations fluently; estimate sums, differences, products, and quotients; know when an estimation or approximation is appropriate and reasonable; and make estimations and calculations fluently using mental math strategies.
Measurement	11. TLW measure to a reasonable degree of precision using common tools, select appropriate units of measure, and convert one unit of measure to a larger or smaller unit of measure using simple calculations. 12. TLW use formulas to calculate perimeter and area of rectangles and combinations of rectangular shapes, measure surface area of cubes and rectangular prisms, and solve contextual problems.

Geometry	13. TLW identify right angles and compare angles to right angles, identify and draw perpendicular, parallel, and intersecting lines, identify basic geometric shapes, and identify and count the faces, edges, and vertices of basic three-dimensional geometric solids and describe their faces. 14. TLW recognize symmetry and transformations of two dimensional shapes and objects.
Data and Probability	15. TLW order a given set of data, find the median and specify the range of values, construct tables and bar graphs from given data, and solve problems using data represented in tables and bar graphs.

Overview of Units of Instruction

5th Grade Math

Number and Operations	1. TLW explain division of whole numbers with and without remainders, relate division to fractions and repeated subtraction, and write mathematical statements involving division for given situations. 2. TLW multiply a multi-digit number by a two-digit number, divide fluently up to a four-digit number by a two-digit number, and solve applied problems involving multiplication and division of whole numbers. 3. TLW find the prime factorization of numbers between 2 and 50, express numbers in exponential notation, and understand that every whole number is either prime or can be expressed as a product of primes. 4. TLW relate the relative magnitude of ones, tenths, and hundredths to place value, relate percentages to parts out of 100 and part of a whole as a percentage, express fractions and decimals as percentages and vice versa, and multiply whole numbers by decimals. 5. TLW multiply and divide whole numbers by powers of ten. 6. TLW add and subtract fractions using the common denominator that is the product of the denominators of the the two fractions. 7. TLW multiply unit fractions and divide a whole number by a fraction and a fraction by a whole number. 8. TLW solve applied problems involving fractions and decimals and solve for unknowns. 9. Given applied situations, TLW express ratios in several ways, recognize and find equivalent ratios, and find the unknown in a proportion.
Measurement	10. Using models, manipulatives, or illustrations, TLW show the relationship between areas of rectangles, triangles, and parallelograms and use area formulas. 11. TLW find the volume of cubes and rectangular prisms and solve applied problems. 12. TLW make conversions within customary or metric systems and apply the concepts of linear measurement, area, volume, weight/mass, and time to solve applied problems
Geometry	13. TLW identify, measure, and classify angles; find unknown angles using the properties of triangles, parallelograms, and trapezoids; and solve problems.
Data and Probability	14. TLW read, interpret, and construct line graphs and solve problems. 15. TLW find and interpret range, mean, median, and mode in a set of data and solve multi-step problems involving means.

Overview of Units of Instruction

6th Grade Math

Number and Operations	1. TLW demonstrate division of fractions as the inverse of multiplication, fluently multiply and divide any two fractions, write a mathematical statement to represent a situation involving division of fractions, and solve for the unknown. 2. TLW order, add, subtract, multiply, and divide positive rational numbers and translate between rational forms (fractions and decimals). 3. TLW estimate and calculate sums, differences, products, and quotients of positive rational numbers in applied situations. 4. TLW explain the meaning of integers, absolute values, and fractions (including positive and negative fractions) and compute with integers to solve problems. 5. TLW understand and use integer exponents and express numbers in scientific notation. 6. TLW find equivalent ratios, percentages of numbers, and use rates, ratios, percentages, and proportions to solve real-life situations.
Algebra	7. TLW write an algebraic expression or equation related to a given situation, simplify expressions of the first degree, and evaluate expressions using specific values. 8. TLW understand and use properties of equations to solve equations of the form $ax + b = c$ and solve contextual problems. 9. TLW plot ordered pairs, use ordered pairs to graph linear equations, write equations for linear functions of the form $y = mx$, and represent simple relationships between quantities.
Measurement	10. TLW convert between basic units of measurement within the metric or customary systems. 11. TLW construct circles with given diameters or radii, measure the diameter and radius of given circles, determine circumferences, and use a grid to determine areas. 12. TLW construct nets for cubes and rectangular prisms and compute the surface area and volume of cubes and rectangular prisms using formulas.
Geometry	13. TLW understand and apply basic properties of lines, angles, triangles, and congruence of polygons; use paper folding for geometric construction; and solve problems. 14. TLW perform the basic rigid motions in the plane (transformations such as rotations, reflections, translations), relate them to congruence, and apply them to solve problems.

Data and Probability	15. TLW read and interpret circle graphs, gather data, construct graphs, and formulate sentences to state conclusions which will include the use of mean, median, mode, and range in real-life situations. 16. TLW express probabilities as fractions, decimals, and percentages between 0 and 1, inclusive; determine probabilities empirically from simple experiments; and compute probabilities theoretically by listing all possibilities.

