

# **EASTERN MICHIGAN UNIVERSITY**

A Contract to Charter a Public School Academy and Related Documents

Issued By

**THE BOARD OF REGENTS OF  
EASTERN MICHIGAN UNIVERSITY**  
(Authorizing Body)

To

**GLOBAL TECH ACADEMY**  
(A Public School Academy)

2023

## **TABLE OF CONTENTS**

<b><u>Contract Documents</u></b>	<b><u>Tab</u></b>
University Board Resolutions .....	A
Terms and Conditions of Contract.....	B
Contract Schedules .....	C
Schedule 1: Articles of Incorporation .....	1
Schedule 2: Bylaws .....	2
Schedule 3: Fiscal Agent Agreement.....	3
Schedule 4: Oversight Agreement .....	4
Schedule 5: Description of Staff Responsibilities .....	5
Schedule 6: Physical Plant Description .....	6
Schedule 7: Required Information for Public School Academy.....	7
Section a: Governance Structure .....	a
Section b: Educational Goals .....	b
Section c: Educational Programs .....	c
Section d: Curriculum .....	d
Section e: Method of Pupil Assessment .....	e
Section f: Application and Enrollment of Students .....	f
Section g: School Calendar and School Day Schedule .....	g
Section h: Age and/or Grade Range of Pupils .....	h



**UNIVERSITY BOARD RESOLUTIONS**

**BOARD OF REGENTS**  
**EASTERN MICHIGAN UNIVERSITY****RECOMMENDATION****AMENDMENT TO THE CHARTER SCHOOLS BOARD OF DIRECTOR METHOD OF  
SELECTION POLICY****ACTION REQUESTED**

It is recommended that the Board of Regents adopt the attached resolution outlining a revised method of selecting board of directors of public school academies, schools of excellence and strict discipline academies.

**STAFF SUMMARY**

With the passage of Public Act 277 of 2011, which amended Michigan's charter school law, authorizers of public school academies are required to pass a resolution addressing their method of selecting and appointing individuals to serve on their public school academy boards of directors. This revision represents EMU's Charter Schools Office's commitment to continuous review and improvement of its processes.

**FISCAL IMPLICATIONS**

None.

**ADMINISTRATIVE RECOMMENDATION**

The proposed recommendation has been revised/and is recommended for Board approval.



---

University Executive Officer

5/25/2018

---

Date

# **Eastern Michigan University Board of Regents**

## **RESOLUTION**

**Public School Academy, School of Excellence and Strict Discipline Academy  
Board of Director Method of Selection Resolution-Revised**

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Eastern Michigan University Board of Regents (the "University Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the University Board has determined that changes to the method of selection process are in the best interest of the University and that such changes be incorporated into all charter contracts issued by the University Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated June 22, 2018, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the University Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The University's Director of the Charter Schools Office is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Eastern Michigan University Board of Regents, do hereby certify the foregoing resolution was adopted by the Eastern Michigan University Board of Regents at a public meeting held on the June 22, 2018, with a vote of eight for, zero opposed, and none abstaining.

By: \_\_\_\_\_

Eastern Michigan University  
Board Secretary

## **Public School Academy Board of Director Method of Selection**

The Eastern Michigan University Board of Regents ("University Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

### **Method of Selection and Appointment**

The University Board shall prescribe the methods of appointment for members of the Academy Board. The University's Director of the Charter Schools Office is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the University Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The University's Director of the Charter Schools Office shall recommend nominees to the University Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the University Board or its designee. The University Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of the Charter Schools Office at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the University's Charter Schools Office. The Director of the Charter Schools Office may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of the Charter Schools Office does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the University Board's Chair, the University's Director of the Charter Schools Office may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

### **Length of Term**

The director of an Academy Board shall serve at the pleasure of the University Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the University's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

### **Number of Directors**

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the University Board or the University's Director of the Charter Schools Office may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

### **Qualifications of Members**

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the University's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the University's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the Academy; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of an educational management company that contracts with the Academy; and (4) University officials or employees.

### **Oath of Public Office**

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be filed with the University's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

### **Removal and Suspension**

If at any time the University Board determines that an Academy Board member's service is no longer necessary, then the University Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

Under exigent conditions, with the approval of the University Board Chair, the Director of the Charter Schools Office may suspend or remove a member of the Academy Board, if in his/her judgement the member's fitness for office is in question and/or the member's continued presence on the Academy Board would constitute a risk to persons or property or would significantly impair the operations of the Academy. Any suspensions or removals made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspension or removal actions taken pursuant to this paragraph.

### **Tenure**

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

### **Resignation**

Any Academy Board member may resign at any time by providing written notice to the Academy or the University's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the University Board, or the University's Director of the Charter Schools Office, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the University Board.

### **Board Vacancies**

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

### **Compensation**

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

**BOARD OF REGENTS**  
EASTERN MICHIGAN UNIVERSITY

SECTION: 14

DATE:  
June 23, 2023

**RECOMMENDATION**

**REISSUANCE OF CHARTER- GLOBAL TECH ACADEMY**

**ACTION REQUESTED**

It is recommended that the Board of Regents reissue a charter to Global Tech Academy and authorize the president of the University to execute a new five-year charter school contract which will expire June 30, 2028.

**SCHOOL SUMMARY**

**Global Tech Academy**


Global Tech Academy (GTA) opened its doors as a kindergarten to fifth-grade elementary school in 2014 and eventually extended learning through eighth grade. The school is located in Ypsilanti and serves that community by providing high quality education that embeds technology throughout the curriculum and extends learning beyond the classroom through partnerships that encourage global citizenship. The school also serves to support the whole child and their families by offering universal lunch, breakfast and 21<sup>st</sup> century learning after school programs in a nurturing and student-centered environment.

**FISCAL IMPLICATIONS**

None.

**ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.

  
\_\_\_\_\_  
University Executive Officer  
Rhonda Longworth, Ph.D.

5/25/23  
\_\_\_\_\_  
Date



**TERMS AND CONDITIONS  
OF CONTRACT**

**DATED: JULY 1, 2023**

**ISSUED BY**

**THE EASTERN MICHIGAN UNIVERSITY BOARD OF REGENTS**

**TO**

**GLOBAL TECH ACADEMY  
(A PUBLIC SCHOOL ACADEMY)**

**CONFIRMING THE STATUS OF**

**GLOBAL TECH ACADEMY**

**AS A**

**PUBLIC SCHOOL ACADEMY**

## **TABLE OF CONTENTS**

### **ARTICLE I DEFINITIONS**

Section 1.1.	Certain Definitions .....	1
Section 1.2.	Captions .....	4
Section 1.3.	Gender and Number .....	4
Section 1.4.	Statutory Definitions .....	5
Section 1.5.	Schedules .....	5
Section 1.6.	Application .....	5
Section 1.7.	Conflicting Contract Provisions .....	5

### **ARTICLE II RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD**

Section 2.1.	Constitutional Status of Eastern Michigan University .....	5
Section 2.2.	Independent Status of the Academy .....	5
Section 2.3.	Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University .....	5
Section 2.4.	Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University .....	6

### **ARTICLE III ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY**

Section 3.1.	University Board Resolutions .....	6
Section 3.2.	University Board as Fiscal Agent for the Academy .....	6
Section 3.3.	Oversight Responsibilities of the University Board .....	6
Section 3.4.	Reimbursement of University Board Expenses .....	6
Section 3.5.	University Board Approval of Condemnation .....	7
Section 3.6.	Authorization of Employment .....	7
Section 3.7.	Charter Schools Director Review of Certain Financing Transactions .....	7
Section 3.8.	Authorizing Body Contract Authorization Process .....	8
Section 3.9.	University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence .....	8

### **ARTICLE IV REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY**

Section 4.1.	Limitation on Actions in Performance of Governmental Functions .....	9
Section 4.2.	Other Permitted Activities .....	9
Section 4.3.	Academy Board Members Serve In Their Individual Capacity .....	9

Section 4.4.	Incompatible Public Offices and Conflicts of Interest Statutes .....	9
Section 4.5.	Prohibition of Identified Family Relationships.....	10
Section 4.6.	Dual Employment Positions Prohibited.....	10
Section 4.7.	Oath of Public Office .....	10
Section 4.8.	Academy Counsel .....	11

## ARTICLE V CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1.	Nonprofit Corporation .....	11
Section 5.2.	Articles of Incorporation.....	11
Section 5.3.	Bylaws.....	11
Section 5.4.	Quorum .....	11

## ARTICLE VI OPERATING REQUIREMENTS

Section 6.1.	Governance Structure.....	11
Section 6.2.	Educational Goals .....	11
Section 6.3.	Educational Programs .....	11
Section 6.4.	Curriculum .....	12
Section 6.5.	Method of Pupil Assessment .....	12
Section 6.6.	Application and Enrollment of Students.....	12
Section 6.7.	School Calendar and School Day Schedule.....	13
Section 6.8.	Age or Grade Range of Pupils .....	12
Section 6.9.	Collective Bargaining Agreements .....	12
Section 6.10.	Accounting Standards .....	12
Section 6.11.	Annual Financial Statement Audit.....	13
Section 6.12.	Address and Description of Physical Plant; Process for Expanding Academy's Site Operations.....	13
Section 6.13.	Contributions and Fund Raising .....	13
Section 6.14.	Disqualified Organizational or Contractual Affiliations.....	13
Section 6.15.	Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes .....	14
Section 6.16.	Matriculation Agreements .....	14
Section 6.17.	Postings of Accreditation Status .....	14
Section 6.18.	New Public School Academies Located Within The Boundaries of A Community District. ....	14
Section 6.19.	Part 6A Blended Learning Opportunities .....	14

## ARTICLE VII TUITION PROHIBITED

Section 7.1.	Tuition Prohibited; Fees and Expenses.....	15
--------------	--	----

## ARTICLE VIII

## COMPLIANCE WITH APPLICABLE LAW

Section 8.1.	Compliance with Applicable Law .....	15
--------------	--------------------------------------	----

## ARTICLE IX AMENDMENT

Section 9.1.	Amendments .....	15
Section 9.2.	Process for Amendment Initiated by the Academy .....	15
Section 9.3.	Process for Amendment Initiated by the University Board .....	16
Section 9.4.	Final Approval of Amendments.....	16
Section 9.5.	Change in Existing Law .....	16
Section 9.6.	Emergency Action on Behalf of University Board.....	16

## ARTICLE X CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1.	Statutory Grounds for Revocation .....	16
Section 10.2.	Other Grounds for Revocation.....	17
Section 10.3.	Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed; Economic Hardship Termination.....	18
Section 10.4.	Grounds and Procedures for Academy Termination of Contract .....	18
Section 10.5.	Grounds and Procedures for University Termination of Contract.....	19
Section 10.6.	University Board Procedures for Revoking Contract .....	19
Section 10.7.	Contract Suspension.....	22
Section 10.8.	Venue; Jurisdiction .....	23
Section 10.9.	Conservator; Appointment By University President .....	23
Section 10.10.	Academy Dissolution Account .....	24

## ARTICLE XI PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1.	The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan.....	24
Section 11.2.	Insurance .....	26
Section 11.3.	Legal Liabilities and Covenant Against Suit .....	30
Section 11.4.	Lease or Deed for Proposed Single Site .....	31
Section 11.5.	Occupancy and Safety Certificates .....	31
Section 11.6.	Criminal Background and History Checks; Disclosure of Unprofessional Conduct.....	32
Section 11.7.	Special Education.....	32
Section 11.8.	Deposit of Public Funds by the Academy.....	32
Section 11.9.	Nonessential Elective Courses .....	32
Section 11.10.	Required Provisions for ESP Agreements .....	32
Section 11.11.	Management Agreements .....	34
Section 11.12.	Administrator and Teacher Evaluation Systems.....	34

Section 11.13.	K to 3 Reading .....	34
----------------	----------------------	----

## ARTICLE XII GENERAL TERMS

Section 12.1.	Notices .....	35
Section 12.2.	Severability .....	35
Section 12.3.	Successors and Assigns.....	35
Section 12.4.	Entire Contract .....	35
Section 12.5.	Assignment .....	36
Section 12.6.	Non Waiver .....	36
Section 12.7.	Governing Law .....	36
Section 12.8.	Counterparts .....	38
Section 12.9.	Term of Contract.....	36
Section 12.10.	Indemnification .....	36
Section 12.11.	Construction .....	36
Section 12.12.	Force Majeure .....	36
Section 12.13.	No Third Party Rights.....	37
Section 12.14.	Non-agency .....	37
Section 12.15.	University Board or CSO General Policies on Public School Academies Shall Apply.....	37
Section 12.16.	Survival of Provisions.....	37
Section 12.17.	Information Available to the Public.....	37
Section 12.18.	Termination of Responsibilities.....	37
Section 12.19.	Disposition of Academy Assets Upon Termination or Revocation of Contract.....	38
Section 12.20.	Student Privacy .....	38
Section 12.21.	Disclosure of Information to Parents and Legal Guardians.....	38
Section 12.22.	List of Uses for Student Directory Information; Opt Out Form; Notice to Student's Parent or Legal Guardian.....	39
Section 12.23.	Confidential Address Restrictions .....	40
Section 12.24.	Partnership Agreement.....	40
Section 12.25.	Statewide Safety Information Policy .....	40
Section 12.26.	Criminal Incident Reporting Obligation .....	40
Section 12.27.	Academy Emergency Operations Plan .....	40
Section 12.28.	School Safety Liaison .....	41
Section 12.29.	New Building Construction or Renovations.....	41
Section 12.30.	Annual Expulsion Report and Website Report on Criminal Incidents.....	41

Exhibit A

Schedules

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a “public school academy” to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Eastern Michigan University Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the University Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

## **ARTICLE I**

### **DEFINITIONS**

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) “Academy” means the Michigan nonprofit corporation named GLOBAL TECH ACADEMY which is established as a public school academy pursuant to this Contract.
- (b) “Academy Board” means the Board of Directors of the Academy.
- (c) “Applicable Law” means all state and federal law applicable to public school academies, including all rules, regulations, and order promulgated thereunder.
- (d) “Application” means the public school academy application and supporting documentation submitted to the University Board for the establishment of the Academy and supplemented by material submitted pursuant to the University Board’s requirements for reauthorization.

- (e) “Authorizing Resolution” means the Resolutions adopted by the University Board on June 22, 2023.
- (f) “Charter Schools Director” means the person designated by the University Board to administer the operations of the Charter Schools Office.
- (g) “Charter Schools Office” or “CSO” means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is also responsible for administering the University Board’s responsibilities with respect to the Contract.
- (h) “Code” means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.
- (i) “Community District” means a community school district created under part 5B of the Code, MCL 380.381 et seq.
- (j) “Conservator” means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.
- (k) “Contract” means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Lease Policies, the Schedules, and the Application.
- (l) “Department” means the Michigan Department of Education, established pursuant to Article VII, Section 3 of the Michigan Constitution of 1963 and created pursuant to Section 16.400 of the Michigan Compiled Laws.
- (m) “Director” means a person who is a member of the Academy Board of Directors.
- (n) “Educational Service Provider” or “ESP” means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the Charter Schools Director for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (o) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Office that apply to a Management Agreement. The Charter Schools Director may, at any time and at his or her sole discretion, amend the ESP Policies. The ESP Policies in effect as of this date are incorporated into and a part of this Contract. Upon amendment,

changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

- (p) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy or the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (q) “Lease Policies” means those policies adopted by the Charter Schools Office that apply to real property lease agreements entered into by the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Lease Policies. The Lease Policies in effect as of this date are incorporated into and a part of this Contract. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (r) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the Charter Schools Office for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director.
- (s) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (t) “President” means the President of Eastern Michigan University or his or her designee.
- (u) “Resolution” means the resolution adopted by the University Board on June 22, 2018 establishing the standard method of selection, length of term and



number of members format for public school academies issued a Contract by the University Board, as amended from time to time.

- (v) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description and Schedule 7: Required Information for Public School Academies.
- (w) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (x) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.
- (y) “Superintendent” means the Michigan Superintendent of Public Instruction.
- (z) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2023, Issued by the Eastern Michigan University Board of Regents to GLOBAL TECH ACADEMY Confirming the Status of GLOBAL TECH ACADEMY as a public school academy.”
- (aa) “University” means Eastern Michigan University, a state public university, established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.551 *et seq.*
- (bb) “University Board” means the Eastern Michigan University Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501.
- (cc) “University Board Chairperson” means the Chairperson of the Eastern Michigan University Board of Regents or his or her designee.
- (dd) “University Charter Schools Hearing Panel” or “Hearing Panel” means such person(s) as designated by the University Board Chairperson.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant's Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

## **ARTICLE II**

### **RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD**

Section 2.1. Constitutional Status of Eastern Michigan University. The University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the University Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the University Board's constitutional autonomy and powers and the Academy shall not be deemed to be a part of the University. If applicable, the University Board has provided to the Department the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the

University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

### **ARTICLE III**

#### **ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY**

Section 3.1. University Board Resolutions. The University Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The University Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At anytime and at its sole discretion, the University Board may amend the Resolution. Upon University Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within ten (10) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the University Board. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the University Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of University Board Expenses. The Academy shall pay the University Board an administrative fee to reimburse the University Board for the expenses

associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Director's recommendation will be submitted by the Charter Schools Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 3.6. Authorization of Employment. The University Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or Educational Service Provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) recruit, select and engage employees; (ii) pay their wages; (iii) evaluate performance; (iv) discipline and dismiss employees; and (v) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Charter Schools Office Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the Charter Schools Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty

(30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the Charter Schools Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Director may disapprove the proposed transaction if the proposed transaction violates this Contract or applicable law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Director. By not disapproving a proposed transaction, the Charter Schools Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the University Board. The Academy shall seek a new contract by making a formal request to the University Board or its designee, the Charter Schools Director, in writing at least two years prior to the end of the current Contract Term. The University Board or its designee, the Charter Schools Director, shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board or its designee, the Charter Schools Office. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board through its designee the CSO as the most important factor of whether to issue or not issue a new contract. The University Board through its designee the CSO, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.9. University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own

competitive application process and provide the necessary forms and procedures to eligible public school academies.