Overview of Units of Instruction

7th Grade Math

Number and Operations	1. TLW apply ratios, rates, proportions, and percents in problem solving situations. 2. TLW solve problems involving derived quantities such as density, velocity, and weighted averages. 3. TLW apply the concepts of square root and cube root, simplify expressions using order of operations, and estimate square roots and cube roots. 4. TLW solve problems involving operations with integers and estimate and perform computations involving rational numbers.
Algebra	5. TLW understand and apply linear relationships of the form $y=mx + b$, directly proportional relationships of the form $y = mx$, and solve applied problems. 6. TLW calculate the slope as a ratio from the graph of a linear function, and know that the solution to a linear equation corresponds to the point at which the graph of its related function crosses the x-axis. 7. TLW recognize inversely proportional relationships in contextual situations, explain that the graph of $y = k/x$ never crosses the x- nor the y-axis, and solve simple problems. 8. TLW use the associative, commutative, identity, inverse, zero, and distributive properties; simplify algebraic expressions of the first degree; and generate and solve linear equations of the form $ax + b = c$ and $ax + b = cx + d$.
Geometry	9. TLW use appropriate tools to perform basic geometric constructions. 10. TLW use the concepts of similarity and congruence relating to angles and sides of polygons to solve problems and understand that when two-dimensional shapes are similar with a scale factor of r, their areas are related by a factor of r squared.
Data and Probability	11. TLW calculate and interpret relative and cumulative frequencies, and create, represent and interpret data in various graphs and plots.

Overview of Units of Instruction

8th Grade Math

Number and Operations	1. TLW estimate square roots and cube roots, relate square roots to areas of squares and cube roots to volumes of cubes, and solve problems. 2. TLW apply the concepts of zero and negative integer exponents, express rational numbers as terminating or repeating decimals, and approximate rational and irrational numbers on a number line. 3. TLW solve problems in real-life situations involving percent increase or decrease, compound interest, and multiple discounts. 4. TLW solve problems in real-life situations involving weighted averages and ratio units.
Algebra	5. TLW identify and represent linear functions, quadratic functions, and other simple functions using tables, graphs, and equations; describe how changes in one variable affect other variable(s); and solve problems. 6. TLW find products of two simple binomials, recognize and apply common formulas, and factor simple quadratic expressions. 7. TLW relate quadratic equations and functions to their graphs, graph quadratic functions and find roots of the related equation, solve factorable quadratic equations, and solve applied problems. 8. TLW determine whether a given value(s) is a solution to an equation, and graph and solve applied problems involving simultaneous linear equations and linear inequalities involving one and two variables.
Geometry	9. TLW use the Pythagorean Theorem and distance formula to solve problems. 10. TLW develop and use formulas for the circumference and area of a circle, find area and perimeter of complex figures by subdividing into basic shapes, and solve applied problems involving area and perimeter. 11. TLW sketch a variety of two-dimensional representations of three-dimensional solids, develop and use formulas for surface area and volume of common three-dimensional shapes and solve problems. 12. TLW use transformations (dilations, reflections, translations, and rotations) to solve problems involving similar and congruent polygons.
Data and Probability	13. TLW justify conclusions based on data, determine which measure of central tendency best represents a data set, and recognize potential bias in presenting or analyzing data. 14. TLW compute relative frequency, explain the relationship of probability to relative frequency, and apply the Basic Counting Principle to find total number of possible outcomes for independent and dependent events.

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George Washington
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SCIENCE

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using their five senses to explore the natural world.
Physical Science	2. TLW describe the position and motion of an object in relation to other objects. 3. TLW explain that a force is a push or pull, demonstrate those forces on objects that can move, and observe how objects fall toward the Earth.
Life Science	4. TLW compare living and nonliving things and identify the basic requirements for life.
Earth Science	5. TLW identify earth materials that occur in nature (rocks, sand, soil and water).

Overview of Units of Instruction

1st Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using measurement tools to investigate the natural world.
Physical Science	2. TLW explain all objects and substances have physical properties that can be measured.
Life Science	3. TLW identify characteristics of animals that are passed from parents to young animals based on those characteristics. 4. TLW identify the needs and life cycles of animals.
Earth Science	5. TLW describe weather conditions, identify tools for observing and recording weather change, and describe how the Sun warms the Earth and causes weather to change over the seasons.

Overview of Units of Instruction

2nd Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using measurement tools to investigate the natural world.
Physical Science	2. TLW describe objects and substances according to their properties. 3. TLW recognize that some objects are composed of a single substance and others are composed of more than one substance.
Life Science	4. TLW identify the needs of plants, describe the life cycle of flowering plants, and identify characteristics of plants that are passed from parents to young.
Earth Science	5. TLW describe the major landforms and bodies of water on the Earth's surface and the movement of water on the Earth's surface. 6. TLW identify sources, uses, and properties of water.

Overview of Units of Instruction

4th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by estimating and measuring weight, mass and volume.
Physical Science	2. TLW compare different forms of energy, describe how temperature relates to energy, and classify objects as good or poor conductors of heat and electricity. 3. TLW demonstrate a magnetic field and explain how objects are affected by the strength of the magnet and the distance from the magnet. 4. TLW demonstrate how electric energy is transferred and changed through the use of simple circuits and demonstrate magnetic effects in a simple electric circuit. 5. TLW compare and contrast states of matter and explain how matter can change from one state to another.
Life Science	6. TLW explain how variations in physical characteristics can give organisms an advantage and how environmental changes can produce changes in food webs.
rth Science	7. TLW explain how fossils provide evidence of the history of the Earth. 8. TLW compare and contrast characteristics and predictable patterns of movement of the Sun, Moon, and Earth.

Overview of Units of Instruction

5th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by comparing and contrasting the impact of contact and non-contact forces on the motion of an object.
Physical Science	2. TLW describe what happens when two forces (balanced or unbalanced) act upon an object. 3. TLW describe the motion of an object in terms of distance, time, and direction and illustrate how motion can be represented on a graph.
Life Science	4. TLW identify selected body systems and explain how they work together to perform specific activities. 5. TLW classify organisms based on anatomical features. 6. TLW distinguish between inherited and acquired traits and explain the influence of the environment and genetics on the individual. 7. TLW explain how physical characteristics, behavioral characteristics, and environmental events affect survival of organisms.
.rth Science	8. TLW explain how the Earth's position and motion cause the seasons and define a year. 9. TLW design a model that describes the position and relationship of the Sun, the planets, and other objects of the solar system and explain how gravity affects them.

Overview of Units of Instruction

6th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, recording, communicating, and developing solutions to problems by identifying kinetic and potential energy and explaining the transformation between the two in simple mechanical systems.
Physical Science	2. TLW explain radiation, conduction, and convection and how heat is transferred from one place to another. 3. TLW describe and illustrate changes in states of matter in terms of relative motion of atoms and molecules and explain conservation of mass as matter changes from state to state in a closed system.
Life Science	4. TLW classify organisms based on their source of energy and describe patterns of relationships between organisms within an ecosystem. 5. TLW identify the interactions and interdependence of populations, communities, and ecosystems and explain the factors that affect ecosystems.
Earth Science	6. TLW explain plate tectonic movement, layers of the Earth, and how a compass relates to the magnetic field of the Earth. 7. TLW use minerals and the rock cycle to compare and contrast the formation of rock types, compare and classify soils, explain how soils are formed, and relate the importance of soil to people. 8. TLW will explain how fossils provide important evidence of how life and environmental conditions have changed over time.
Science and Technical Subjects Reading	9. TLW utilize key ideas and details when reading Science and Technical Subjects texts. 10. TLW use the craft and structure of the text to help understand the science and technical subjects related text. 11. TLW demonstrate an integration of knowledge and ideas to understand the selected science and technical subjects related text. 12. By the end of the year, read and comprehend science and technical subjects related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
History Social Studies Science and Technical Subjects Writing	13. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes. 14. TLW demonstrate the production and distribution of writing. 15. TLW participate in shared research to build and present knowledge.

16. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

7th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by identifying evidence of chemical change.
Physical Science	2. TLW classify substances by their physical and chemical properties, and explain the relationship of elements to the periodic table. 3. TLW identify examples of waves and explain how waves transfer energy when they interact with matter.
Life Science	4. TLW explain that organisms are made of cells that may specialize for a particular purpose and that cells function in similar ways in all organisms. 5. TLW compare sexual and asexual reproduction of organisms for the continuation of genetic characteristics. 6. TLW explain the process of photosynthesis.
Earth Science	7. TLW describe weather conditions and explain the influence of the atmosphere and oceans on weather and climate. 8. TLW explain the water cycle and analyze the flow of water in the environment. 9. TLW explain how human activities have consequences on the environment.
Science and Technical Subjects Reading	10. TLW utilize key ideas and details when reading Science and Technical Subjects texts. 11. TLW use the craft and structure of the text to help understand the science and technical subjects related text. 12. TLW demonstrate an integration of knowledge and ideas to understand the selected science and technical subjects related text. 13. By the end of the year, read and comprehend science and technical subjects related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
History Social Studies Science and Technical Subjects Writing	14. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes. 15. TLW demonstrate the production and distribution of writing. 16. TLW participate in shared research to build and present knowledge. 17. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

Earth Science Science

Inquiry, Reflection, and Social Implications	1. TLW understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations and to generate new questions based on those investigations. (Instructional Sequence 1)
Earth Systems	2. TLW describe the interactions within and between Earth systems and explain how these systems are interrelated. (Instructional Sequence 2) 3. TLW describe the impact of humans on Earth's systems as renewable and nonrenewable resources are utilized and explain how energy exists in multiple forms which can be transformed and transferred from one reservoir to another. (Instructional Sequence 11)
Earth in Space and Time	4. TLW use geologic dating processes (relative age, index fossils, and radioactive dating) to explain how the Earth has changed through time. (Instructional Sequence 3) 5. TLW explain how the Earth and universe formed and evolved, how celestial bodies impact the Earth, and how stars evolve and generate energy. (Instructional Sequence 6)
The Solid Earth	6. TLW describe the layers of the Earth, compare the composition and physical characteristics of each layer, describe the lithosphere as being made of mobile tectonic plates, and explain the relationship of plates to earthquakes and volcanoes. (Instructional Sequence 4) 7. TLW relate plate tectonics to the formation of rocks and minerals and use the rock cycle to explain weathering, erosion, the formation of sediments, and how rock types can change over time. (Instructional Sequence 5)
The Fluid Earth	8. TLW explain how water moves through the atmosphere, hydrosphere, and geosphere and how water resources are important to and impacted by humans. (Instructional Sequence 7) 9. TLW explain how the Sun and rotation of the Earth control global atmospheric and oceanic circulation and how matter and energy are redistributed through currents, waves, and interactions with other Earth systems. (Instructional Sequence 8) 10. TLW explain how the hydrosphere and atmosphere affect weather patterns and how changes in atmospheric conditions can lead to severe weather. (Instructional Sequence 9) 11. TLW describe the structure and composition of the atmosphere and explain how changes in environmental conditions can lead to climate change.

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S.S.