## **ARTICLE IV**

### **REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY**

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a governmental entity authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school;
- (e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University; and
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in real or personal property leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
  - (i) Is employed by the Academy;
  - (ii) Works at or is assigned to work at the Academy;
  - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
  - (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.
- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this subsection, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

Section 4.8. Academy Counsel. The Academy Board shall select, retain and pay legal counsel to represent the Academy. The Academy shall not retain any attorney to represent the Academy if the attorney or the attorney's law firm also represents the Academy's Educational Service Provider or any person or entity leasing real property to the Academy, if any.

## **ARTICLE V**

### **CORPORATE STRUCTURE OF THE ACADEMY**

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board member positions as set by the Authorizing Resolution.

## **ARTICLE VI**

### **OPERATING REQUIREMENTS**

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.



Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. The Academy also shall assess pupil performance using all applicable testing that the Code or the Contract require. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of the student performances at the end of each academic school year or at such other times as the University Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy Board shall select, retain and pay the Academy's independent auditor. The Academy Board shall not approve the retention of any independent auditor if that independent auditor or the auditor's firm is also performing accounting and/or auditing services for the Academy's Educational Service Provider, if applicable. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The University Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the Charter Schools Director shall review the contract amendment and make a recommendation to the University Board regarding whether the Academy's request for site expansion should be approved. A positive recommendation by the Charter Schools Director of the contract amendment shall include a determination by the Charter Schools Director that the Academy is operating in compliance with the Contract and is making measurable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request contract amendment following submission by the Charter Schools Director of a positive recommendation. If the University Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University or the University Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this

Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the University Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the University Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7f by contract amendment pursuant to Article IX of these Terms and Conditions.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. New Public School Academies Located Within The Boundaries of A Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership and curriculum than the public school previously operating at the site(s):

- (a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.
- (b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part or section of the Code.

Section 6.19. Part 6A Blended Learning Opportunities. The Academy shall ensure requirements for Academy students enrolled in a blended learning course meet all Department requirements, including, but not limited to, pupil accounting requirements which may be described in the Department's Pupil Accounting Manual related to a Part 6A public school academy that provides blended learning opportunities to its students.

## **ARTICLE VII**

### **TUITION PROHIBITED**

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by Applicable Law.

## **ARTICLE VIII**

### **COMPLIANCE WITH APPLICABLE LAW**

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employment Relations Act, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Persons with Disabilities Civil Rights Act, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. The Academy agrees to participate in state assessments, data collection systems, state level student growth models, state accountability and accreditation systems, and other public comparative data collection required for public schools. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

## **ARTICLE IX**

### **AMENDMENT**

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the University Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the Charter Schools Director, the University Board may consider and vote upon a change proposed by the Academy following an opportunity, if provided by the University Board, for a presentation to the University Board by the Academy.

Section 9.3. Process for Amendment Initiated by the University Board. The University Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

## **ARTICLE X**

### **CONTRACT TERMINATION, SUSPENSION, AND REVOCATION**

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the University Board;
- (f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;
- (g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or

(h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed; Economic Hardship Termination. Except as otherwise provided in this Section 10.3, if the University Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice is received without any further action of the University Board or the Academy.

Following receipt of the State's Automatic Closure Notice, the Charter Schools Director shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice, including the granting of any hardship exemption by the Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

If the Department rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the Department's school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and the Charter Schools Director determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the Charter Schools Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board's revocation procedures set forth in Section 10.6(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice or an Economic Hardship Termination under this Section 10.3.

Section 10.4. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request

termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Director shall present the Academy Board's request for termination to the University Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the University Board shall consider and vote on the proposed termination request. The University Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.5. Grounds and Procedures for University Termination of Contract. The University Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the University Board's action; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Director shall provide notice of the termination to the Academy. If during the period between the University Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.5, the revocation procedures in Section 10.6 shall not apply.

Section 10.6. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Director prior to a review of the Academy Board's response.



(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to Section 10.6(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) University Board's Contract Reconstitution Provision. The Charter Schools Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of Directors or a Conservator to take over operations of the Academy; or (v) closure of an Academy site(s). Reconstitution of the Academy does not prohibit the Department from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s).

(e) Request for Revocation Hearing. The Charter Schools Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the Charter Schools Director determines that any of the following has occurred:

(i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Director's decision for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the University and the Academy. The Charter Schools Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Director or his or her designee and the Academy Board or its designee. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

(g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Department.

(h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is

made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request. The University Board may also direct that a portion of the Academy's state school aid funds be directed to fund the Academy's Dissolution account established under Section 10.10 of these Terms and Conditions.

Section 10.7. Contract Suspension. The University Board's process for suspending the Contract is as follows:

(a) The Charter Schools Director Action. If the Charter Schools Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

- (i) has placed staff or students at risk;
- (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
- (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
- (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
- (v) has willfully or intentionally violated this Contract or Applicable Law; or
- (vi) has violated Section 10.2(g) or (h), then the Charter Schools Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Charter Schools Director to suspend the Contract, may be retained by the University Board for the Academy until the Contract is reinstated, or may be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall

proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.6(f) through (h).

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Washtenaw County, Michigan, the Michigan Court of Claims or the Federal District Court for the Eastern District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.9. Conservator; Appointment By University President. Notwithstanding any other provision of the Contract, in the event that the University President, in his or her sole discretion, determines that the health, safety and welfare of Academy students, property or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the Conservator for a definite term which may be extended in writing at his or her sole discretion. During the appointment, the Academy Board members and their terms in office are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- (a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;
- (c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;
- (d) hire, fire, evaluate, and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any governmental or taxing authority;
- (f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and

- (g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

Section 10.10. Academy Dissolution Account. If the University Board terminates, revokes or fails to issue a new Contract to the Academy, the Charter Schools Director shall notify the Academy that, beginning thirty (30) days after notification of the University Board's decision, the University Board may direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively by the Academy to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the Charter Schools Director's notice, the Academy Board Treasurer shall provide the Charter Schools Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied. An intercept agreement entered into by the Academy and a third party lender or trustee shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy's dissolution account in accordance with this Contract. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

## **ARTICLE XI**

### **PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES**

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan.

The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

- (c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7<sup>th</sup> of each school fiscal year, shall transmit to the Center for Educational Performance and Information (“CEPI”) the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
  - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
  - (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
  - (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
  - (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
  - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.
  - (iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the “first named insured” at all times the following insurance coverages:

## M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

**EFFECTIVE DATE: 07/01/12 -- MUSIC Board Approval Date: 12/15/2011**

COVERAGE	REQUIREMENTS
<b>General or Public Liability (GL)</b>	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original University PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Must include Corporal Punishment coverage.
	\$1,000,000 per occurrence & \$2,000,000 aggregate.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as an Additional Insured with Primary and Non-Contributory Coverage.
	NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.
COVERAGE	REQUIREMENTS
	Must include Employment Practices Liability.
	Must include Corporal Punishment coverage.
	Must include Sexual Abuse & Molestation coverage.
	Must include Directors' & Officers' coverage.
	Must include School Leaders' E&O.
	Can be Claims Made or Occurrence form.
	If Claims Made, retroactive date must be the same or before date of original University-PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	\$1,000,000 per occurrence & \$3,000,000 aggregate.

<b>Errors &amp; Omissions (E&amp;O)</b>	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as an Additional Insured with Primary and Non-Contributory Coverage.

**M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS**  
**for Public School Academies (PSA), Strict Discipline Academies (SDA)**  
**Urban High Schools (UHS) & Schools of Excellence (SOE)**

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

**EFFECTIVE DATE: 07/01/12 -- MUSIC Board Approval Date: 12/15/2011**

<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Automobile Liability (AL) for Owned and Non-Owned Autos</b>	\$1,000,000 per accident.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as Additional Insured with Primary and Non-Contributory Coverage.
See Umbrella section for higher limit requirements.	Higher limits are required if PSA/SDA/UHS/SOE has its own buses.
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Workers' Compensation</b>	Must be Occurrence form.
	Statutory Limits with \$1,000,000 Employers Liability Limits.
Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF)	NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract.
	NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Crime</b>	Must include Employee Dishonesty coverage.
	Must include third party coverage.
	\$500,000 limit.



COVERAGE	REQUIREMENTS
Umbrella	<p>Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 limit.</p> <p>If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.</p> <p>If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&amp;O then they must be in addition to the required Umbrella limit.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as Additional Insured with Primary and Non-Contributory Coverage.</p> <p>All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&amp;O.</p>

**M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS**  
**for Public School Academies (PSA), Strict Discipline Academies (SDA)**  
**Urban High Schools (UHS) & Schools of Excellence (SOE)**

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

**EFFECTIVE DATE: 07/01/12 -- MUSIC Board Approval Date: 12/15/2011**

**ADDITIONAL RECOMMENDATIONS**

COVERAGE	RECOMMENDATION
Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.

**DISCLAIMER:**

*By requiring such minimum insurance, the University and M.U.S.I.C. shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.*

**Insurance carrier(s) must have an AM Best Rating of "A , VII" or better.**

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall have a provision included in all policies requiring notice to

the University Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall submit within ten (10) days of insurance renewal “Acord” copies of the insurance certificate of liability insurance and public school academy insurance verification document to the Charter Schools Director or, upon request, submit copies of insurance policies binder sheets evidencing all insurance required by the Contract, and proof of naming University as additionally insured. The Academy shall properly maintain the necessary insurance certificates evidencing the insurance required by the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the University Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

If the Academy utilizes an Educational Service Provider, the following insurance requirements apply to the Educational Service Provider and such coverages must be secured prior to providing any services or personnel to the Academy:

COVERAGE	REQUIREMENTS
<b>General or Public Liability (GL)</b>	Must be Occurrence form
	<b>Must include Sexual Abuse &amp; Molestation coverage</b>
	<b>Must include Corporal Punishment coverage</b>
	\$1,000,000 per occurrence & \$2,000,000 aggregate
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
	<b>NOTE: Strict Disciplinary Academies must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 per occurrence</b>
COVERAGE	REQUIREMENTS
<b>Errors &amp; Omissions (E&amp;O)</b>	Must include Employment Practices Liability
	Must include Directors' and Officers' coverage
	Must include School Leaders' E&O
	Can be Claims Made or Occurrence form
	<b>If Claims Made, Retroactive Date must be the same or before date of original University-PSA contract</b>
	\$1,000,000 per occurrence & \$3,000,000 aggregate
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
COVERAGE	REQUIREMENTS
<b>Automobile Liability (AL)</b>	\$1,000,000 per accident

<b>for Owned and Non-Owned Autos</b>	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
	<b>Higher limits may be required if PSA has its own buses</b>
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Workers' Compensation</b>	Must be Occurrence Form
	Statutory Limits
	<b>NOTE: If PSA is leasing employees from ESP, ESP must have Employers' Liability with \$1,000,000 per occurrence AND Alternate Employer Endorsement naming PSA.</b>
	PSA must be included as First Named Insured
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Crime</b>	Must include Employee Dishonesty coverage
	Must be Occurrence form
	\$500,000 per occurrence
	PSA must be included as First Named Insured
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Umbrella</b>	<b>Can be Claims Made or Occurrence form</b>
	<b>\$2,000,000 per occurrence &amp; \$4,000,000 aggregate</b>
	<b>If PSA has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence</b>
	<b>PSA must be included as First Named Insured</b>
	<b>University must be included as Additional Insured with Primary Coverage</b>
<b>ADDITIONAL RECOMMENDATIONS</b>	
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Property</b>	Limits to cover replacement for PSA's property exposures, including real and personal, owned or leased
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Performance Bond (or Letter of Credit with Indemnification)</b>	\$1,000,000 per claim/aggregate

**Insurance carrier(s) must have an AM Best Rating of “A , VII” or better.**

The University’s insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the University to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the University’s insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University’s insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the University Board, the University or any other authorizing body, or to enter into a contract that would bind the University

Board or the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby agrees and covenants not to sue the University Board, the University, or any of its Trustees, officers, employees, agents or representatives for any matters that arise under this Contract. The University Board and the University do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board or the University, or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed lease agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Contract Terms and Conditions. The provision shall also provide that the lessor/ landlord shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the lessor/ landlord from receiving lease payments owed prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an Educational Service Provider contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into Schedule 7c of this Contract by amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

“Indemnification of Eastern Michigan University. The parties acknowledge and agree that the Eastern Michigan University Board of Regents, Eastern Michigan University and its members, officers, employees, agents or representatives (collectively referred to as “the University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless the University from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines penalties, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses imposed upon or incurred by the University, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with Eastern Michigan University Board of Regents’ approval of the Academy’s application, Eastern Michigan University Board of Regents’ consideration of or issuance of a Contract, the Academy Board’s or the [insert name of Educational Service Provider’s] preparation for and operation of the Academy, or which are incurred as a result of the reliance by the University upon information

supplied by the Academy Board or the [insert name of Educational Service Provider], or which arise out of the failure of the Academy Board or the [insert name of Education Service Provider] to perform its obligations under the Contract, the Agreement or Applicable Law, as applicable. The parties expressly acknowledge and agree that the University, Eastern Michigan University Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.”

“Agreement Coterminous With Academy’s Contract. If the Academy’s Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties.”

“Compliance with Academy’s Contract. [Insert name of Educational Service Provider] agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by Eastern Michigan University Board of Regents. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.”

“Compliance with Section 503c. On an annual basis, the [insert name of ESP] agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy’s website home page, in a form and manner prescribed by the Department. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement.”

“Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507 and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and [insert name of Educational Service Provider] shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.”

“Compliance with Section 12.17 of Contract Terms and Conditions. [Insert name of Educational Service Provider] shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the

Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

“Part 6A Blended Learning Opportunities. [Insert name of Educational Service Provider] shall ensure requirements for Academy students enrolled in a blended learning course meet all Department requirements, including, but not limited to, pupil accounting requirements which may be described in the Department’s Pupil Accounting Manual related to a Part 6A public school academy that provides blended learning opportunities to its students.”

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any Management Agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Contract and the Management Agreement must detail the type and amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP Policies. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

Section 11.13. K to 3 Reading. If the Academy offers kindergarten through third grade, the Academy Board shall comply with section 1280f of the Code, MCL 380.1280f. The Academy shall ensure that all required actions, notices and filings required under section 1280f, MCL 380.1280f, are timely completed. The Master Calendar shall be updated to include the requirements set forth in section 1280f, MCL 380.1280f.

## ARTICLE XII

### GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the University Board:

Jolia Hill  
Director of Charter Schools  
310 Porter Hall  
Eastern Michigan University  
Ypsilanti, MI 48197

If to University Counsel:

Jeffrey E. Ammons  
Associate General Counsel  
11 Welch Hall  
Eastern Michigan University  
Ypsilanti, MI 48197

If to Academy:

Global Tech Academy  
1715 East Forest Avenue  
Ypsilanti, MI 48198

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.



Section 12.5. Assignment. This Contract is not assignable by either the Academy or the University Board.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for 5 years until June 30, 2028, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the University Board as an authorizing body under Part 6A of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the

parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.15. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.
- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities

under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code and applicable law.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board, subject to Section 12.23, shall not:

(a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:

(i) for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

(ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

(iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians. Subject to Section 12.23:

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the

person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Department or CEPI;
- (ii) to the student's parent or legal guardian;
- (iii) by the Academy to the University Board, University, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the University;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the University Board, University, Charter Schools Office
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt Out Form; Notice to Student's Parent or Legal Guardian.

- (a) Subject to Section 12.23, the Academy shall do all of the following:
  - (i) Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.

- (ii) Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more Uses.
- (iii) Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
- (iv) If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's directory information in any of the Uses that have been opted out of in the opt-out form.

(b) The terms "directory information" shall have the same meaning as defined in MCL 380.1136.

#### Section 12.23. Confidential Address Restrictions.

(a) The Academy shall not disclose the confidential address of a student if the student or the student's parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card, in a form and manner prescribed by the Michigan Department of Education.

(b) The term "confidential address" shall have the meaning as defined in MCL 380.1136.

Section 12.24. Partnership Agreement. If the Department and State Reform Office impose a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 12.25. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under section 1313 of the Code, MCL 380.1313.

Section 12.26. Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form and manner prescribed by State Police, either of the following: (i) an incident involving a crime that must be reported under section 1310A(2) of the Code, MCL 380.1310A(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under section 1310A(2) of the Code, MCL 380.1310A(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

#### Section 12.27. Academy Emergency Operations Plan.

(a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least 1 law enforcement agency having jurisdiction over the Academy, conduct either (i) a review of the Academy's emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy's statewide school safety information policy, as applicable.

(b) Not later than January 1, 2020, the Academy shall either (i) develop an emergency operations plan for each school building, including recreational structure or athletic field, operated by the Academy with input from the public; or (ii) adopt a statewide school safety information policy under section 1308 of the Code, MCL 380.1308. The emergency operations plan or statewide school safety information policy shall comply with section 1308B(3) of the Code, MCL 380.1308B(3). Within thirty (30) days, the Academy shall provide to the Department, in a form and manner determined by the Department, notice of the adoption of an emergency operations plan or the completion of an emergency operations plan review, as applicable.