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG SS

History	1. TLW use time and chronology as a means for understanding past, present, and future events. 2. TLW describe, analyze, and evaluate past events and the individuals involved.
Geography	3. TLW identify, describe, and compare the characteristics of environment around home and school.
Civics and Government	4. TLW establish personal responsibilities of citizenship.
Economics	5. TLW differentiate between needs and wants and goods and services.
Public Discourse, Decision Making, and Citizen Involvement	6. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

1st Grade SS

History	1. TLW use time and chronology as a means for understanding past, present, and future events. 2. TLW investigate and compare life in the past to life in the present within families and schools.
Geography	3. TLW describe, compare, and explain relative and absolute location in the environment, constructing simple maps. 4. TLW describe and investigate human and physical (natural) characteristics of the school environment.
Civics and Government	5. TLW identify the purposes for home and school rules, and safety practices to establish personal responsibilities of citizenship.
Economics	6. TLW describe and explain how individuals and families identify needs and wants and how they are provided in both the neighborhood and global marketplace. 7. TLW identify and describe ways people earn and spend money.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

2nd Grade SS

History	1. TLW construct a historical timeline and narrative, describe changes in the local community over time, and consider differing perspectives.
Geography	2. TLW construct maps to describe the physical and human characteristics of the local community and region. 3. TLW describe ways people interact with the environment in the local community. 4. TLW describe cultural diversity in the local community.
Civics and Government	5. TLW explain the purposes, structure, and function of government and how it serves its citizens. 6. TLW describe how the Pledge of Allegiance reflects the core democratic value of Patriotism.
Economics	7. TLW identify consumer and business activity in the local community, describing the production of and trade for goods and services.
...blic Discourse, Decision ...aking, and Citizen Involvement	8. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

3rd Grade SS

History	1. TLW use historical thinking and primary and secondary sources to construct a narrative of Michigan's history from American Indians to statehood. 2. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.
Geography	3. TLW describe diverse groups in Michigan, why they chose to live here, and how they have preserved and built upon their cultural heritage. 4. TLW identify physical (natural) and human characteristics of Michigan to describe regional classification(s) and human interaction with the environment.
Civics and Government	5. TLW identify and explain the purpose and function of Michigan's government.
Economics	6. TLW identify and explain economic activity in Michigan including interdependence and global connections. 7. TLW analyze how Michigan's location and natural resources influence entrepreneurial economic activity.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a public policy issue in Michigan, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

4th Grade SS

History	1. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.
Geography	2. TLW use geographic tools to identify, describe, and compare the physical and human characteristics of regions in the United States. 3. TLW investigate the stories of immigrants to the United States to describe the impact on culture and the physical environment.
Civics and Government	4. TLW identify and explain the purposes, values, and principles of American Constitutional Democracy. 5. TLW describe and explain the structure and function of the United States government.
Economics	6. TLW describe characteristics of a market economy, including relationships between incentives, prices, and competition. 7. TLW use the circular flow model to explain economic activity in the United States and the global economy.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a public policy issue in the U.S., analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

5th Grade SS

History	1. TLW describe the life of peoples living in North America before European exploration. 2. TLW identify the causes and consequences of European exploration and colonization. 3. TLW describe the lives of people living in western Africa prior to the 16th century. 4. TLW describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th century. 5. TLW compare the regional settlement patterns and describe significant developments in Southern, New England, and Mid-Atlantic colonies. 6. TLW analyze the development of the slave system in the Americas and its impact on the life of Africans. 7. TLW distinguish among and explain the reasons for regional differences in colonial America. 8. TLW identify the major political, economic, and ideological reasons for the American revolution. 9. TLW explain the multi-faced nature of the American Revolution and its consequences. 10. TLW explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the United States Constitution.
Geography	
Civics and Government	
Economics	
Public Discourse, Decision Making, and Citizen Involvement	11. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

6th Grade SS

History	1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge. 2. TLW describe the development and movement of early man throughout the Western Hemisphere to 4000 B.C.E./B.C. 3. TLW describe the development of societies and culture of early man throughout the Western Hemisphere, 4000 to 1000 B.C.E./B.C. 4. TLW describe the development of empires and cultures throughout the Western Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.
Geography	5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge. 6. TLW use the five themes of geography to describe the physical characteristics of places in the Western Hemisphere. 7. TLW use five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Western Hemisphere.
Civics and Government	8. TLW compare various forms of government in the Western Hemisphere and explain the challenges of interaction, cooperation, and conflict.
Economics	9. TLW explain economic activity in the Western Hemisphere, including systems of international interdependence and the role of governments.
Public Discourse, Decision Making, and Citizen Involvement	10. TLW identify and investigate a public issue in the Western Hemisphere, analyze information about it, and develop a solution to present to others. (Capstone project)
Reading History Social Studies	11. TLW utilize key ideas and details when reading History and Social Studies text. 12. TLW use the craft and structure of the text to help understand the history and social studies related text. 13. TLW demonstrate an integration of knowledge and ideas to understand the selected history and social studies related text. 14. By the end of the year, read and comprehend history and social studies related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
History Social Studies	15. TLW write a variety of History/Social Studies, Science, and Technical

Science and Technical Subjects Writing	Subjects related text for different purposes. 16. TLW demonstrate the production and distribution of writing. 17. TLW participate in shared research to build and present knowledge. 18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