Section 12.28. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018, MCL 28.805 and the Office of School Safety created under MCL 28.681. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 12.29. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 12.30. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

(a) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;

(b) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and

(c) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

As the designated representative of the Eastern Michigan University Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

**EASTERN MICHIGAN UNIVERSITY  
BOARD OF REGENTS**

By: \_\_\_\_\_

James M. Smith, President

Date: July 1, 2023

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

**GLOBAL TECH ACADEMY**

By: \_\_\_\_\_

\_\_\_\_\_, Academy Board Designee

Date: July 1, 2023

## **CONTRACT SCHEDULES**

### **Schedules**

Articles of Incorporation .....	1
Bylaws .....	2
Fiscal Agent Agreement .....	3
Oversight Agreement .....	4
Description of Staff Responsibilities .....	5
Physical Plant Description .....	6
Required Information for Public School Academy .....	7



**CONTRACT SCHEDULE 1**

**Articles of Incorporation**



Form Revision Date 07/2016

## ANNUAL REPORT

For use by DOMESTIC NONPROFIT CORPORATION

(Required by Section 911, Act 162, Public Act of 1982)

The identification number assigned by the Bureau is: 800938955

Annual Report Filing Year: 2022

1. Corporation Name:

GLOBAL TECH ACADEMY

☒ On behalf of the corporation, I certify that no changes have occurred in required information since the last year filed report.

This document must be signed by an authorized officer or agent:

Signed this 20th Day of September, 2022 by:

Signature	Title	Title if "Other" was selected
Huda Davillier	Other	Board of Director Coordinator

By selecting ACCEPT, I hereby acknowledge that this electronic document is being signed in accordance with the Act. I further certify that to the best of my knowledge the information provided is true, accurate, and in compliance with the Act.

☐ Decline

☒ Accept

***MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS***  
***FILING ENDORSEMENT***

***This is to Certify that the*** 2022 ANNUAL REPORT

***for***

GLOBAL TECH ACADEMY

***ID Number:*** 800938955

***received by electronic transmission on*** September 20, 2022 , ***is hereby endorsed.***

***Filed on*** September 20, 2022 , ***by the Administrator.***

***The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.***




***In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 20th day of September, 2022.***

*Linda Clegg*

***Linda Clegg, Director***

***Corporations, Securities & Commercial Licensing Bureau***

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU	
Date Received	(FOR BUREAU USE ONLY)
JUN 15 2023	\$110 MC CEPAS 23061586576325  ADJUSTED TO AGREE WITH BUREAU RECORDS
<div style="border: 1px solid black; padding: 5px; width: 400px;">           Aimee Gibbs            350 S. Main Street, Suite 300            Ann Arbor, MI 48104         </div>	
<div style="text-align: right;"> <b>FILED</b>   <b>JUN 15 2023</b>             ADMINISTRATOR            CORPORATIONS DIVISION         </div>	
EFFECTIVE DATE: 	
Document will be returned to the name and address you enter above	

**RESTATED ARTICLES OF INCORPORATION**  
**For Use by Domestic Nonprofit Corporations**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq., and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 et seq. of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

The present name of the corporation is: Global Tech Academy.

The corporation identification number ("CID") assigned by the Bureau is: 800938955.

All former names of the corporation are: Global Tech Academy

The date of filing the original Articles of Incorporation was: March 13, 2013

The following Restated Articles of Incorporation superseded the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:

**ARTICLE I**

The name of the corporation is: Global Tech Academy.

The authorizing body for the corporation is: The Board of Regents of Eastern Michigan University ("University Board").

## ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy ("Contract") authorized under the Code.

## ARTICLE III

The corporation is organized on a non-stock, directorship basis.

Description:

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

## ARTICLE IV

1. The name of the registered agent is: Paula Kauffman

2. The address of the registered office is:

1715 Forest Ave  
Ypsilanti, MI 48198

3. The mailing address of the registered office if different then above:

2455 S. Industrial Hwy, Shite A, Ann Arbor, MI 48104

## **ARTICLE V**

The corporation is a governmental entity.

## **ARTICLE VI**

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

## **ARTICLE VII**

Before the execution of a contract to charter a public school academy between the corporation and the University Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

## **ARTICLE VIII**

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

## **ARTICLE IX**

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

## **ARTICLE X**

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

## **ARTICLE XI**

These Restated Articles of Incorporation shall not be amended except by the process provided in the charter contract between the corporation and the University Board ("Contract"). This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Restated Articles of Incorporation or may propose a meeting to discuss potential revision to these Restated Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Restated Articles of Incorporation.

At any time and for any reason, the University Board or its designee may propose changes to these Restated Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Restated Articles of Incorporation. The Restated Articles of Incorporation shall be amended as requested by the University Board or its designee upon a majority vote of the corporation's Board of Directors.

Amendments to these Restated Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or its designee and filed with the Michigan Department of Licensing and Regulatory Affairs. In addition, the corporation shall file with the amendment a copy of the University Board's or its designee's approval of the amendment.

Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend the articles of incorporation with regard to the disposition of assets upon dissolution.

## **ARTICLE XIII**

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Restated Articles of Incorporation.

## **ADOPTION OF ARTICLES**

These Restated Articles of Incorporation were duly adopted on the 8<sup>th</sup> day of June, 2023, in accordance with the provisions of Section 641 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 8th day of June, 2023.

By: Paula Kauffman  
Paula Kauffman, Board President



Title	GTA Articles of Incorporation
File name	Schedule 1 - Rest...ration (2023).doc
Document ID	67ffae25f21295b89122cee3bdc3394f2d3b48d6
Audit trail date format	MM / DD / YYYY
Status	 Signed

Document History

 SENT	<b>06 / 09 / 2023</b> 18:13:49 UTC	Sent for signature to Paula Kauffman (paula.kauffman2@gmail.com) from davillierh@gee-edu.com IP: 75.75.215.186
 VIEWED	<b>06 / 09 / 2023</b> 18:55:05 UTC	Viewed by Paula Kauffman (paula.kauffman2@gmail.com) IP: 68.61.233.105
 SIGNED	<b>06 / 09 / 2023</b> 18:55:23 UTC	Signed by Paula Kauffman (paula.kauffman2@gmail.com) IP: 68.61.233.105
 COMPLETED	<b>06 / 09 / 2023</b> 18:55:23 UTC	The document has been completed.

# *Michigan Department of Licensing and Regulatory Affairs*

## *Filing Endorsement*

***This is to Certify that the RESTATED ARTICLES OF INCORPORATION - NONPROFIT***

***for***

***GLOBAL TECH ACADEMY***

***ID NUMBER: 71279K***

***received by facsimile transmission on April 15, 2013 is hereby endorsed***

***Filed on April 15, 2013 by the Administrator.***

***The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.***

***In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 15TH day of April, 2013.***



A handwritten signature in black ink, appearing to read "A. Schefke", written in a cursive style.

**Alan J. Schefke, Director  
Corporations, Securities & Commercial Licensing Bureau**

APR-15-2013 11:13

GLOBAL EDUCATION

P.003

BCS/CD-511 (Rev. 04/11)

**MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS  
BUREAU OF COMMERCIAL SERVICES**

Date Received

(FOR BUREAU USE ONLY)



This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

Name  
Karey Reed

Address  
2455 South Industrial Highway Suite A

City	State	ZIP Code
Ann Arbor	Mi	48104

EFFECTIVE DATE:

 Document will be returned to the name and address you enter above.  
If left blank, document will be returned to the registered office. 

**RESTATED ARTICLES OF INCORPORATION****For use by Domestic Nonprofit Corporations**

(Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Restated Articles:

1. The present name of the corporation is:

Global Tech Academy

2. The identification number assigned by the Bureau is:

71279K

3. All former names of the corporation are:

4. The date of filing the original Articles of Incorporation was: 3/13/2013

*The following Restated Articles of Incorporation supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:*

**ARTICLE I**

The name of the corporation is:

see attached pages

**ARTICLE II**

The purpose or purposes for which the corporation is organized are:

see attached pages

APR-15-2013 11:13

GLOBAL EDUCATION

P.004

**ARTICLE III**

1. The corporation is organized on a \_\_\_\_\_ basis.  
(stock or nonstock)
2. If organized on a stock basis, the aggregate number of shares which the corporation has authority to issue is \_\_\_\_\_. If the shares are, or are to be divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences, and limitations of the shares of each class are as follows:

3. If organized on a nonstock basis, the description and value of its real property assets are: (If none, insert "none")

and the description and value of its personal property assets are: (if none, insert "none")

(The valuation of the above assets was as of \_\_\_\_\_, \_\_\_\_\_ )  
The corporation is to be financed under the following general plan:

The corporation is organized on a \_\_\_\_\_ basis.  
(membership or directorship)

**ARTICLE IV**

1. The name of the resident agent is: Karey Reed
2. The address of the registered office is:  
2455 South Industrial Highway Suite A Ann Arbor , Michigan 48104  
(Street Address) (City) (ZIP Code)
3. The mailing address of the registered office, if different than above:  
\_\_\_\_\_, Michigan \_\_\_\_\_  
(Street Address or P.O. Box) (City) (ZIP Code)

APR-15-2013 11:13

GLOBAL EDUCATION

P.005

**ARTICLE V (Additional provisions, if any, may be inserted here; attach additional pages if needed.)**

see attached pages

**5. COMPLETE SECTION (a) IF THE RESTATED ARTICLES DO NOT FURTHER AMEND THE ARTICLES OF INCORPORATION; OTHERWISE, COMPLETED SECTION (b).**

- a. ☐ These Restated Articles of Incorporation were duly adopted on the \_\_\_\_\_ day of \_\_\_\_\_, in accordance with the provisions of Section 642 of the Act by the Board of Directors without a vote of the members or shareholders. These Restated Articles of Incorporation only restate and **integrate and do not further amend** the provisions of the Articles of Incorporation as heretofore amended and there is no material discrepancy between those provisions and the provisions of these Restated Articles.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

By \_\_\_\_\_  
(Signature of Authorized Officer or Agent)\_\_\_\_\_  
(Type or Print Name)

- b. ☒ These Restated Articles of Incorporation were duly adopted on the 12 day of April, 2031, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate, and **do further amend** the provisions of the Articles of Incorporation, and: (Check one of the following)

- ☒ were duly adopted by the shareholders, the members, or the directors (if organized on a nonstock directorship basis). The necessary number of votes were cast in favor of these Restated Articles of Incorporation.
- ☐ were duly adopted by the written consent of **all** the shareholders or members entitled to vote in accordance with Section 407(3) of the Act.
- ☐ were duly adopted by the written consent of **all** the directors pursuant to Section 525 of the Act as the corporation is organized on a directorship basis.
- ☐ were duly adopted by the written consent of the shareholders or members having not less than the minimum number of votes required by statute in accordance with Section 407(1) and (2) of the Act. Written notice to shareholders or members who have not consented in writing has been given. (Note: Written consent by less than all of the shareholders or members is permitted only if such provision appears in the Articles of Incorporation).

Signed this 12 day of April, 2013By \_\_\_\_\_  
(Signature of President, Vice-President, Chairperson, or Vice-Chairperson)Korey Neal  
(Type or Print Name)Chairperson  
(Type or Print Title)


APR-15-2013 11:14

GLOBAL EDUCATION

P.007

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS BUREAU OF COMMERCIAL SERVICES		
Date Received		(FOR BUREAU USE ONLY)

Karey Reed  
2455 South Industrial Highway Suite A  
Ann Arbor Mi 48104

EFFECTIVE DATE: 

**Document will be returned to the name and address you enter above**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq., and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 et seq. of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

### ARTICLE I

The name of the corporation is: **Global Tech Academy.**

The authorizing body for the corporation is: The Board of Regents of Eastern Michigan University ("University Board").

### ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy ("Contract") authorized under the Code.

APR-15-2013 11:14

GLOBAL EDUCATION

P.008

### ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is: 4/1/2013

Real Property: \$0.

Personal Property: \$0

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

### ARTICLE IV

The address of the registered office is:  
2455 South Industrial Highway Suite A  
Ann Arbor Mi 48104

The mailing address of the registered office is the same. The name of the resident agent at the registered office is Karey Reed.

### ARTICLE V

The corporation is a governmental entity.

### ARTICLE VI

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, MCL 691.1407.

### ARTICLE VII

Before the issuance of a Contract to the corporation by the University Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

### ARTICLE VIII

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

## ARTICLE IX

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

## ARTICLE X

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

## ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in the Contract issued to the corporation by the University Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the Charter Schools Office Director, the University Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board by the corporation.

At any time and for any reason, the University Board or an authorized designee may propose changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the University Board upon a majority vote of the corporation's Board of Directors.

Amendments to the Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or its designee



APR-15-2013 11:14

GLOBAL EDUCATION

P.010

and filed with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the University Board's or its designee's approval of the amendment.

## ARTICLE XII

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Articles of Incorporation.

## **CONTRACT SCHEDULE 2**

### **Bylaws**

**AMENDED BYLAWS**  
**OF**  
**GLOBAL TECH ACADEMY**

**ARTICLE I**

**NAME**

This organization shall be called Global Tech Academy (the “Academy” or “Corporation”).

**ARTICLE II**

**FORM OF CORPORATION**

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

**ARTICLE III**

**OFFICES**

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Ypsilanti, County of Washtenaw State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Eastern Michigan University Charter Schools Office (“Charter Schools Office”).

**ARTICLE IV**

**BOARD OF DIRECTORS**

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors (“Academy Board”). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code (“Code”). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal,

resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by The Board of Regents of Eastern Michigan University (the “University Board”).

## ARTICLE V

### MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 4. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director’s personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director’s attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes by Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

## **ARTICLE VI**

### **COMMITTEES**

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

## **ARTICLE VII**

### **OFFICERS OF THE BOARD**

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

**ARTICLE VIII**  
**CONTRACTS, LOANS, CHECKS AND DEPOSITS;**  
**SPECIAL CORPORATE ACTS**

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other

Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

## **ARTICLE IX**

### **INDEMNIFICATION**

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

## **ARTICLE X**

### **FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July in each year.



## ARTICLE XI

### AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the Charter Schools Office. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the Charter Schools Office.

## ARTICLE XII

### CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

## CERTIFICATION

These Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Board of Directors on the 8th day of June, 2023.

Paula Kauffman, Board President

Printed Name



Signature

GLOBAL TECH ACADEMY

Title	GTA Amended By Laws
File name	2023 GTA - Schedu...ended Bylaws.docx
Document ID	be46614cd6157326dee18a3737a98afba06c610f
Audit trail date format	MM / DD / YYYY
Status	● Signed

## Document History



**06 / 09 / 2023**  
18:27:48 UTC

Sent for signature to Paula Kauffman  
(paula.kauffman2@gmail.com) from davillierh@gee-edu.com  
IP: 75.75.215.186



**06 / 09 / 2023**  
18:56:29 UTC

Viewed by Paula Kauffman (paula.kauffman2@gmail.com)  
IP: 68.61.233.105



**06 / 09 / 2023**  
18:56:46 UTC

Signed by Paula Kauffman (paula.kauffman2@gmail.com)  
IP: 68.61.233.105



**06 / 09 / 2023**  
18:56:46 UTC

The document has been completed.

**CONTRACT SCHEDULE 3**

**Fiscal Agent Agreement**

### **SCHEDULE 3**

#### **FISCAL AGENT AGREEMENT**

This Agreement is part of the Contract issued by the Eastern Michigan University Board of Regents ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Global Tech Academy, a public school academy (the "Academy").

#### **Preliminary Recitals**

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward to the Academy any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

### **ARTICLE I**

#### **DEFINITIONS AND INTERPRETATIONS**

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Eastern Michigan University as designated by the University Board who receives State School Aid Payments on behalf of the Academy and forwards such payments to the Academy.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

## **ARTICLE II**

### **FISCAL AGENT DUTIES**

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments and forwarding such payments to the Academy. By separate agreement, the University Board and the Academy may also agree that the University Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the University Board on behalf of the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

Section 2.05. Prior University Review Required for Certain Financial Transactions. The Academy is required to fully comply with Section 3.7 of this Contract's Terms and Conditions.

### **ARTICLE III**

#### **STATE DUTIES**

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

### **ARTICLE IV**

#### **ACADEMY DUTIES**

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy. In the event an overpayment of any kind is made to the Academy by the Fiscal Agent, the Academy shall be directly responsible for reimbursing the Fiscal Agent.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

## **ARTICLE V**

### **RECORDS AND REPORTS**

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and make available to the Academy within thirty (30) days of September 30th, and annually thereafter, a written report dated as of September 30<sup>th</sup>, summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

## **ARTICLE VI**

### **CONCERNING THE FISCAL AGENT**

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State for the benefit of the Academy and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Section 6.03. Withholding of State Aid Funds. Notwithstanding any other provisions contained in this Contract, at its sole discretion, Eastern Michigan University, acting in its capacity as Authorizer and Fiscal Agent, and within permissible parameters as prescribed by the Code, may elect to increase its administrative fee up to 3% of the total state school aid received by the Public School Academy for all or any portion of the entire school year and thereafter, whenever any amount of state school aid is withheld as a result of the Public School Academy's failure to comply with any requirements of Federal, State or Local law or regulation.



Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Eastern Michigan University Board of Regents to Global Tech Academy.

BY: \_\_\_\_\_

\_\_\_\_\_, Director

Bureau of Bond Finance  
Michigan Department of Treasury

Date: \_\_\_\_\_, 20\_\_

**CONTRACT SCHEDULE 4**

**Oversight Agreement**

## **SCHEDULE 4**

### **OVERSIGHT AGREEMENT**

This Agreement is part of the Contract issued by The Board of Regents of Eastern Michigan University ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Global Tech Academy (the "Academy"), a public school academy.

#### **Preliminary Recitals**

WHEREAS, the University Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

### **ARTICLE I**

#### **DEFINITIONS AND INTERPRETATIONS**

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the University Board's oversight responsibilities set forth in Section 2.01 of this Schedule 4.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

## ARTICLE II

### OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the University Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the University Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually, or as needed, between the Academy Board of Directors and a designee of the University Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the University Board or its designee.
- j. Evaluate whether mandated assessment programs are or have been appropriately administered to the Academy's student population.

k. Perform such other duties and responsibilities, in its sole discretion, which it deems necessary in order to conduct oversight of the Academy's compliance with this Contract, the Code and other applicable law.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements and the Epicenter Compliance Calendar adopted by the Charter Schools Office. The Master Calendar or Compliance Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the CSO Director and counsel for the University Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed Academy Board meeting agenda to the Charter Schools Office at least five (5) days prior to the Academy Board meeting. Provide approved agendas and minutes of all Academy Board of Directors' meetings to the University Charter Schools Office no later than ten (10) days after such items are approved.

g. Submit to the Charter Schools Office within ten (10) days of insurance renewal copies of the "ACORD" insurance certificate/s of liability insurance. Provide upon request by the Charter Schools Office, and in the manner requested, the Academy's insurance verification document and copies of insurance policies evidencing all insurance as required by the Contract. Provide upon request by the Charter Schools Office, or in accordance with the Epicenter Compliance Calendar, copies of all insurance required by the Contract to an independent insurance reviewer.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.

- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.
- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.
- k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.
- l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Charter Schools Office' ESP Policies, the Contract and the Code.
- m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.
- n. Prior to the issuance of this Contract, the Academy Board shall provide the Charter Schools Office with a copy of the description of staff responsibilities for employees of the Academy for inclusion in the Contract.
- o. Prior to July 1 of each year, the Academy Board shall approve and submit an operating school budget. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; and (iii) any start-up expenses incurred by the Academy. The Academy will prepare and adopt its operating budget and all subsequent budget revisions in a form and manner prescribed by law and the Michigan Public School Accounting Manual. Within ten (15)

days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within its transparency section, accessible to the public.

p. Submit proof annually that the Academy is employing classroom teachers who meet the certification requirements set forth in Part 22 of the Revised School Code, and may only use non-certified teachers when allowed by law. Before the Academy hires non-certified teachers, it shall notify EMU in writing of its intent to do so no less than 15 days before it takes such action. The Academy shall employ certified administrators and chief business officials as required by law.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar and Epicenter Compliance Calendar, the dates in the Master Calendar and Epicenter Compliance Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The University Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The University Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the University or other designee.

### **ARTICLE III**

#### **RECORDS AND REPORTS**

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

### **ARTICLE IV**

#### **MISCELLANEOUS**

Section 4.01. Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the University Board by this Agreement.

## ARTICLE V

### TRANSPARENCY PROVISION

#### Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities



19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

**CONTRACT SCHEDULE 5**

**Description of Staff Responsibilities**



## Job Description Inventory:

- Principal
- Elementary Teacher
- Middle School Teacher (Math/Science/Social Studies/ELA/Arabic/Spanish/PE/Art)
- Secondary School Teacher (Math/Science/Social Studies/ELA/Technology, Arabic/Physical Education, Art)
- Special Education Teacher
- ELL Teacher
- Instructional Coach – Grades K-5
- Reading Specialist
- Paraprofessional
- Assessment Coordinator
- Student Services/Advisor Coordinator
- School Social Worker
- School Psychologist
- GSRP Lead Teacher
- GSRP Associate Teacher
- ELL Teacher
- Instructional Coach – Grades K-5
- Reading Specialist
- Paraprofessional
- Assessment Coordinator
- Student Services/Advisor Coordinator
- School Social Worker
- School Psychologist
- GSRP Lead Teacher
- GSRP Associate Teacher
- Substitute (None)
- Occupational Therapy Assistant (None)
- Occupational Therapist
- Assistant Principal (None)
- Day Care Worker (None)



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Principal at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** GEE Director

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance and 401k retirement plan.

#### Purpose:

Directs the activities of the Academy to provide for the proper instruction and supervision of students in accordance with the stated mission and goals of the Academy.

#### Education & Job Requirements:

- Master's Degree in educational administration, curriculum and development or related field.
- Minimum of five years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required
- All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

#### Tasks:

##### Instruction

- Serves as the educational leader for the Academy by developing, supervising and evaluating the Academy's instructional programs and recommending such changes and improvements as may be needed, including the formulation of curriculum objectives and selection, development and revision of curriculum materials.
- Reviews all curriculum guides and materials to be distributed among instructional staff, parents, etc.
- Supervises scheduling of the curriculum, facilities, personnel and students.
- Plans, develops and supervises testing programs within the Academy to measure the effectiveness of the total educational program.

##### Staff

- Assists in the recruitment of qualified personnel. Recommends hiring, placement and transfer of personnel. Supervises orientation and pre-service training of new personnel.
- Provides for effective communication and relations between the administration and staff and for building staff morale. Plans and conducts staff meetings.
- Supervises and evaluates the performance of the staff and makes recommendations to GEE regarding promotion, transfer and retention of staff.
- Supervises the activities of the office administration in the areas of office management, transportation, facility and maintenance and personnel administration.
- Plays a significant leadership role in fostering professional growth and providing professional assistance to staff as required.

#### Students

- Develops and supervises the implementation of an Academy-wide code of conduct and behavior to ensure the safety, proper discipline and conduct of students at all times.
- Plans and carries out an effective guidance and counseling program to meet the goals of the Academy.
- Organizes and supervises new pupil registration.
- Plans, develops and coordinates Academy-wide system of health services, including scheduling physical examinations of visual, hearing and other health-related concerns.
- Establishes effective liaisons with the various offices, agencies and institutions within the community that may provide specialized or professional help to students and their parents.
- Supervises the maintenance of accurate student and personnel records, including attendance, grades, etc.
- Ensures adequate communications with parents regarding student performance and conduct, Academy policies and procedures, activities, etc., through report cards, conferences, newsletters and other means.
- Reviews and evaluates Academy programs, facilities and activities to ensure compliance with state and local regulations.
- Assists in the development and monitoring of Academy policies and administrative rules and procedures.
- Oversees the activities and operation of the Academy's Parent Organization.

#### Miscellaneous

- Provides the Academy Board with a Principal's report at every Academy Board meeting and any other reports requested by the Academy Board.
- Performs such other duties as may be assigned.

#### Supervisory/Responsibilities

- Carries out supervisory responsibilities in accordance with the policies of the Academy Board and applicable law. These responsibilities include, but are not limited to, interviewing, hiring and training employees; planning, assigning and directing work; appraising staff performance; rewarding and disciplining employees; addressing complaints and resolving problems.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Elementary Teacher at (insert academy name) / **Location:** (insert location)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

Provide effective elementary classroom instruction for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

#### Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

#### Tasks:

*A GEE teacher skillfully demonstrates:*

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;



## GLOBAL EDUCATIONAL EXCELLENCE

- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day

*A GEE teacher has the confidence to lead and possesses the following competencies to:*

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Middle School Teacher (Math, Science, Social Studies, ELA, Technology, Arabic, Physical Education, Art) at (insert academy) / **Location:** (insert location)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

Provide effective middle school classroom instruction in (subject) for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

#### Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

#### Tasks:

*A GEE teacher skillfully demonstrates:*

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;





- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day

*A GEE teacher has the confidence to lead and possesses the following competencies to:*

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Secondary School Teacher (Math, Science, Social Studies, ELA, Technology, Arabic, Physical Education, Art) at (insert academy) / **Location:** (insert location)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

Provide effective secondary school classroom instruction in (subject) for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

#### Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

#### Tasks:

*A GEE teacher skillfully demonstrates:*

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;



- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day

*A GEE teacher has the confidence to lead and possesses the following competencies to:*

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking risks and reflecting and acting on lessons learned;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- commit to the relentless pursuit of increasing student learning; and
- skillfully challenge the status quo.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Special Education Teacher at (insert academy name) / **Location:** (insert location)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

Provide effective instruction for pupils who have a variety of disabilities as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

#### Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

#### Tasks:

- Works with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs.
- Assists in the development of IEPs for each special education student.
- Coordinates the work of teachers, Paraprofessionals and related contracted personnel, such as therapists and Social Worker, to meet the individualized needs of the students within inclusive special education programs.
- Participates in Child Study Team meetings.

#### Record Keeping

- Keeps attendance and progress records as required by the MDE.
- Attends and participates in IEP/504 meetings.
- Reviews the IEP with the student's parents, school administrators and the student's general education teacher.
- Works closely with parents to inform them of their child's progress and suggests techniques to promote learning at home.

#### Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.

#### Other

- When students need special accommodations in order to take a test, ensures that appropriate ones are provided.
- Designs and teaches appropriate curricula; assigns work geared toward each student's needs and abilities; grades papers and homework assignments.
- Assists general educators in the adaption of curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** ELL Teacher at (insert academy name) / **Location:** (insert location)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

Provide effective ELL classroom instruction support for pupils as well as manage the materials and resources used for educating them. Educator is responsible for managing student behavior for the purpose of providing a safe and optimal learning environment.

#### Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

#### Tasks:

##### Essential Duties and Responsibilities:

- Carries out assessments of students' needs using the WIDA test/screener.
- Assesses students' progress based on classroom and teacher observations.
- Participates in Child Study Team meetings.
- Provides mainstream language support in the child's classroom.
- Co-operates with bilingual Paraprofessionals in working with the child in the mainstream classroom.
- Facilitates home/school liaison between staff and parents.
- Drafts and reviews institutional policies relating to the education of students with English as a second language.

#### Record Keeping

- Works with enrollment staff in proper identification of Limited English Proficiency students.
- Maintains records of individual student's progress during their three years in the ELL Program.

#### Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.

#### Other

- Attends staff meetings and other Academy-related events and activities.



GLOBAL  
EDUCATIONAL  
EXCELLENCE

- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Instructional Coach – Grades K-5 at (insert academy name) / **Location:** Traveling locally required.

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Director of Curriculum and Instruction

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

The K-5 Instructional Coach position is an excellent opportunity for an experienced coach or classroom teacher who possesses special expertise in elementary education instruction and curriculum. The primary responsibility of the K-5 Instructional Coach is to work with teachers providing instructional support including curricular unit planning, co-teaching/modeling, data dissemination, creation of assessments as well as providing professional development opportunities to raise student achievement. To provide coaching and support to deepen teacher content knowledge and strengthen instruction.

The K-5 Instructional Coach will develop teacher growth goals aligned to the Danielson Instructional Framework in collaboration with the building principal. A primary goal of the K-5 Instructional Coach position is to build capacity for expert elementary instruction in every classroom.

#### Education & Job Requirements:

- Bachelor's Degree required, Masters preferred.
- Minimum of five years of successful teaching experience.
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required.

#### Qualifications

- Deep knowledge of the new Michigan state curriculum frameworks
- Strong content and pedagogical knowledge in mathematics, science and ELA
- Demonstrated teaching expertise in elementary education
- Experience with standards-based assessment and effective use of student data
- Demonstrated ability to work collaboratively and effectively with teachers
- Experienced in providing high-quality professional development for teachers
- Experienced in communicating with parents/guardians about how children learn science

#### Essential Attributes

- Holds an unwavering belief that every student can grow and succeed
- Is able to work collaboratively and flexibly as part of a building team
- Has a strong work ethic, is self-directed, and has the ability to work independently
- Self-reflects and accepts feedback with a growth mindset



## Responsibilities

### *Coaching – Building Capacity*

- Works with teachers one-on-one and in small groups to plan a unit/ sequence of lessons based on the Michigan Standards; assists teachers in implementing research-based instructional strategies, choosing a variety of materials, implementing curriculum with fidelity and including literacy objectives in learning experiences
- Introduces best practices in the area of elementary education through demonstration lessons, co-teaching, co-planning, peer observation, study groups, and professional development workshops
- Builds teacher capacity to interpret and use a range of assessment tools to plan lessons and address individual student needs
- Articulates goals, practices and district vision for excellence in core content areas as needed for staff and parents
- Meets frequently with the Principal to analyze data, complete Instructional Rounds, and discuss next steps for school-based professional development that supports growth
- Engages in advanced training opportunities designed to strengthen content knowledge, pedagogy, and coaching skills
- Meets with other instructional coaches to share information and best practices
- Supports the school data team in monitoring progress toward meeting grade-level and school wide goals
- Provides leadership in preparing and disseminating assessment data
- Other duties as assigned by Director of Curriculum and Instruction
- Performs other duties as may be assigned

### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Reading Specialist at (insert academy name) / **Location:**

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance, merit pay bonus and 401k retirement plan.

#### Purpose:

Design effective instructional programs to teach students with reading difficulties. Assist teachers in designing a variety of individualized and group instructional interventions or programs for students with reading problems.

#### Education & Job Requirements:

- Bachelor's Degree required
- Meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification requirements as defined by the Michigan State Board of Education. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Satisfactory criminal background check required

#### Tasks:

- Provide intensive one-on-one literacy support to students. Also provide literacy support to students through small group instruction and co-teaching in classrooms based on the identified needs of students.
- Develop and maintain daily written lesson plans based on student's needs, interests and abilities administering tests to random sample students
- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Individual Reading Instruction Plan.
- Interact and communicate with the classroom teachers of students participating in solving classroom and school problems and seeking resolutions through appropriate channels.
- Perform other duties and responsibilities incidental to the position or as assigned by the principal.

#### Record Keeping

- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Individual Reading Instruction Plan.
- Complete required teacher/administrative reports promptly and accurately.

#### Discipline & Counseling

- Teach and enforce Academy rules of conduct and behavior.
- Maintain order in classroom.
- Maintain classroom in a neat and clean manner.
- Report needed repairs and maintenance to the Administrative Office.

#### Other



GLOBAL  
EDUCATIONAL  
EXCELLENCE

- Attend staff meetings and other Academy-related events and activities.
- Participate in in-service training as assigned. Attend conferences and seminars and present information to staff.

**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This job post is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Paraprofessional at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** supplemental insurance options and 401k retirement plan.

#### Purpose:

- The primary focus of the paraprofessional is to assist in classroom instruction and management under the direction and supervision of the teacher.

#### Education & Job Requirements:

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or
- Obtain an associate's degree (or higher); or Meet a rigorous standard of quality and demonstrate, through passage of an approved formal state academic assessment in the following areas:
  - Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
  - Knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.
- The State Board of Education approved the following formal assessments by which a paraprofessional may choose to demonstrate this knowledge:
  - Passing the Basic Skills Examination
  - A passing score of at least 480 on the evidence-based reading and writing section of the SAT and 530 on the mathematics section in lieu of the Basic Skills Test or Professional Readiness Exam
  - ETS Parapro Assessment of a passing score of 460 is required
- Satisfactory criminal background check required

#### Tasks:

##### Curriculum

- Assists teacher in preparing lesson plans.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class, at the direction and under supervision of the teacher.
- Assigns lessons and listens to oral presentations, at the direction and under supervision of the teacher.
- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
- Assists teacher in coordinating and supervising class field trips.
- Assists students with test preparation.
- Encourages level of learning.

##### Record Keeping

- At the direction of the classroom teacher.

##### Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.



- Maintains order in classroom, playground, hallway and lunchroom.
- Assists teacher in maintaining classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Counsels students when emotional or academic problems arise.
- Communicates with teachers regarding students at risk.

#### Other

- Assists teacher in coordinating the work of volunteers in classroom.
- Assist teacher with translations.
- Provide support in a library or media center
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Assessment Coordinator at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance and 401k retirement plan.

#### Purpose:

The Assessment Coordinator is responsible for coordinating, planning and organizing all aspects of the Academy's assessment program including common assessments, state and national standardized testing; performing initial analyses and interpretation of test results; and serving as liaison to testing agencies, administration and faculty.

#### Education & Job Requirements:

- Master's Degree in related education field or curriculum and development
- Minimum of three years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required

#### Tasks:

- Provide leadership and assistance to the GEE Assessment Director and building administration to develop and implement District assessment goals, determine effectiveness of assessments and identify areas for improvement to ensure compliance with goals and objectives.
- Work collaboratively with principal and teachers to develop and evaluate common assessments to ensure their quality and effectiveness in driving instruction to meet the needs of all learners and identify areas for improvement.
- Analyze and interpret assessment results in order to assist principal and teachers to develop, plan and implement instructional strategies.
- Utilize assessment data to identify achievement gaps for sub-groups of students and assist principal and teachers in improved learning opportunities for these students.
- Coordinate scheduling and administration of all required state and national standardized testing; ensure proper handling, distribution and security of testing materials and recording of test scores.
- Design and implement procedures for administering tests and develop written resource materials.
- Work with teachers and principal to utilize systems to manage and analyze data by student, grade level, school and District.
- Serve as Academy resource person to administrators and teachers on all aspects of assessment.
- Develop charts and graphs to explain data and make comparisons in a meaningful way; present reports to Board of Education, principal and other groups as required.
- Attend meetings, workshops or conferences, study professional literature to maintain current knowledge of the latest trends and research on the appropriate and most effective use of assessment in the Academy's instructional program and on rules and procedures required to ensure the integrity of testing.
- Other duties as assigned.



GLOBAL  
EDUCATIONAL  
EXCELLENCE

**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Student Services/Advisor Coordinator at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance and 401k retirement plan.

#### Purpose:

The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation.

#### Education & Job Requirements:

- Master's Degree in educational administration, curriculum and development or related field.
- Minimum of three years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required
- All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

#### Tasks:

- Assist with supervision and evaluation of teachers and staff
- Oversee student test administration and coordination of all logistics including organization of assessment materials and scheduling
- Maintain all site-based data in electronic databases; monitor recordkeeping procedures and data files for accuracy
- Share responsibility for the overall safety and well-being of the students
- Assist with discipline enforcement
- Maintain accurate records and prepare written reports
- Handle classroom and school site discipline
- Provide interventions for student discipline issues
- Monitor student attendance and process information for the purpose of ensuring student compliance
- Meet and communicate with parents
- Escort students to the office when assistance is requested by school staff
- Reports all incidents that occur in the assigned school
- Assist school staff in enforcing school-wide management procedures (CHAMPS)
- Monitor arrival and dismissal times
- Monitor student activity in the hallway and cafeteria
- Draw up agreed upon action plans with learners, outlining the aims of student mentoring and monitoring their progress
- Setting up clubs and after school clubs as well as running extracurricular activities



**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** School Social Worker at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance and 401k retirement plan.

#### Purpose:

The primary focus of the school social worker is to assist students whose emotional/social problems interfere with their ability to obtain maximum benefit from the educational program. The social worker may also act as a liaison between parents/guardians, school, and public or private agencies responsible for student care and services in order to assist parents in taking advantage of services available in the school and community.

#### Education & Job Requirements:

- Master's Degree in School Social Work
- Minimum of 1-2 years of experience as a school social worker.
- Must qualify to obtain a temporary or full approval as a school social worker.
- Approval issued through the Office of Special Education.
- Satisfactory criminal background check required

#### Tasks:

- Conducts social work evaluations with students suspected of having emotional/behavioral problems which may qualify them for special education services.
- Participates in the Multi-Disciplinary Team meeting to review the results of a social work evaluation and makes a recommendation relative to eligibility in the special education category of emotional impairment.
- Participates in the Individual Educational Planning Team (IEPT) meeting to identify the amount of social work support a student may require and develops annual goals/short-term instructional objectives related to the social/emotional needs of an eligible student.
- Provides social work services as described in the IEP related to specific goals and objectives and provides written evaluations on student progress.
- Conducts functional behavior assessments and writes behavior intervention plans in cooperation with IEPT members.
- Provides training for staff and assists staff in carrying out behavior intervention plans.
- Maintains appropriate confidential records for each student served.
- Develops and plans activities with general education and collaborative teachers to facilitate inclusion of special education students with behavior problems in the general education classroom.
- Mentors social workers eligible for temporary approval as a school social worker during their first year of employment.
- Duties related to providing general social work services on a school-wide basis:
  - Provides pre-referral consultation to teachers and school leaders regarding students with behavior/adjustment issues and joins the child study team when students with behavior problems are referred for interventions.



## GLOBAL EDUCATIONAL EXCELLENCE

- o Provides consultation to parents/guardians regarding family and community adjustment and utilization of community resources.
- o Assists teachers and provides training related to classroom management skills.
- o Serves as a liaison between the school and community service agencies.
- o Makes home visits for family consultation and evaluation.
- o Assists school teams in developing and carrying out crisis response plans.
- o Assists staff and parents in adjusting to crises/trauma.
- o Assists the school team in developing and implementing school-wide behavior intervention strategies.
- o Provides social skills training as part of school-wide behavior intervention strategies

### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** School Psychologist at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance and 401k retirement plan.

#### Purpose:

The school psychologist will be an integral part of the Special Education team. The psychologist will facilitate learning and help promote cognitive, personal, and social development and well-being of all students on the caseload. The position will consist of working with students and consultation to parents, the psychologist will work collaboratively towards program development, and must be able to communicate effectively with students, parents, administrators, and colleagues.

#### Education & Job Requirements:

- Master's Degree or Doctorate in Educational/School Psychology
- Entry level and new graduates are welcome to apply
- Must have Valid State License, Certification, Credentials
- Satisfactory criminal background check required

#### Tasks:

- Participates in the Multi-Disciplinary Team meeting to review the results of a social work evaluation and makes a recommendation relative to eligibility.
- Participates in the Individual Educational Planning Team (IEPT) meetings.
- Provide school psychological services to any pupil.
- Collaborate with staff in planning educational intervention, curriculum, behavioral management, and teaching strategies.
- Consult, counsel, and collaborate with pupils, parents, school personnel, and appropriate outside personnel regarding mental health, behavioral, and educational concerns utilizing psychological principles.
- Provide psychological evaluation for pupils referred as candidates for special education programs and provide reports to the appropriate educational authority.
- Perform systematic direct observations of pupils.
- Administer tests which may include intelligence, achievement, personality, adaptive behavior, and perceptual-motor tests.
- Interpret the psychological and other diagnostic data for professionals, parents, pupils, and appropriate others.
- Collaborate in program planning and evaluation services for decision-making purposes.
- Other duties

#### Physical Requirements:



GLOBAL  
EDUCATIONAL  
EXCELLENCE

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** GSRP Lead Teacher at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Preschool Director

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** Health, Dental, Vision, Supplemental insurance options and 401k retirement plan.

#### Purpose:

The Great Start Readiness Program (GSRP) Teacher is responsible for all aspects of planning, assessing, and instructing 4-year olds, based on the needs of each child, and the requirements of the GSRP grant. The teacher is also responsible for maintaining program quality and documentation as outlined in the GSRP implementation Manual, Preschool Program Quality Assessment (PQA), and State/DHHS licensing guidelines.

#### Education & Job Requirements:

- Valid Michigan teaching certificate with early childhood (ZA or ZS) endorsement or Bachelor's degree in early childhood.
- Satisfactory criminal background check required
- Certification in CPR and first Aid.

#### Tasks:

#### Preferred Qualifications:

- Teaching experience with early childhood/ preschool children, particularly with at-risk children.
  - Training and experience with research-based preschool curricula with knowledge of early childhood standards of Quality for Pre-K (ECSQ-PK).
  - Certification in CPR and First Aid
  - Knowledge of current research on early childhood literacy
  - Knowledge of the Preschool Program Quality Assessment (PQA) and its relationship to quality experiences for young children.
  - Skill in providing effective learning experiences that foster academic growth in a developmentally appropriate manner.
  - Work well with diverse families and engage parents as full partners in their child's learning
  - Ability to act as a resource person for families
  - Strong communication and interpersonal skills to effectively interact with students, parents, and teachers
- Monitor the development of each child's skill using the COR assessment tool.

#### Responsibilities:

- Implement developmentally-appropriate instruction for children using research-based curriculum
- Follow the daily schedule as outlines in the curriculum and GSRP guidelines
- Conduct screening and ongoing assessment of children and provide age-appropriate instructional support
- Meet with Early childhood specialist as needed to ensure quality programming and maintain a high-level PQA rating

- Attend staff meetings, workshops, and other scheduled program activities as requested
- Consider the associate teacher an essential member of the teaching team
- Collaborate with the associate teacher in planning, team meetings, troubleshooting, and decision making
- Empower the associate teacher to monitor behavior and support the educational process in the classroom
- Participate in home visits with associate teacher to partner with parents to meet the educational needs of their children
- Organize and maintain records for grant and licensing purposes
- Create and update anecdotal records for grant and licensing purposes
- Complete required progress reports and other paperwork
- Participate in district recruitment efforts, including open houses and round ups, and assist in student selection
- Maintain inventory of classroom equipment, materials, and supplies
- Schedule parent/family activities
- Develop newsletters and informational materials for families
- Able to work Flexible hours as needed for family involvement activities, including homes visits, recruitment events, open house
- Perform other duties as assigned

**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** GSRP Associate Teacher at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Part Time / **Reports To:** Preschool Director

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** Supplemental insurance and 401k retirement plan.

#### Purpose:

The GSRP Associate Teacher is responsible for working as a team member in providing a quality educational program for preschool children in planning, assessing, instructing students, maintaining required records, following grant compliance and licensing guidelines under the supervision of the lead teacher.

#### Education & Job Requirements:

- Associate's degree in early childhood education or child development or the equivalent; or a valid classroom CDA credential required.
- Satisfactory criminal background check required
- Certification in CPR and first Aid.

#### Tasks:

#### Preferred Qualifications:

- Experience in working with preschool children, particularly with at-risk children.
- Familiarity with research-based preschool curricula and preschool program quality assessment (PQA)
- Ability to be self-directed and take initiative when given a variety of task and responsibilities.
- Strong communication and interpersonal skills to effectively interact with students, parents, and teachers.
- Ability to work well with diverse families
- Ability to act as a resource person for families
- Outgoing, caring personality.

#### Responsibilities:

- Work as a team member in providing a quality educational preschool program
- Assist in planning, implementing, and monitoring curriculum and assessment
- Assist in establishing parent involvement activities
- Assist in home visits
- Assist in all daily operations of the program
- Work with individual and small groups of students
- Support children's emotional and social development, encouraging understanding of others and positive self-concepts
- Assist children with personal health care needs
- Work collaboratively and communicate with the classroom teachers to implement lessons plans, activities, and classroom tasks
- Assist lead teacher with monitoring behavior and supporting the educational process in the classroom





- Observe students' performance and record relevant data to assess progress
- Collect and document data regarding the student(s)
- Maintain accurate and complete student records
- Supervise students in classrooms, halls, cafeterias, and/or playground
- Participate in training and on-going professional development
- Monitor the development of each child's skill using COR assessment tool
- Inputting COR notes
- Able to work Flexible hours as needed for family involvement activities, including homes visits, recruitment events, open house
- Perform other duties as assigned

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Family and Community Engagement Coordinator at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Exempt / **Employment Type:** Full Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** health, dental, vision, supplemental insurance and 401k retirement plan.

#### Purpose:

Coordinates, organizes and heads efforts to represent the Academy and GEE favorably in the community. Plans programs that promote good will and fosters relationships with community leaders for establishing and maintaining partnerships. Supports families of current and prospective students at the assigned Academy through programs and involvement opportunities. Potentially supervises the charitable contributions, including coordinating the approval process, screening requests for financial support, and directing the disbursement of funds. Relies on extensive experience and judgment to plan and accomplish goals. Performs a variety of tasks. May lead and direct the work of others. A wide degree of creativity and latitude is expected.

#### Education & Job Requirements:

- Bachelors' Degree in related field.
- Minimum of 2-3 years of experience in outreach, public relations, fundraising and program management.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.
- Satisfactory criminal background check required

#### Tasks:

- Works in partnership with community organizations, corporate partners, GEE and academy staff to develop and implement programs that promote GEE, its academies and programs.
- Develops and promotes community relations opportunities that support the Academy, families and students.
- Represents the assigned academy at community meetings.
- Works with departments, GEE academies, community partners and family school organizations to develop community relations plans and promote new and ongoing initiatives.
- Works with community organizations, corporations, GEE, GEE Academies and community coalitions to develop programs, events and new initiatives that promote marketing and community relations objectives.
- Other duties as assigned

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*





#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Administrative Assistant / Office Support Staff at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** supplemental insurance options and 401k retirement plan.

**Purpose:** The primary focus of the administrative assistant or office support staff is to perform secretarial and administrative functions for the Academy staff and community consistent with the goals and principles of the Academy.

#### Education & Job Requirements:

- High School Diploma or GED, Associates Degree preferred.
- At least two years of experience as an administrative assistant, preferably in a school setting.
- Satisfactory criminal background check required

#### Tasks:

##### State and Federal Requirements:

- Maintains Next K12 attendance and grades.
- Maintain the MSDS.
- Updates and monitors the CA-60s

##### Clerical:

- Primarily responsible for administrative office procedures and operations such as typing, bookkeeping, preparation of payroll, flow of correspondence, phone answering, filing, copying, requisition of supplies and other clerical services.
- Evaluates office procedures, revises procedures or devises material to improve efficiency of work flow; submits suggestions for improvements to Principal.
- Performs such duties as may be necessary to insure the safe and efficient operation of the Academy.

##### Miscellaneous:

- Implements school communications with parents through mailings, newsletters, etc.
- Contacts parents by 9:00am if their student is unexcused absent for that school day.
- Performs such other duties as may be assigned by the Principal or the Academy Board.
- Performs other duties as may be assigned.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.



GLOBAL  
EDUCATIONAL  
EXCELLENCE

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Kitchen Aide at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** supplemental insurance options and 401k retirement plan.

**Purpose:** Performs responsibilities for preparing and serving food to pupils and the maintenance of the school kitchen and cafeteria.

#### Education & Job Requirements:

- High school diploma or GED preferred.
- ServSafe Certification required.
- Compliance with all applicable laws related to food service and preparation in a school setting
- Satisfactory criminal background check required.

#### Tasks:

##### Cafeteria Food Service

- Prepares and serves meals available to students in the cafeteria (both breakfast and lunch).
- Cleans kitchen and dining facilities within the cafeteria.
- Assists in maintenance of necessary records and forms relating to governmental programs.

##### Cafeteria Maintenance

- Maintains kitchen facilities and cafeteria, including minor maintenance and repairs. Notifies administration concerning need for other repairs or additions to kitchen and cafeteria.
- Informs administration regarding misuse or destruction of cafeteria property.
- Performs other duties as may be required.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to heavy lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Custodian at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** supplemental insurance options and 401k retirement plan.

**Purpose:** Maintains building, performing maintenance, minor repairs, and other related maintenance activities.

#### Education & Job Requirements:

- High School Diploma or GED
- Satisfactory criminal background check required.

#### Tasks:

- Informs administration regarding misuse or destruction of property.
- Notifies administration concerning need for repairs or additions to lighting, heating and ventilating equipment or other areas of the building or grounds.
- Attends meetings, in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, gym, restrooms, cafeteria, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Informs students and other site personnel for the purpose of providing information and direction regarding activities, safety issues and/or proper maintenance of facilities and equipment. Monitors activities in and around work areas (e.g. halls, multipurpose rooms, lunch room, restrooms, grounds, etc.) for the purpose of preventing injuries and ensuring site safety.
- Performs minor, job related, maintenance on custodial equipment, classroom furniture and fixtures (e.g. change vacuum cleaner belts, bags, etc.) for the purpose of ensuring proper functioning and usability of items.
- Performs summer maintenance (e.g. strip/wax floors, moves furniture, painting, etc.) for the purpose of completing and/or facilitating summer construction.
- Prepares site for daily operations (e.g. opening gates, raising flags, sweeping walkway, etc.) for the purpose of ensuring facilities are operational and hazard free.
- Replenishes classroom and rest room supplies (e.g. paper towels, soap, etc.) for the purpose of ensuring adequate quantities for daily use.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Secures facilities and grounds (e.g. doors, gates, alarms, lights, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Supports District maintenance staff (e.g. grounds, trades, general maintenance, etc.) for the purpose of completing site custodial activities.



GLOBAL  
EDUCATIONAL  
EXCELLENCE

- Other duties as assigned

**Physical Requirements:**

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*





#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Bus Driver at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** supplemental insurance options and 401k retirement plan.

**Purpose:** Performs responsibilities for picking up and dropping off pupils in a safe and responsible manner and in accordance with all applicable laws.

#### Education & Job Requirements:

- High school diploma or GED preferred.
- Must have a commercial driver's license and any other permit required for the operation of a school bus.
- Minimum of two years of experience or training.
- Compliance with all requirements set forth by the MDE.
- Compliance with all applicable laws related to school bus drivers.
- Satisfactory criminal background check required.

#### Tasks:

##### Transportation

- Picks up students at the beginning of the day and drops off students at the end of the day.
- Transports classes to field trips and other school outings.

##### Vehicle Maintenance

- Maintains school vehicles, performing routine maintenance. Responsible for fluids within vehicle.
- Informs administration regarding need for repairs or service.

##### Miscellaneous

- Transports school supplies and audio-visual equipment as needed.
- Performs other duties as may be required.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*



GLOBAL  
EDUCATIONAL  
EXCELLENCE



#### Employer Information

Global Educational Excellence

2455 S. Industrial Hwy.

Ann Arbor, MI 48104

[www.careers.gee-edu.com](http://www.careers.gee-edu.com)

P: 734.369.9500 / F: 734.369.9499 / Email: [hr@gee-edu.com](mailto:hr@gee-edu.com)

**About Us:** GEE Academies are welcoming environments that are focused on student achievement and building community. Our faculty receive excellent support through our mentor program and weekly professional development sessions.

**Position:** Hallway Monitor at (Insert Academy) / **Location:** (City, State)

**FLSA Status:** Non-Exempt / **Employment Type:** Part-Time / **Reports To:** Academy Principal

**Minimum Experience:** Entry Level / **Salary:**

**Benefits:** supplemental insurance options and 401k retirement plan.

**Purpose:** Under the direction of the building administrators, the Hallway Monitor will be responsible to monitor students in the halls and grounds of the school.