7th Grade SS

History	1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge. 2. TLW describe the development and movement of early man throughout the Eastern Hemisphere to 4000 B.C.E./B.C. 3. TLW describe the development of societies and culture of early man throughout the Eastern Hemisphere, 4000 to 1000 B.C.E./B.C. 4. TLW describe the development of empires and cultures throughout the Eastern Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.
Geography	5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge. 6. TLW use five themes of geography to describe the physical characteristics of places in the Eastern Hemisphere. 7. TLW use the five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Eastern Hemisphere.
vics and Government	8. TLW compare various forms of government in the Eastern Hemisphere and explain the challenges of interaction, cooperation, and conflict.
Economics	9. TLW explain economic activity in the Eastern Hemisphere, including systems of international interdependence and the role of governments.
Public Discourse, Decision Making, and Citizen Involvement	10. TLW identify and investigate a public issue in the Eastern Hemisphere, analyze information about it, and develop a solution to present to other. (Capstone project)
HistorySocial Studies Reading	11. TLW utilize key ideas and details when reading History and Social Studies text. 12. TLW use the craft and structure of the text to help understand the history and social studies related text. 13. TLW demonstrate an integration of knowledge and ideas to understand the selected history and social studies related text. 14. By the end of the year, read and comprehend history and social studies related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
tory Social Studies	15. TLW write a variety of History/Social Studies, Science, and Technical

Science and Technical Subjects Writing	Subjects related text for different purposes. 16. TLW demonstrate the production and distribution of writing. 17. TLW participate in shared research to build and present knowledge. 18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

8th Grade SS

History	1. TLW describe the experiences and documents that led to the American Revolution and analyze the consequences of this event. 2. TLW explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. 3. TLW analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges. 4. TLW describe and analyze the nature and impact of the territorial, demographic, and economic growth in the early years of the new nation using maps, charts, and other evidence. 5. TLW analyze the growth of antebellum American reform movements. 6. TLW analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence. 7. TLW evaluate the multiple causes, key events, and complex consequences of the Civil War. 8. TLW analyze the character and consequences of Reconstruction using evidence. 9. TLW analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. 10. TLW use historical perspective to investigate a significant historical topic from United States Eras 3-6 that continues to be an issue in the United States today.
Political and Intellectual Transformations	
Public Discourse, Decision Making, and Citizen Involvement	
History Social Studies Reading	11. TLW utilize key ideas and details when reading History and Social Studies text. 12. TLW use the craft and structure of the text to help understand the history and social studies related text. 13. TLW demonstrate an integration of knowledge and ideas to understand the selected history and social studies related text. 14. By the end of the year, read and comprehend history and social studies related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
tory Social Studies	15. TLW write a variety of History/Social Studies, Science, and Technical

Science and Technical Subjects Writing	Subjects related text for different purposes. 16. TLW demonstrate the production and distribution of writing. 17. TLW participate in shared research to build and present knowledge. 18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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George Washington
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CURRICULUM

MAP

ELA/MATH

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George Washington Carver Academy

Curriculum Map - ELA

Level: Kindergarten
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb 1	K.RF.1a-c	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page b. Recognize that spoken words are represented in written language by a specific sequence of letters. c. Understand that words are separated by spaces in print			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	K.RF.2a-b	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	K.RI.10	10. Actively engage in group reading activities with			

		purpose and understanding.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	K.RI.5	5. Identify the front cover, back cover, and title page of a book.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	K.RL.1-2	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	K.RL.9-10	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	K.SL.1a	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
Mar 26-28	K.SL.1b	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	K.L.1b	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	K.L.1f	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	K.L.4a	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	K.L5a-c	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g.,			

		shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	K.RI.1-2	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	K.RL.6-7	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	K.SL.2-3	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

May 28-31	K.SL.4	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Can" Statements)	
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	K.SL.5	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	K.SL.6	6. Speak audibly and express thoughts, feelings, and ideas clearly.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

Level: 1st
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	1.L.1a	3. Print all upper and lower case letters			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	1.L.4.a	4. Use context clues to determine meaning of word			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	1.L.5a-c	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 3. Identify real-life connections between words and their use (e.g., note places at home that are cozy).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	1.L.6	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	1.RF.1a	1. Demonstrate understanding of the organization and basic features of print. 3. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	1.RF.2c-d	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable			

		words. 3. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	1.RI.10	10. With prompting and support, read informational texts appropriately complex for grade 1.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	1.RI.4	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	1.RI.6-7	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 7. Use the illustrations and details in a text to describe its key ideas.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	1.RL.10	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	1.SL.1a-b	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).			

		3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	1.SL.5	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	1.SL.6	6. Produce complete sentences when appropriate to task and situation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	1.L.1g	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	1.L.2b	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use end punctuation for sentences.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	1.L.2e	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	1.RF.2b	2. Demonstrate understanding of spoken words,			

		syllables, and sounds (phonemes). 3. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	1.RF.3g	3. Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	1.RF.4a	4. Read with sufficient accuracy and fluency to support comprehension. 3. Read on-level text with purpose and understanding.			

Level: 2ND
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	2.L.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

Feb 4-8	2.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closing of letters.		Can" Statements)	
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	2.RL.1	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	2.RL.2	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	2.RL.3-6	3. Describe how characters in a story respond to major events and challenges. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	2.RL.5	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	2.RL.9	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	2.SL.1a-c	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	2.L.1a-c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 3. Use reflexive pronouns (e.g., *myself, ourselves)*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	2.L.2a	a. Capitalize holidays, product names, and geographic names.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	2.L.2d	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

		3. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	2.L.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 3. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	2.RF.3a-b	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 3. Know spelling-sound correspondences for additional common vowel teams.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	2.RI.2	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	2.SL.2	2. Recount or Describe key ideas/details from a text presented through various presentations.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

May 28-31	2.SL.3	3. Ask questions for better understanding of the topic.		Can" Statements)	
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	2.W.1	1. Write an Opinion Piece with linking words, reasons, and a conclusion.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	2.L.1d	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, told, hid)*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	2L.2c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use an apostrophe to form contractions and frequently occurring possessives.			