#### Education & Job Requirements:

- High school diploma or GED preferred.
- Must possess excellent written and verbal communication skills and proven organizational skills.
- Demonstrated successful communication skills with students, staff, parent and community.
- Proficient use of computers including knowledge and use of Microsoft Office products especially Excel.
- Satisfactory criminal background check required.

#### Tasks:

- Assist administration in monitoring student behavior(s) and inappropriate conduct.
- Assist in the safety and security of the school by monitoring students and ensuring doors remain locked and secure.
- Ability to monitor students and positively impact their choices while making corrections to behavior and hallway/building student discipline issues.
- Work independently and cooperatively with administrators and teachers.
- Provides individual assistance with work assignments.
- Ability to plan and organize; good work habits.
- Perform other duties as assigned by administration.

#### Physical Requirements:

Employee must be capable of performing physical demands of the job, including but not limited to lifting, bending, stooping, squatting, and standing for long periods of time. Work environment has a raised noise level.

*This document is intended to describe the general nature and level of the work performed by those assigned to this position. This is not an exhaustive list of all duties and responsibilities. Administration reserves the right to amend or change responsibilities to meet business and organizational needs as necessary.*

## SERVICE AGREEMENT

This Service Agreement (the “Agreement”) is made and entered into effective as of July 1, 2023, by and between Global Educational Excellence, L.L.C. (the “Contractor”), a Michigan limited liability company, and Global Tech Academy, through its Board of Directors (the “Board”), a Michigan public school academy and non-profit corporation (the “Academy”).

### RECITALS

**A.** The Academy is a charter school, organized as a public school academy under the Revised School Code (the “Code”). The Academy is operating as a public school academy pursuant to a Contract to Charter a Public School Academy dated July 1, 2023 issued by the Eastern Michigan University Board of Regents to the Academy which expires on June 30, 2028, together with all schedules attached thereto, and as the same may be modified from time to time, shall be known herein as the “Contract” with the Board of Regents of Eastern Michigan University as the authorizing body (“EMU,” or the “Authorizer”). This Agreement is not to exceed the length of the charter contract.

**B.** The Contractor specializes in providing public schools with a variety of management and educational services and products, including business services, assessment, curriculums, educational programs, teacher training, and assistive technology. Contractor's products and services are designed to serve the needs of the Academy's diverse student population with effective strategies to meet the needs of all members of its community.

**C.** Whereby the Academy and Contractor will work together to bring educational excellence and innovation to the operation of the Academy, based on Contractor's school design, institutional principles and management methodologies.

**D.** In order to facilitate the continuation of the school activities throughout the term of this Agreement and to implement an innovative educational program at the Academy, the parties, desire to establish this arrangement for the management and operation of certain of the Academy's educational and administrative activities or functions.

Therefore, it is mutually agreed as follows:

### ARTICLE I **TERM**

**A. Term.** Subject to the provisions of Paragraph B of this Article I and Paragraph D of Article VIII, this Agreement shall run concurrent with the terms on the Academy Contract. If the Academy's Contract issued by the Authorizer is suspended, revoked or terminated, or a new charter contract is not issued to the Academy

## Global Tech Academy

after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of, or penalties to, the parties.

- B. Review by EMU.** The parties acknowledge that this Agreement is subject to the review of EMU and shall be subject to termination pursuant to Article VIII, Paragraph D in the event that EMU does not provide its non-disapproval this Agreement.

### **ARTICLE II** **CONTRACTUAL RELATIONSHIP**

- A. Authority.** The Academy represents that it is authorized by law and the Contract to contract with a private entity and for that entity to provide educational and management services to the Academy. The Board is authorized by EMU to supervise and control the Academy, and is vested with all powers within applicable law for carrying out the educational program contemplated in this Agreement.
- B. Contract.** Acting under and in the exercise of such authority, the Board hereby contracts with Contractor to the extent permitted by law, to provide all functions relating to the provision of educational services and the management and operation of the Academy in accordance with the terms of this Agreement and the Contract.
- C. Status of the Parties.** Contractor is a for-profit entity, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of Contractor. The relationship between Contractor and the Academy is based solely on the terms of this Agreement, and the terms of any other agreements between Contractor and the Academy.
- D. Designation of Agents.** Notwithstanding the foregoing, the Academy designates employees of Contractor as agents of the Academy for the following limited purposes:
- The Academy agrees to define "school official" in the Academy's annual notification of rights under 20 U.S.C. § 1232g, 34 C.F.R. § 99, the Family Educational Rights and Privacy Act ("FERPA") to include a contractor who performs an institutional service or function for which the Academy would otherwise use its own employees, who is under the direct control of the Academy with respect to the use and maintenance of personally-identifiable information from education records, and who is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and disclosure of personally identifiable information from education records. The Board designates Contractor and certain of its employees and subcontractors as school

## Global Tech Academy

officials of the Academy having a legitimate educational interest such that they are entitled to access to educational records under FERPA. Contractor and its employees and subcontractors agree to comply with FERPA and corresponding regulations applicable to school officials.

- During the term of this Agreement, the Academy may disclose confidential data and information to the Contractor, and its respective officers, directors, employees and designated agents to the extent permitted by applicable law, including without limitation, the Individuals with Disabilities Education Act ("IDEA"), 20 USC §1401 et seq., 34 CFR 300.610 -300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 et seq.; the Americans with Disabilities Act, 42 USC §12101 et seq.; the Health Insurance Portability and Accountability Act ("HIPAA"), 42 USC 1320d - 13200d-8; 45 CFR 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84.
- Except as permitted under the Code, Contractor shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of an Academy student's education records. If Contractor receives information that is part of an Academy student's education records, Contractor shall not sell or otherwise provide the information to any other person except as permitted under the Code. For purposes of this section, the terms "education records" and "personally identifiable information" shall have the same meaning as those terms in section 1136 of the Code, MCL 380.1136.

### **ARTICLE III**

#### **FUNCTIONS TO BE PERFORMED BY CONTRACTOR**

- A. **Responsibility.** Contractor shall be responsible, and accountable to the Board, for the administration, operation and performance of the Academy, in accordance with appropriate sections of the Code and the Contract. Contractor shall use its best efforts to perform the obligations and responsibilities of the Academy under the Code and the Contract on behalf of the Academy or to assist the Academy in performing those obligations and responsibilities. No provision of this Agreement shall be deemed to interfere with the Board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the Academy, or prohibit

## Global Tech Academy

the Board from acting as an independent, self-governing public body, *or* allow public decisions to be made other than in compliance with the Open Meetings Act.

- B. Educational Program.** The educational program and the program of instruction shall be implemented by the Contractor as set forth in the Contract. The education program and program of instruction may be adapted and modified from time to time in accordance with the specifications of the Contract and with prior Board approval. Notwithstanding the foregoing, the Board shall have the right to approve material changes to the educational program and programs of instruction necessitated by the failure of the Academy to meet the goals identified in the Contract or otherwise abide by the terms of the Contract. The parties acknowledge that changes to the educational program may require an amendment to the Contract, and EMU non-disapproval, prior to implementation.
- C. Strategic Planning.** Under direction of the Academy Board, the Contractor shall design strategic plans for the continuing educational benefit and financial stability of the Academy.
- D. Public Relations.** Under direction of the Academy Board, the Contractor shall design an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community, for implementation by the Academy as Board.
- E. Specific Functions.** Under direction of the Academy Board, the Contractor shall be responsible for the management, operation, administration, and provision of educational and custodial activities at the Academy. Such functions may include, but are not limited to:
1. implementation and administration of the Educational Program, including the recommendation and acquisition of instructional materials, equipment and supplies (subject to the right of the Board to approve text books), and the administration of any and all extra and co-curricular activities and programs as approved by the Academy Board;
  2. management of all personnel functions, including professional development for the Principal, all instructional personnel and other staff, and the personnel functions outlined in Article VI;
  3. maintenance and operation of the school building and installation of technology for educational or operational purposes;

## Global Tech Academy

4. all aspects of the business administration of the Academy;
5. all business, educational, and community partnering programs;
6. all fund raising and grant development programs and strategies;
7. any other function necessary or expedient for the administration of the Academy, or as may be required under the Code, the Contract, or by EMU.

Contractor and the Board acknowledge that the school building is currently leased from Mid-West Creative Properties, one or more of whose principals has or may have an interest in Contractor, and that the Academy will be responsible for compliance with the tenant's obligations thereunder, the expense of which shall be borne by the Board. Contractor shall identify to the Board those tenant obligations it performs on behalf of the Academy. The parties acknowledge that nothing contained herein shall affect the respective obligations of the landlord and tenant under the lease of the school building.

- F. **Subcontracts.** Contractor may, with prior Academy Board approval, subcontract services (major renovations, speech pathologist services, psychological services, physical therapy and social work) it agrees to provide to the Academy in connection with this Agreement, including, without limitation, special education services, food services or transportation. Notwithstanding the above, Contractor agrees not to subcontract the management, oversight, or operation of the teaching and instructional program, without the prior written approval of the Board.
- G. **Place of Performance.** Contractor reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off-site, unless prohibited by state or local law.
- H. **Materials Purchased.** All equipment, materials and supplies purchased by Contractor on behalf or as the agent of the Academy shall be and remain property of the Academy. If Contractor purchases equipment, material and supplies for the Academy, it shall comply with the Code (including, but not limited to, sections 1267 and 1274) as if the Academy were making all such purchases directly from a third party supplier. In no event shall Contractor charge an additional fee or charge to the cost of equipment, materials and supplies purchased from third parties.
- I. **Student Recruitment.** Contractor and the Board shall be jointly responsible for the recruitment of students, subject to the Board's direction on general recruitment and admission policies and the Contract. Application by or for students shall be voluntary, and shall be in writing. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.
- J. **Due Process Hearings.** Contractor shall provide student due process hearings in



## Global Tech Academy

conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to record, consistent with the Academy's own obligations and policy.

- K. Legal Requirements.** Contractor shall provide educational programs that meet federal, state, and local laws and regulations, and the requirements imposed under the Code and the Contract, unless such requirements are or have been waived.
- L. Rules and Procedures.** Contractor shall recommend reasonable rules, regulations, and procedures applicable to the Academy and is authorized and directed to enforce those rules, regulations and procedures adopted by the Academy Board.
- M. School Year and School Day.** Contractor shall establish a school year and school day calendar based on the Contract subject to the requirements under law and as determined annually by the Board.
- N. Additional Grades and Student Population.** Contractor shall make recommendations to the Board concerning limiting, increasing, or decreasing the number of grades offered and the number of students served per grade or in total, within the limits provided for by the Contract. In the event the Board seeks to expand the Academy to a new grade level, the Board shall involve Contractor in such efforts as early as possible. Upon receipt of such notice from the Board, Contractor will notify EMU as soon as possible in order seek an amendment to the Contract to suchend.
- O. Material Breach of Agreement.** Failure of Contractor to reasonably perform these functions, unless prevented from doing so by the Academy, its Board or circumstances beyond Contractor's control, shall be considered a material breach of this Agreement.
- P. Proprietary Information.** The Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by Contractor at the direction of the Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. Contractor owns all proprietary rights over curriculum or educational materials previously developed or copyrighted by Contractor, or curriculum or educational materials that are developed by Contractor using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials. Contractor's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.

## Global Tech Academy

- Q. Compliance with the Academy's Contract.** Contractor agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by EMU. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement. The Contractor shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations Section 12. I 7(a) of the Contract Terms and Conditions
- R. Compliance with Section 503c.** On an annual basis, Contractor agrees to provide the Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.
- S. Information to be Provided by ESP.** Contractor shall make information concerning the operation and management of the Academy, including without limitations the information described in Schedule 4 of the Academy's Contract with its Authorizer, and any other information as requested by the Board, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the law.
- T. Data Security Breach.** In the event, the Academy experiences a data security breach of personally identifiable information from the Academy's education records not suitable for public release, Contractor shall assist the Academy, in accordance with MCL 445.72 to take appropriate action to assess the risk and notify affected individuals whose personal information may have been compromised.

### **ARTICLE IV** **OBLIGATIONS OF THE BOARD**

- A. Oversight.** The Board shall have the obligation and authority to oversee the performance of the duties of the Contractor under this Agreement.
- B. Policies.** The Board shall be responsible for adopting budgets and policies for the Academy to be implemented by the Contractor in accordance with this Agreement. The Board shall exercise good faith in considering the recommendations of Contractor, including but not limited to, Contractor's recommendations concerning policies, rules, Regulations, procedures, curriculum, budgets, fund raising, public relations, and school entrepreneurial affairs. The Academy's failure to adopt

## Global Tech Academy

Contractor's objectively reasonable recommendations concerning functions to be performed by Contractor shall be considered a material breach of this Agreement. If the Board determines in good faith that a recommendation of Contractor is contrary to the Code, the Contract, or policies adopted by the Board not otherwise contrary to this Agreement, its failure or refusal to adopt a recommendation of Contractor shall not be deemed to be a material default of this Agreement.

- C. **Immunity.** The Board, in its sole discretion, shall determine whether to assert, or not assert, waive, or not waive, its governmental immunity.
- D. **Deposits.** The Board shall determine the depository institution of all funds received by the Academy. All funds received by the Academy shall be deposited in the Academy's depository account. Signatories on the depository account shall solely be Board members and/or properly designated Academy employees. All interest or investment earnings on Academy deposits shall accrue to the Academy.
- E. **Auditor and Legal Counsel.** The Board shall retain independent legal counsel and an independent auditor.

### ARTICLE V **FINANCIAL ARRANGEMENTS**

- A. **Capitation Fee.** The Academy shall pay Contractor an annual capitation fee, in an amount not to exceed nine and one-half percent (9.5%) for five years of the moneys, grants, fees and credits received by the Academy from all sources in connection with the enrollment of students at the Academy, including, but not limited to, government funding, except to the extent prohibited by law or grant restrictions, or those amounts exempted by EMU) (the "Fee"). Said amounts may change during the term of this Agreement according to overall changes in student enrollment, or the state grants, moneys, or services provided by other governmental agencies, and the extent of other revenue sources. The Fee shall be paid to Contractor as and when state payments, or funds from other state agencies or other revenue sources, are received by the Academy. The Fee will not preclude the payment of additional compensation if additional compensation is permitted or specified elsewhere in this Agreement or in any other agreements between the parties ("Additional Compensation", and together with the Fee, the "Management Fee"). Notwithstanding anything to the contrary contained herein, the parties agree that state payments shall be made directly to the Academy, and that the Management Fee and other charges under this Agreement shall be paid to Contractor, upon availability of funds.
- B. **Other Revenue Sources.** In order to supplement and enhance the state school aid payments, improve the quality of education at the Academy, and fulfill the mission of the Academy, Contractor shall develop and pursue a program for obtaining and producing revenue supplemental to state aid and grants, shall seek Board approval prior to accepting grant revenues, and shall report to the Board on a consistent basis regarding the status of its efforts in this area.

- C. **Payment of Costs.** In addition to the Management Fee, the Academy shall reimburse Contractor for all costs reasonably incurred in providing the educational program at the Academy other than Contractor overhead costs. Such costs shall include, but shall not be limited to, curriculum materials, professional development, textbooks, library books, costs for computer and other equipment, software, supplies utilized at the Academy for educational purposes, services provided pursuant to subcontract, building payments, maintenance, utilities, capital improvements, costs for personnel provided at the Academy either by Contractor or through an entity with which Contractor subcontracts for staff, and marketing and development costs. Marketing, development, and personnel costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of the Contractor. The Board must be informed of and approve the level of compensation and fringe benefits provided to employees of Contractor assigned to the Academy. The Board shall reimburse Contractor monthly for approved fees and expenses upon properly presented documentation and approval by the Board. At its option, the Board may advance funds to Contractor for the fees and expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Board ratification within thirty (30) days. In paying costs on behalf of the Academy, Contractor shall not charge an added fee. Any costs reimbursed to Contractor that are determined by the independent audit not to be reasonably incurred on behalf of the educational program of the Academy shall be promptly returned to the Academy by Contractor. Contractor may, in order to gain various economies and efficiencies, elect to incur certain of such costs directly and, in such event, the Academy shall reimburse Contractor for budgeted items upon presentation of supporting documentation at a duly convened meeting of the Board. No corporate costs of the Contractor shall be charged to, or reimbursed by, the Academy.
- D. **Advancement of Funds.** Contractor may advance funds to the Academy relating to recruiting, selecting, and pre-service training of staff members; or cleaning, fixing, renovating and equipping of the Academy building and related capital facilities, all pending receipt by the Academy of its subsequent school aid payments. The Academy shall reimburse Contractor such funds upon receipt of such state school aid payments, to the extent that it is able to do so consistent with the Code and the Contract. The parties shall enter into a separate agreement regarding the terms and conditions of any advance and its repayment before funds are disbursed by Contractor to or for the benefit of the Academy.
- E. **Other Public School Academies.** The Academy acknowledges that Contractor may enter into similar management agreements with other public school academies. Contractor shall separately account for reimbursable expenses incurred on behalf of the Academy and other public school academies, and only charge the Academy for expenses incurred on behalf of the Academy. If Contractor incurs reimbursable expenses on behalf of the Academy and other public school academies which are incapable of precise allocation between such academies then Contractor shall

## Global Tech Academy

allocate such expenses among all such academies, including the Academy, on a pro rata basis based upon the number of students enrolled at such academies, or upon such other equitable basis as is acceptable to the parties.