Level: 3rd
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	3.L.1a-c	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.			

		b. Form and use regular and irregular plural nouns. 3. Use abstract nouns (e.g., childhood)			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	3.L.1c-d	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	3.L.1f-g	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure a subject-verb and pronoun-antecedent agreement g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	3.L.1h-i	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Mar 4-8	3.L.2a-c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses c. c. Use commas and quotation marks in dialogue			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	3.L.2d-f	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	3.L.2g	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	3.L.3a-b	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between			

		the conventions of spoken and written standard English.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	3.L.4a	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	3.L.5b	5. Demonstrate understanding of word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	3.L.5c	5. Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	3.RF.3a-b	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode multi syllable words			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	3.RF.4c	4. Read with sufficient accuracy and fluency to			

		support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	3.RI.1	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	3.RI.2-3	2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	3.RI.4	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	3.RI.5	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
Jun 17-21	3.RI.6	6. Distinguish their own point of view from that of the author of a text.			

Level: 4TH
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	4.RF.3a	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	4.L.4b	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	4.RL.4	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-	4.RF.4c	4. Read with sufficient accuracy and fluency to			

Mar 1		support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	4.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	4.L.4a	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	4.L.5c	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	4.L.6	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when			

		discussing animal preservation).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	4.RI.1-2	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	4.RI.10	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	4.RI.7	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	4.RF.4a	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	4.RL.5	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
May 13-17	4.RL.10	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	4.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	4.L.5a	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	4.RI.5	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	4.RI.8	8. Explain how an author uses reasons and evidence to support particular points in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	4.RI.9	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			

Level: 5th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	5.RL.1	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	5.RL.2-3	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	5.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	5.RL.5	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	5.RL.6	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	5.L.1a-b	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	5.L.1c-d	c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense e. Use correlative conjunctions (e.g., either/or, neither/nor).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	5.L.4a-c	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	5.W.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	5.RI.1	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	5.RI.2-3	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	5.RI.4-5	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	5.RI.6-7	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

		7. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	5.RI.8	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	5.RI.9-10	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	5.L.2a-c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	5.L.2d	d. Use underlining, quotation marks, or italics to indicate titles of works.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
Jun 10-14	5.W.3a	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	5.W.3b	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			

Level: 6th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 7-11	6.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	6.RL.6	6. Explain how an author develops the point of view of the narrator or speaker in a text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	6.RI.3	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	6.W.3a-b	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	6.W.3c-e	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	6.W.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Feb 25-Mar 1	6.SL.6	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	6.L.1a-b	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	6.L.1c-e	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	6.RL.1	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Mar 26-28	6.RL.2	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	6.RI.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	6.RI.7	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	6.RI.8	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	6.W.2a	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

May 6-10	6.W.2b-e	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	6.W.5	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	6.W.7	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	6.SL.2	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	6.L.2a	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses,			

		dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	6.L.6	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

Level: 7th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb 1	7.L.1a-c	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Feb 4-8	7.L.2a	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). b. Spell correctly.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	7.L.4a-d	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	7.RI.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	7.RI.7	7. Integrate information presented in different media			

		or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	7.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	7.W.3a-e	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	7.L.5a-c	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

		a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	7.RI.2	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	7.RI.3	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	7.RI.5	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	7.RI.6	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	7.RL.2	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
May 13-17	7.RL.3,5	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	7.RL.6	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	7.RL.9	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	7.L.3a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	7.RI.1	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	7.RI.9	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			

Level: 8th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	8.L.2a-c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break b. Use an ellipsis to indicate an omission. c. Spell correctly.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	8.L.3a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	8.L.5a-c	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	8.RI.1	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	8.RI.2	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	8.RI.3	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	8.RI.1	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	8.RI.2	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	8.RI.3	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Apr 15-19	8.RL.2	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	8.RL.3	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	8.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	8.RL.7	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	8.W.3a-e	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases,			

		and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	8.W.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	8.W.5	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3)			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	8.W.6	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	8.W.7	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

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Curriculum Map - Math

Level: Kindergarten
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	K.CC.4a-c	4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	K.CC.6-7	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 7. Compare two numbers between 1 and 10 presented as written numerals.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

Jan 22-25	K.OA.3	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		Can" Statements)	
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	K.OA.4	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	K.NBT.1	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 +8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	K.OA.1	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	K.OA.2	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	K.CC.1-3	1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number			

		within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	K.CC.5	5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	K.G.1	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	K.G.2-3	2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	K.G.4	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	K.G.5	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	K.G.6	6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	K.MD.1	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	K.MD.2	2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	K.MD.3	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	K.OA.5	5. Fluently add and subtract within 5.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
May 28-31	Review K.OA.1-5	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	Review K.CC.1-7	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review K.G.1-6	See Above			
Days	Unit/Topic	**Common Core Standard(s)**	Activities	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review K.MD.1-3	See Above			

Level: 1st
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	1.OA.1-2	1. Use addition and subtraction within 20 to solve word problems 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	1.OA.3-4	3. Apply properties of operations as strategies to add and subtract			