**F. Financial Reporting.** Contractor shall provide the Boardwith:

1. a projected annual budget (in compliance with P.A. 493 of the 2000 Uniform Budget and Accounting Act) by May 1 of each year of the term of this Agreement.
2. on not less than a monthly basis, Contractor shall provide the Board with financial statements not more than forty-five (45) days in arrears. Financial statements shall include a balance sheet, cash flow statement and an object-level detailed statement of revenue, expenditures and changes in fund balance, detailing the status of the budget to actual revenues and a detailed schedule of expenditures at an object level for review and approval by the Board. A written report shall explain any variances from the approved budget, shall contain recommendations for necessary budget corrections and shall be prepared at least five (5) calendar days in advance of the Board meeting to be available for Board packets sent to Board members in preparation for Board meetings;
3. all its finance and other records related to the Academy available to the Academy's independent auditor upon reasonable notice. The Board shall be solely responsible for selecting and retaining the Academy's independent auditor;
4. an annual report showing the Academy is in compliance with state law and Regulations showing the manner in which funds are spent at the Academy;
5. reports on Academy operations and student performance, upon Board request, but not less frequently than four (4) times per year; and other information on a periodic basis to enable the board to monitor Contractor's educational performance and the efficiency of its operation of the Academy;
6. Contractor shall make information concerning the operation and management of the Academy, including but not limited to, information in the Contract, including all exhibits, schedules, and the like, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract.

**G. Expenditure Reserve.** Notwithstanding anything to the contrary contained herein, an amount not less than five percent (5%) of the projected state aid payments for the school year in question shall be set aside each year as a contingency reserve. The Board shall have exclusive control of such reserve.

## Global Tech Academy

- H. **Other Financial Relationships.** Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and Contractor shall be contained in a document separate from this Agreement. Contractor does not enter this Agreement with an interest in entering into promissory notes or other financing agreements and is not expected by the Academy to serve as guarantor for promissory notes or other financing agreements through other lenders.

### ARTICLE VI **PERSONNEL & TRAINING**

Subject to recommendation by Contractor and review by the Board:

- A. **Principal.** Contractor shall select, hire and supervise the Principal, establish employment terms consistent with the Board-approved budget, and hold the Principal accountable for the success of the Academy.
- B. **Teachers.** Contractor shall recommend the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy consistent with the Board-approved budget. Contractor shall provide the Academy with such teachers, qualified in the grade levels and subjects required, as are required by the Academy and establish employment terms. These teachers may, at the discretion of Contractor, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools operated by Contractor. Each teacher assigned to the Academy shall hold a valid teaching certificate issued by the state board of education under the Code to the extent required under the Code and be highly qualified, or meet Code provisions for non-certified teachers. Contractor will have the authority to select the teachers in the Academy and to hold them accountable. Contractor is the sole employer of all teachers and teachers shall not be employees of the Academy.
- C. **Support Staff.** Contractor shall recommend the number and functions of support staff required for the operation of the Academy consistent with the Board- approved budget and establish employment terms. Contractor shall provide the Academy with such support staff, qualified in the areas required, as are required by the Academy. Such support staff may, at the discretion of Contractor, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools operated by Contractor. Contractor is the sole employer of all support staff.
- D. **Employer of Personnel.** Unless otherwise agreed or required by law or the Contract, the Principal, staff, and personnel at the Academy will be employees or subcontractors of Contractor. Compensation of all Contractor employees assigned to the Academy shall be paid by the Contractor. The Academy shall reimburse Contractor for the compensation Contractor pays its employees or subcontractors of Contractor in the performance of services on behalf of the Academy. For purposes of this Agreement, compensation shall include salary, fringe benefits and training,

## Global Tech Academy

including without limitation retirement planning, and state and federal tax withholdings. Contractor will inform the Academy Board of the level of compensation and fringe benefits provided to the employees of the Contractor. Contractor, in consultation with the Principal, shall be responsible for selection, evaluation, discipline, and termination of all employees assigned to the Academy. Contractor shall also be responsible for conducting criminal background checks and unprofessional conduct checks on its employees as a public school academy under the Code.

During the term of this Agreement, Contractor shall not enter into any non-compete or other agreement with the Academy or any Contractor employee restricting or prohibiting the Academy from hiring such person, and any such agreement shall, for the purpose of this Agreement, be of no force or effect.

- E. Evaluations.** Contractor will comply with the requirements of applicable law, including but not limited to section 1249 of the Code, MCL 380.1249, regarding the evaluation of its employees based in part upon data on student growth and the establishment of employee compensation levels that include job performance and job accomplishments as a significant factor.
- F. Training.** Contractor shall provide training in its Board-approved curriculum, program, and technology, to all teaching personnel on a regular and continuous basis. Instructional personnel shall receive such training as required under the Code. Non-instructional personnel shall receive such training as Contractor determines reasonable and necessary under the circumstances.
- G. Background and Unprofessional Conduct Checks.** Contractor acknowledges and agrees that unless the Academy notifies it that it is not subject to the provisions of Michigan Public Act 84 of 2006, as amended (hereafter “PA 84 of 2006”), Contractor will have its agents, employees, representatives, or agents, employees or representatives of its subcontractor, who will be regularly and continuously performing services on the Academy's premises, fingerprinted and subjected to criminal history and background checks through the Michigan State Police and Federal Bureau of Investigation, as detailed in PA 84 of 2006, within the timelines required by law. Contractor further agrees to provide the Academy with a copy of all fingerprinting and criminal history background reports promptly upon receipt of same. Additionally, unless notified it is not subject to PA 84 of 2006, Contractor represents and warrants to the Academy that it will at all times during the term of this Agreement comply with the provisions of PA 84 of 2006, including, but not limited to, reporting to the Academy within 3 business days of when it, or any of its agents, employees, representatives, or subcontractors' employees who will be regularly and continuously employed on the Academy's premises, is/are charged with a crime listed in Section 1 535a(1) or 1 539b(1) of the Code, being MCL 380.1 535a(1) and 380.1 539b(1), a substantially similar law, or other crimes required to be reported under PA 84 of 2006, and to immediately report to the Academy if that person is subsequently convicted, pleads guilty or pleads no contest to that crime.

## **Global Tech Academy**

Contractor agrees to maintain and secure the confidentiality of all such criminal records.

- G. Employee Leasing.** If Contractor leases employees to the Academy, Contractor must ensure that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations. Legal confirmation must be provided to the Board that the employment structure qualifies as employee leasing.

### **ARTICLE VII** **ADDITIONAL PROGRAMS**

The services provided by Contractor to the Academy under this Agreement consist of the educational program during the school year and school day, and age and grade level, as set forth in the Contract, as such terms and conditions may change from time to time. Contractor may, in its discretion but subject to prior approval of the Board, provide additional programs, such as adult and community education, which are not a part of the Academy's program as of the effective date of this Agreement. In such cases, the Contractor and the Board shall enter into a separate agreement governing the provision of these programs.

### **ARTICLE VIII** **TERMINATION OF AGREEMENT**

- A. Termination by Contractor.** Contractor may terminate the Agreement with cause prior to the end of the term specified in Article I in the event the Academy fails to remedy a material breach of this Agreement within sixty (60) days after written notice from Contractor. A material breach may include, but is not limited to, failure to make payments to Contractor as required by this Agreement, or unreasonable failure to adhere to the personnel, curriculum, program, or similar material recommendations of Contractor. Upon such termination, Contractor shall have the option to reclaim any usable property or equipment (e g., copy machines, personal computers) installed by Contractor and not paid for by the Academy, or to reclaim the depreciated cost of such equipment.
- B. Termination by the Academy.** The Academy may terminate this Agreement with cause prior to the end of the term in the event that Contractor should fail to remedy a material breach of this Agreement within sixty (60) days after written notice from the Academy; provided, however, that in the event such breach cannot be cured



## Global Tech Academy

within such sixty (60) day period, Contractor may have an additional amount of time reasonably necessary to effect such cure, so long as Contractor commences such cure within the initial sixty day period and diligently pursues said cure thereafter. Material breach may include, but is not limited to, failure to account for its expenditures or to pay operating costs (providing funds are available to do so) or unreasonable failure to meet performance standards where such failure resulted from circumstances within its control. Any action or inaction by the Contractor that is not cured within sixty (60) days of notice thereof which causes the Charter Contract to be revoked, terminated, suspended or which causes the Charter Contract to be put in jeopardy of revocation, termination or suspension by Eastern Michigan University is a material breach.

- C. **Revocation or Termination of Contract.** If the Academy's Contract issued by EMU is revoked, terminated or a new charter contract is not issued to the Academy after expiration of the Academy's Contract, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked, terminated or expires without further action of, or penalties to, the parties.
- D. **Amendment Caused By Academy Site Closure or Reconstitution.** In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.4 of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the parties shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.
- E. **Minor Breaches.** A breach of this Agreement that would otherwise not be material may become material if the breaching party does not act in good faith to cure the breach after notice, or if multiple breaches occur in a time period or under such circumstances that lack of good faith is indicated.
- F. **Change in Law.** If any federal, state, or local law or regulation, or court decision, or any requirement properly imposed by EMU under the Code or the Contract has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within 90 days after the notice, the party requiring the renegotiation may terminate this Agreement on 120 days further written notice.
- G. **Effective Date of Termination.** In the event this Agreement is terminated by either party prior to the end of the term specified in Article I, absent unusual and compelling circumstances the termination will not become effective until the end of the school year following the notice of termination.

- H. Right to Reclaim.** Upon expiration of this Agreement at the completion of the contract term where there is no renewal, or when this Agreement is terminated, whether with or without cause, Contractor shall have the right to reclaim any usable property or equipment (e.g., copy machines, personal computers) it provided the Academy at Contractor's expense or the depreciated cost of such equipment.
- I. Effect of Termination.** Upon termination, Contractor, and any subcontractor shall, without charge (a) close the books on the then-current fiscal quarter; (b) organize and prepare the Academy's records for transition to the new management company; (c) organize and prepare student records for transition to the new management company; and (d) provide for the orderly transition of employee compensation and benefits to the new management company without disruption to staffing. All contracts entered into by Contractor with another subcontractor for services at the Academy shall provide assuch.
- J. Transition.** In the event of any termination prior to the end of the Term of this Agreement or expiration of this Agreement, or if this Agreement is terminated due to a Contract revocation, reconstitution, termination or non-renewal, Contractor shall, without additional charge: (i) close the financial records on the then-current school fiscal year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the appropriate local, state or federal authority; (ii) organize and prepare student records for transition to the new ESP, self-management or in the case of a school closure, transfer to a student's new school as designated by the student's parent / legal guardian or to a person or entity authorized to hold such records; (iii) provide for the orderly transition of employee compensation and benefits to the new ESP or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by the ESP to the Academy; (iv) organize and prepare the Academy's records, both electronic and hard-copy, for transition to the new ESP, self-management or dissolution; and (v) provide for the orderly transition to the new ESP, self-management or dissolution of all Academy-owned assets including, but not limited to, furniture, fixtures, equipment and real estate, for up to ninety (90) days. This includes any keys, log-in information and passwords related to any Academy asset.

### **ARTICLE IX** **INDEMNIFICATION**

- A. Indemnification of Contractor.** To the extent permitted by law, without waiving any privilege or immunity, the Academy shall indemnify and save and hold Contractor and all of its employees, officers, members, subcontractors, and agents harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of the negligence of the Academy or its Board, employees, subcontractors or agents, or any noncompliance by the Academy with

## Global Tech Academy

any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Contractor for all reasonable expenses and costs (including legal) associated with the defense of any such claim, demand, or suit. Notwithstanding the foregoing provisions of this Article IX, Paragraph A, the Academy shall not be required to waive its governmental immunity or to indemnify Contractor in circumstances where doing so would constitute a waiver of governmental immunity.

- B. Indemnification of Academy.** Contractor shall indemnify and save and hold the Academy and its Board and all of its employees, subcontractors and agents harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, the negligence of the Contractor or any of its agents, employees or subcontractors or any noncompliance by the Contractor with any agreements, covenants, warranties, or undertakings of the Contractor contained in or made pursuant to this Agreement. In addition, Contractor shall reimburse the Academy for all reasonable expenses and costs (including legal) associated with the defense of any such claim, demand, or suit.
- C. Indemnification of Eastern Michigan University.** The parties acknowledge and agree that Eastern Michigan University, its Board of Regents, and its members, officers, employees, agents or representatives (collectively “University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the Contractor hereby promises to indemnify, defend and hold harmless the University from and against all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board’s approval of the Academy’s application, the University Board’s consideration of or issuance of a Contract, the Contractor’s preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by the Contractor, or which arise out of the Contractor’s failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against the Contractor to enforce its rights as set forth in this section of the Agreement.
- D. Waiver of Subrogation.** Each party to this Agreement waives all rights and claims against each other for all losses covered by their respective insurance policies, and to the extent permitted by their respective policies, waives all rights of subrogation of their respective insurers. The parties agree that their respective insurance policies are now, or shall be, endorsed so that such waivers of subrogation shall not affect their respective rights to recover there under.

**ARTICLE X**  
**INSURANCE**

- A. **Academy Insurance.** The Academy shall maintain insurance in the amounts required by the Contract, with Contractor listed as an additional insured. Contractor shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. The Academy shall, upon request, present evidence to Contractor that it maintains the requisite insurance in compliance with the provisions of this Article.
- B. **Contractor Insurance.** Contractor shall maintain such policies of insurance as required by the Contract and the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C."). In the event that EMU or M.U.S.I.C. request any change in coverage by management companies, Contractor agrees to comply with any change in the type of or amount or coverage, as requested, within thirty (30) days after notice of the insurance coverage change. Contractor's insurance is separate from and in addition to the insurance the Board is required to obtain under the Contract. Contractor shall ensure that the Academy and EMU are named as additional insureds on each such policy. Such policies shall not be changed, revoked or modified absent thirty (30) days' notice to EMU. The Academy shall comply with the information and reporting requirements under the terms and conditions of each of the aforesaid policies of insurance. Contractor shall, upon request, present evidence to the Academy that it maintains the required insurance in compliance with the provisions of this Article.
- C. **Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance when and as required by law, covering their respective employees.

**ARTICLE XI**  
**WARRANTIES AND REPRESENTATIONS**

The Academy and Contractor each represent that it has the authority under law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The Academy and Contractor mutually warrant to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

**ARTICLE XII**  
**RECORDS AND OTHER PROPERTY OF THE ACADEMY**

## **Global Tech Academy**

Contractor acknowledges that all financial, educational and student records relating to the Academy are and shall remain property of the Academy, and that such may be subject to disclosure under Michigan's Freedom of Information Act. Contractor agrees to keep such records on location at the Academy and to permit, upon reasonable notice and at reasonable times, the Board or anyone appointed by the Board to inspect such records and obtain copies thereof. Throughout the term of this Agreement, Contractor shall be deemed a temporary custodian of these records, and shall be responsible for the safeguarding of said records, unless the Board provides otherwise. In the event of any termination of this Agreement, Contractor shall deliver said records to the Board or its agents within a reasonable time period. Contractor shall keep such records available to the public in accordance with the Code and other applicable law. Except as permitted under the Contract and applicable law, Contractor shall not restrict EMU's, the Academy's, or the public's access to the Academy's records.

The Contractor shall obligate each of its employees to sign an agreement pledging their obligation to keep confidential any and all records of the Academy, unless otherwise required by law. The Contractor shall further obligate each of its employees to acknowledge that all educational materials developed on behalf of the Academy during the term of this Agreement shall be the property of the Academy. Upon the reasonable request of the Board, the Contractor shall make available to the Board copies of all educational materials prepared by the Contractor or its employees in connection with the undertakings described herein.

### **ARTICLE XIII** **ALTERNATIVE DISPUTE RESOLUTION PROCEDURE**

Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in southeastern Michigan as mutually agreed by the parties. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction. The arbitrator shall be required to issue a cause opinion as to the final decision. EMU shall be notified of said decision and, upon EMU's request, the cause opinion shall be made available to EMU. The cost of arbitration, not including attorney fees, shall be split by the parties. Each party shall pay its own attorney fees and costs of experts.

### **ARTICLE XIV** **INTERPRETATION**

The parties are entering into this Agreement to enable the Academy to carry out its obligations under the Code and the Contract in an efficient and economical manner.

## Global Tech Academy

Accordingly, this Agreement shall in all respects be subject to, and construed in accordance with, the Code and the Contract. In the event of any conflict between the provisions of this Agreement and the requirements of the Code or the Contract, the Code or the Contract, as the case may be, shall govern and shall be deemed to be incorporated by reference into this Agreement. The parties also acknowledge that the Academy has qualified for exemption for federal income taxation under Section 501(c)(3) of the Internal Revenue Code. Subject to the foregoing provisions of this Article XIV, this Agreement shall be interpreted in a manner that is consistent with the Academy's status as an exempt organization. Nothing in this Agreement shall be interpreted as delegating the Board's ultimate authority and responsibility with respect to the operation and management of the Academy to the Contractor.

### **ARTICLE XV** **MISCELLANEOUS**

- A. Sole Agreement; Severability.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Contractor. The invalidity of any of the covenants, phrases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement.
- B. Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered, or otherwise made impracticable, or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either part's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- C. Notice.** All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to Contractor:  
Global Educational Excellence  
2455 S Industrial Hwy, Suite A  
Ann Arbor, Michigan 48104

With a copy to:  
Eby, Conner,  
Smillie &  
Bourque, PLLC  
320 Miller Suite

## Global Tech Academy

190, Ann Arbor,  
MI 48103

If to Academy:  
Global Tech Academy  
2459 S. Industrial Hwy.  
Ann Arbor, MI 48104  
Attention: Board President

With a copy to:  
George P. Butler, III  
Dickinson Wright PLLC  
500 Woodward Ave, Suite 4000  
Detroit, Michigan 48226

**D. Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

**E. Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services. This Agreement may not be amended except by a writing signed by both parties after submission to EMU in accordance with EMU's ESP Policies and the Contract's amendment process identified in the Contract's Terms and Conditions.