		4. Understand subtraction as an unknown-addend problem			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	1.OA.5-6	5. Relate counting to addition and subtraction (eg. counting on 2 to add 2) 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	1.NBT.2a-c	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. Understand 10 can be thought of as a bundle of ten ones- called a "ten" b. Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones c. Understand the numbers 10,20,30,40,50,60,70,80,90, refer to one, two, three, four, five, six, seven, eight or nine tens (& 0 ones)			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	1.NBT.3	3. Compare two two-digit numbers based on meanings of the tens and ones digits, using symbols >, =, >.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	1.NBT.4	4. Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-digit and multiple of 10			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	1.NBT.5-6	5. Given a two-digit number, mentally find 10 more or 10 less without having to count			

		6. Subtract multiples of 10 in the range 10-90 from multiples of 10			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	1.OA.7	7. Understand the meaning of the equal sign, determine if equations involving addition and subtraction are true			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	1.G.1	1. Distinguish between defining attributes versus non-defining attributes			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	1.G.2	2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and new shapes			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	1.G.3	3. Partition circles and rectangles into two and four equal shares, describe using halves, fourths, quarters			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	1.MD.4	4. Organize, represent, and interpret data with up to three categories			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	1.NBT.1	1. Count to 120, read and write numerals			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Apr 22-26	1.MD.1	1. Order three objects by length, compare lengths of two objects			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	1.MD.2	2. Express the length of an object as a whole number of length units, by laying multiple copies of shorter objects end to end			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	1.MD.3	3. Tell and write time in hours and half-hours using analog and digital clocks			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	1.OA.8	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	1.OA.2	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	Review OA.1-8	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	Review NBT.1-6	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review	See Above			

	G.1-3				
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review 1.MD.1-3	See Above			

Level: 2ND
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	2.OA.3-4	3. Determine whether a group of objects has odd/even numbers 4. Use arrays to show repeated addition facts up to 5 by 5			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	2.NBT.1a-b	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. Understand hundreds/tens/ones (1 hundred = 10 tens) b. Understand 100 = 1 hundred 0 tens 0 ones			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	2.NBT.2	2. Count within 1,000/ skip count by 5/10/100			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-	2.NBT.3	3. Read/write numbers to 1,000 in base 10/number			

Feb1		names/expanded form			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	2.NBT.4	4. Compare 2 three digit numbers with < > = symbols			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	2.NBT.8	8. Add/subtract 10 or 100 from numbers 100-900			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	2.OA.1-2	1. Add/subtract within 100 to solve 1 or 2 step word problems in varying situations using symbols as needed 2. Mentally +/- within 20. Memorize all + problems up to 20 by year's end			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	2.G.1	1. Recognize and draw shapes - recognize triangles/quadrilaterals/pentagons/hexagons/cubes			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	2.G.2-3	2. Partition a rectangle into equal parts and count each part 3. Partition shapes into halves/thirds/fourths; identify fractional parts of a whole			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	2.MD.7	7. Tell time to the nearest 5 minutes on analog/digital clocks			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	2.MD.8	8. Solve money word problems using dollar/cent signs			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	2.NBT.5	5. Add/subtract within 100 using various strategies			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	2.NBT.9	9. Explain +/- strategies (including place value) and how they work			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	2.NBT.6	6. Use place value/strategies to add up to 4 digit numbers			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	2.MD.1-2	1. Use tools to measure length 2. Measure length of object in 2 ways/make comparisons			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	2.MD.3-4	3. Estimate length in inches/feet/centimeters/meters 4. Measure to see how much longer one item is than another using a standard unit of measure			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	2.MD.5	5. Use +/- to 100 in word problems to find length;			

		use symbols or drawings			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	2.MD.6	6. Use a number line to add/subtract to 100 Represent lengths on a number line			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	2.NBT.6-7	6. Use place value/strategies to add up to 4 digit numbers 7. Add/subtract within 1,000 using drawings/symbols			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	2.MD.9-10	9. Create a line plot to share measurement data 10. Create picture/bar graphs to represent data			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review OA.1-4 & NBT.1-9	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review G.1-3 & MD 1-10	See Above			

Level: 3rd
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	3.OA.1	1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	3.OA.2	2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	3.OA.3	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	3.OA.4	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	3.G.1	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Feb 11-15	3.G.2	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as 1/4 of the area of the shape.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	3.OA.5	5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	3.OA.6-7	6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	3.MD.1	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	3.MD.2	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	3.MD.3	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	3.MD.4	4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	3.MD.5a-b	5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	3.MD.6	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	3.MD.7a-b	7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show			

		that the area is the same as would be found by multiplying the side lengths b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	Vocabulary
May 6-10	3.MD.7c-d	7. Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	Vocabulary
May 13-17	3.MD.8	8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	Vocabulary
May 20-24	3.NBT.1-3	1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can"**	Vocabulary

				Statements)	
May 28-31	3.NF.1,2a-b	1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quan 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b number line			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	3.NF.3a-d	3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent f the fractions are equivalent, e.g., by using a c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review OA.1-7 & MD.1-8	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Jun 17-21	Review NF.1-3, G 1-2 & NBT.1-3	See Above			

Level: 4TH
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	4.G.1-2	1. Draw points, lines, segments, rays, angles (right, acute, obtuse), and parallel/perpendicular lines. Identify in a 2-D figure. 2. Classify 2-D figures based on the presence/absence of parallel/perpendicular lines, or the presence/absence of angles of a specified size. Recognize right triangles as a category and identify right angles.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	4.G.3	3. Classify 2-D figures based on the presence/absence of parallel/perpendicular lines, or the presence/absence of angles of a specified size. Recognize right triangles as a category and identify right angles.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	4.NBT.1	1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	4.NBT.2	2. Read/write multi-digit whole numbers using base-ten numerals, number names and expanded form. Compare two multi-digit numbers based on			

		meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	4.NBT.3-4	3. Use place value understanding to round multi-digit whole numbers to any place. 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	4.OA.3	3. Solve multi-step word problems posed with whole numbers and having whole number answers using addition and subtraction. Assess the reasonableness of the answers using mental computation and estimation strategies.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	4.OA.4	4. Find all factor pairs for a whole number in the range of 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range of 1-100 is a multiple of a given one digit number. Determine whether a given whole number in the range is prime or composite.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	4.OA.5	5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	4.OA.1	1. Interpret a multiplication equation as a comparison, e.g. interpret 35=5x7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of			

		multiplicative comparisons as multiplication equations.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	4.OA.2-3	2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	K.G.2-3	2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	4.NBT.6	6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	4.NBT.5	5. Multiply a whole number of up to 4 digits by a one digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	4.NF.1-2	1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and Justify the conclusions, e.g., by using a visual fraction model.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	4.MD.1	1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. 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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	4.MD.2	2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	4.MD.3	3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	4.MD.5a-b	5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

May 28-31	4.MD.6-7	6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	4.NF.3a-d	3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	4.NF.4a-c	4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. a. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	4.NF.5-7	5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 +			

		4/100 = 34/100. 6. Use decimal notation for fractions with denominators 10 or 100. For example rewrite 0.62 as 62/100; describe a length a 0.62 meters; locate 0.62 on a number line diagram. 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.			

Level: 5th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	5.NBT.1-2	1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Multiplying by 10, 100, 1,000 etc.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	5.NBT.3a-b	3. Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). a. Expanded Form b. Comparing Decimals			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan	5.NBT.4	4. Use place value understanding to round decimals to any place.			

22-25					
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	5.NBT.5	5. Fluently multiply multi-digit whole numbers using the standard algorithm.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	5.NBT.6	6. Long Division-find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	5.NBT.7	7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	5.NF.1	1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	5.NF.2	2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example,*			

		recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	5.NF.3	3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4.*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	5.NF.4a-b	4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Multiplying fractions and whole numbers b. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	5.NF.5-7	5. Interpret multiplication as scaling (resizing), by: • Comparing the size of a product to the size of one factor on the basis of the size of the Other factor, without performing the indicated multiplication. 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. • Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	5.MD.1	1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	5.MD.2	2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	5.MD.3a-b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	5.OA.1-2	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	5.OA.3	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	5.G.1	1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	5.G.2	2. 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 context of the situation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	5.G.3	3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Jun 3-7	5.G.4	4. Classify two-dimensional figures in a hierarchy based on properties.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review NBT.1-7 & NF.1-7	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review MD.1-3, OA.1-3 & G.1-4	See Above			

Level: 6th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	6.EE.1	1. Write and evaluate numerical expressions involving whole-number exponents.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	6.EE.3	3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	6.EE.4	4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	6.EE.5	5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	6.EE.6	6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	6.EE.7	7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	6.EE.9	9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship			

		between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	6.NS.2	2. Fluently divide multi-digit numbers using the standard algorithm.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	6.NS.3	3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	6.NS.4	4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	6.NS.6a-c	6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the			

		opposite of a number is the number itself, e.g., −(−3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	6.NS.1	1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	6.RP.1	1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
Apr 22-26	6.RP.2	2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	6.RP.3a-b	3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	6.RP.3c-d	3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately			

		when multiplying or dividing quantities.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	6.G.1	1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	6.G.2	2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	6.G.3	3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	6.G.4	4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

Jun 10-14	6.SP.3-4	3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		Can" Statements)	
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

Level: 7th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	7.EE.1	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	7.EE.2	2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	7.EE.3	3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess			

		the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	7.EE.4a-b	4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	7.NS.1a-b	1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.			

		a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	7.NS.1c-d	1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	7NS.2a-d	2Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of			

		integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	7.NS.3	3. Solve real-world and mathematical problems involving the four operations with rational numbers.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	7.RP.1	1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	7.RP.2a-b	2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	7.RP.2c	2. Recognize and represent proportional relationships between quantities. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	7.RP.3	3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	7.G.1	1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	7.G.2	2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

Apr 29-May 3	7.G.3	3. Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		Can" Statements)	
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	7.G.4	4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	7.G.5	5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	7.G.6	6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	7.SP.1	1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Jun 3-7	7.SP.2	2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	7.SP.3	3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review All	See Above			

Level: 8th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	8.NS.1	1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats			

		eventually, and convert a decimal expansion which repeats eventually into a rational number.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	8.NS.2	2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	8.EE.2	2. Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	8.EE.7b	7. Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	8.EE.7a	7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	8.F.1	1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	8.F.3	3. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	8.F.4	4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	8.EE.5	5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Mar 18-22	8.EE.6	6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	8.EE.8a-c	8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	8.G.1a-c	1. Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	8.G.2	2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	8.G.3	3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	8.G.4	4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	8.G.5	5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	8.EE.1	1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	8.EE.3	3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the world population is more than 20 times larger.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	8.EE.4	4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	8.G.6-8	6. Explain a proof of the Pythagorean Theorem and its converse. 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	8.G.9	9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			