**F. Non-Waiver.** No failure of a party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privileges, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

**G. Assignment.** Subject to Section III, this Agreement shall not be assigned by either party without the prior written consent of the other party and without prior notification to EMU. Any assignable party shall be considered an educational service provider, as defined by EMU's ESP Policies. As such, any assignable party shall follow the requirements set forth in EMU's ESP Policies.

**Survival of Termination.** All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

**I. Governing Law.** This Agreement shall be governed by and enforced in accordance with the law of the State of Michigan.

**J. EMU Review.** This Agreement is subject to review and non-disapproval by EMU and shall not become effective until the Academy Board is notified in writing that EMU does not disapprove of this Agreement.

[signature page to follow]




**Global Tech Academy**

IN WITNESS WHEREOF, the parties have entered into this Service Agreement as of the date set forth above.

GLOBAL TECH ACADEMY

By:   
Paula Kauffman, President Board of Directors

GLOBAL EDUCATIONAL  
EXCELLENCE

By:   
Mohamad Issa, Director

Title	GTA New ESP -July 2023
File name	New GTA ESP Agreement (2023).docx
Document ID	22a34a86a12874c72bdb8e8ad69248a420be8973
Audit trail date format	MM / DD / YYYY
Status	● Signed

## Document History



**05 / 15 / 2023**  
21:08:20 UTC

Sent for signature to Paula Kauffman  
(paula.kauffman2@gmail.com) and Mohamad Issa  
(mohamad@gee-edu.com) from davillierh@gee-edu.com  
IP: 99.46.218.220



**05 / 16 / 2023**  
15:34:06 UTC

Viewed by Paula Kauffman (paula.kauffman2@gmail.com)  
IP: 68.61.233.105



**05 / 16 / 2023**  
15:34:51 UTC

Signed by Paula Kauffman (paula.kauffman2@gmail.com)  
IP: 68.61.233.105



**05 / 18 / 2023**  
13:23:36 UTC

Viewed by Mohamad Issa (mohamad@gee-edu.com)  
IP: 75.75.215.186



**05 / 18 / 2023**  
13:23:57 UTC

Signed by Mohamad Issa (mohamad@gee-edu.com)  
IP: 75.75.215.186



COMPLETED

**05 / 18 / 2023**  
13:23:57 UTC

The document has been completed.

**CONTRACT SCHEDULE 6**

**Physical Plant Description**

## PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the “Proposed Site”) of Global Tech Academy (“Academy”) is as follows:

Address: 1715 East Forest Ave., Ypsilanti Mi 48198

Description:

Proposed Physical Facility – Floor Plan

- See attached blue prints

### **Description of the Facility**

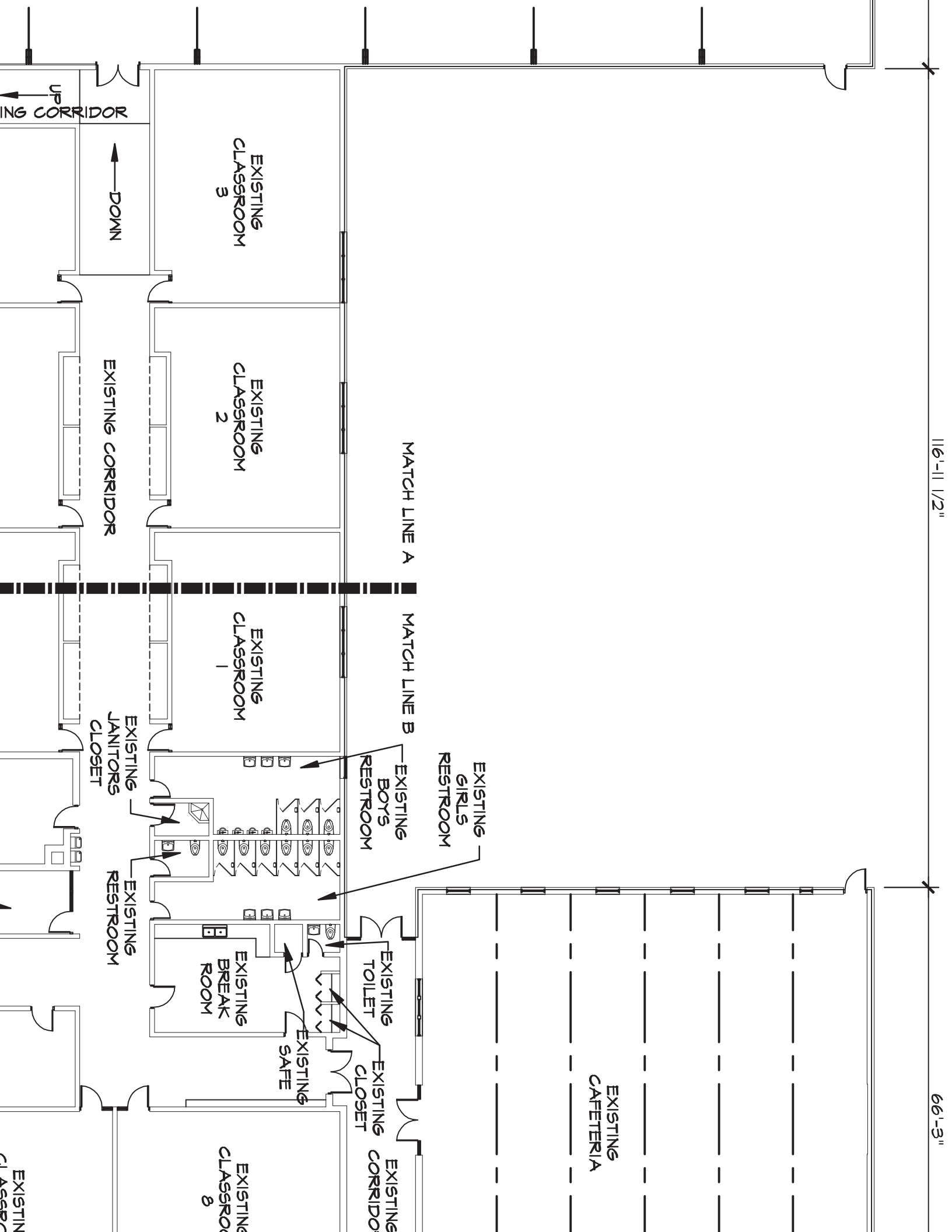
#### **Site Specifics**

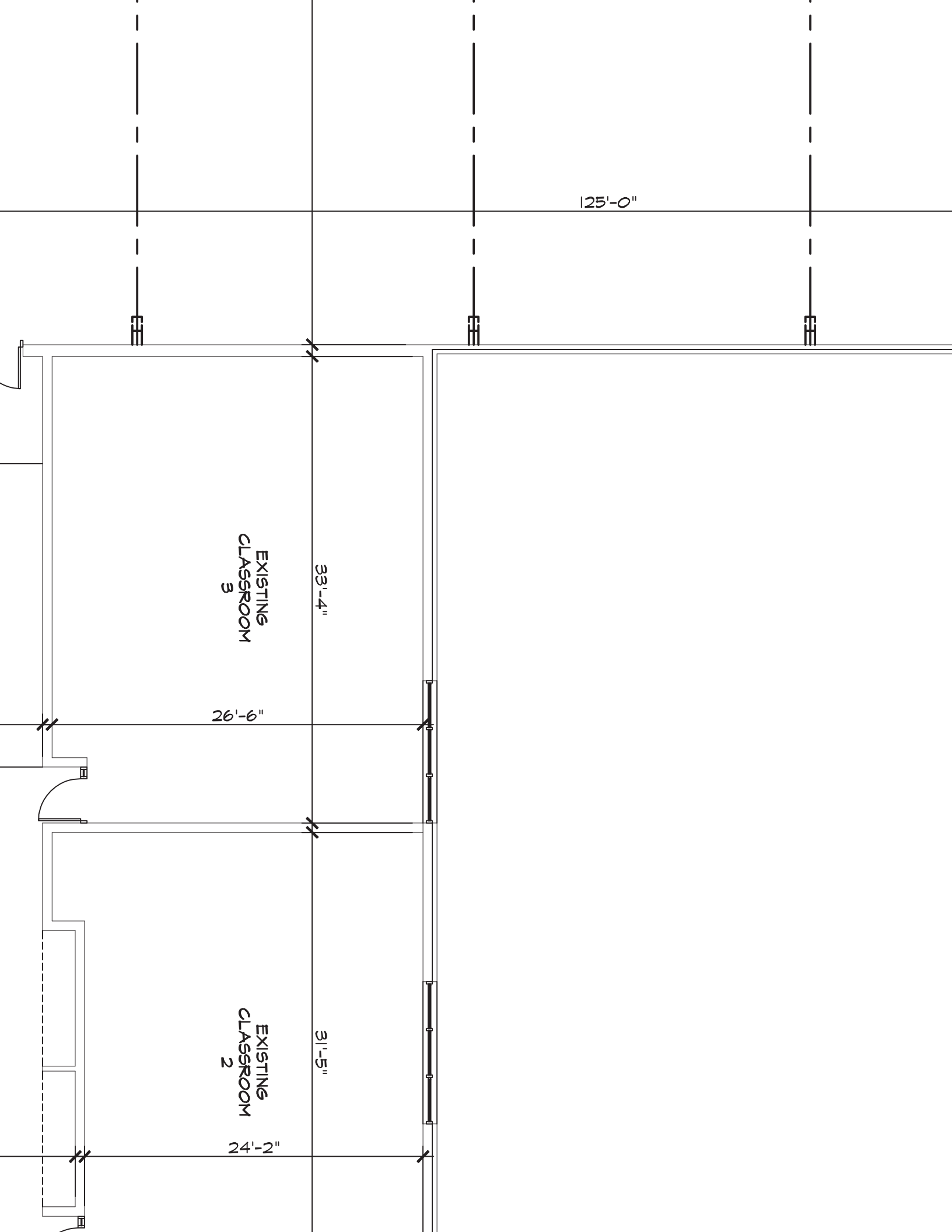
Fire, Health and Safety Approvals – The fire marshal and other entities will be contacted upon approval of the Phase Two Application. The building is currently licensed for child care and is in use currently as a child care center. Therefore it will be move in ready for fall 2013.

Term of Use: Term of Attached Lease

116'-11 1/2"

66'-3"





## **LEASE**

This Lease (hereinafter called the "Lease", entered into as of \_\_\_\_\_, by and between Michigan Creative Investments L.L.C., of 341 E. Huron, Ann Arbor, Michigan 48104 ("Lessor") and Global Tech Academy, of 1715 E. Forest Ave., Ypsilanti, MI 48198 ("Lessee," or the "Academy").

### **WITNESSETH:**

This Lease is entered into in reliance on and is subject to the performance, compliance with and observance by Lessor and Lessee of the following terms and conditions, all of which terms and conditions Lessor and Lessee hereby covenant and agree to faithfully perform, comply with and abide by:

#### **1. The Leased Premises:**

The Lessor hereby does let, demise and lease to Lessee the land and property and building (the "Leased Premises", and more particularly described in attached Exhibit A and depicted on the site plan attached Exhibit B.

#### **2. Occupancy:**

The Lessee is to have full and exclusive occupancy and the right to quiet enjoyment of the Leased Premises during the Lease Term (as hereinafter defined), free from all other tenancies.

#### **3. Utilities / Maintenance:**

(a) Utilities. Lessee shall pay to the utility providers, on or before the same become due or bear interest or penalties, all charges for gas, water, sewer, electricity and heating and all other utility services provided to the Leased Premises.

(b) Building Maintenance.

(i) Lessor's Responsibilities. Lessor, at its expense, shall be responsible for the structural repair, maintenance, and, if necessary, replacement of the exterior walls, interior load bearing walls and roof.

(ii) Lessee's Responsibilities. Lessee, at its expense, shall be responsible for all repair and maintenance of the building except as provided in paragraph 3(b)(i) above. Lessee's responsibilities shall include, but not be limited to repair, and if necessary, replacement of components of the HVAC, electrical and plumbing systems serving the Leased Premises.

(c) Outside Maintenance. Lessee shall, at its cost, maintain and repair the exterior areas of the Leased Premises, as necessary to keep the same in good order, condition and repair, including, without limitation, (i) mowing, watering and upkeep of lawns and planted and landscaped areas, (ii) sweeping, cleaning and removing snow and ice from the playground,

parking areas and service drives, (iii) repairing potholes, and repairing, replacing, re-marking and re-striping, and resealing the parking areas and service drives; and (iv) replacing bulbs and repairing and maintaining lighting during hours of darkness at times agreed between Lessor and Lessee. Lessee also shall perform routine maintenance on any playground or recreational equipment installed by Lessee. Lessor shall be responsible for the resurfacing of the parking area and service drives and the replacement of light poles or other capital equipment

#### 4. **Lease Term:**

The initial term of this Lease shall commence effective as of July 1, 2023 (the "**Commencement Date**") provided that the Lease is fully signed and Lessor has delivered exclusive possession of the Premises to Lessee, and shall run concurrent with the Contract and shall expire on the same date the Contract shall expire. Notwithstanding the foregoing, in the event that the Contract is terminated, suspended, revoked, or otherwise non-renewed for any reason, this Lease shall automatically terminate without further obligation or rights to either party hereunder.

The Academy may terminate the Lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the Lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and the Contract Terms and Conditions. Lessor shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the Lessor from receiving lease payments owed prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

#### 5. **Use:**

The Leased Premises is to be used and occupied for the purposes of operating a school thereon and for general educational purposes, and all uses and purposes related thereto, including, without limitation, sporting and extracurricular events, concerts, plays, hobby and educational clubs, student and parent organizations and meetings, school board meetings and functions, and office, storage and maintenance uses and purposes related thereto. Lessee also may make the Leased Premises available for meetings and activities of community groups and organizations at times when the School is not in session.

No provision of this Lease shall interfere with the Lessee's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the school. The Lessee shall at all times continue, and nothing in this Lease shall prohibit, the Lessee Board from acting as an independent, self-governing public body, and the Lessee school shall make all board decisions in compliance with the Open Meetings Act.



## 6. **Compliance with Laws and Agreements:**

The parties recognize that Global Tech Academy is a public school academy chartered by Eastern Michigan University ("Eastern Michigan," or the "CSO") and, as such, is subject to part 6A of the Revised School Code (the "Code") and the Agreement between the Academy and Eastern Michigan dated as of July 1, 2023 (the "Contract").

Accordingly, in the event of any conflict between the terms and conditions of this Lease and the Code or the Contract, the Code or Contract, as the case may be, shall be controlling, and this Lease shall be deemed to be amended to the extent necessary to comply with the applicable requirements of the Code or the Contract; provided, however, that, except as provided herein, any capital or operating expenditure required in order to achieve such compliance shall be borne by the Lessee.

## 7. **Rent:**

(a) **Rent.** The Rent throughout the term of this Lease shall be eleven (11%) percent of the annual per pupil enrollment grant amount received by Global Tech. Rent payments shall be made by Lessee within 10 days after grant payments are received from the State of Michigan. Lessee represents that the first annual grant payment normally is received on or about October 20 of each academic year based on an enrollment census taken in September. Thereafter, payments are received on or about the 20<sup>th</sup> day of each month for the next 10 months. Monthly payments may be adjusted following a second student census taken in February of each academic year. At Lessor's request, Lessee will provide relevant information regarding Global Tech's student census and grant payments to Lessor.

(b) **Taxes.** Lessee shall pay as additional rent all property taxes assessed against the Leased Premises. Lessor shall promptly provide copies of all tax statements to Lessee and Lessee shall pay the amounts due prior to the date on which the taxes become delinquent. At Lessee's request, Lessor will protest any tax assessment which Lessee believes is excessive

(c) **Maximum Rent.** Lessor and Lessee believe that the rent payable by Lessee to Lessor under this Lease is, and will remain, equal to or less than the fair market rent for equivalent property; rent not to exceed \$9.00 per square foot. Nevertheless, the parties agree that in no event may the rent charged in any year exceed the fair market rent in that year. If the parties cannot agree on the amount of the fair market rent for any year, or if Eastern Michigan notifies the parties that, in its opinion, the rent provided in this Lease exceeds the fair market rent, the fair market rent shall be determined by an appraiser selected by agreement of the parties and the parties shall equally divide the fee charged by the appraiser.

(d) **Payment.** Unless otherwise agreed, all base rent and reimbursable expenses shall be paid by check mailed or delivered to Lessor at the address shown in Paragraph 18.

(e) **Security Deposit.** No security deposit has been held or shall be held by Lessor.

**8. Lessee's Obligations:**

The Lessee covenants and agrees to use and occupy the Leased Premises only for the purposes permitted under this Lease and in accordance with applicable laws and regulations.

**9. Lessor's Obligations:**

The Lessor covenants and agrees that:

(a) The Lessee, on payment of the Rent and other charges hereunder at the time and in the manner aforesaid and performing all the foregoing covenants, shall and may peacefully and quietly have, hold and enjoy the Leased Premises for the Lease Term aforesaid, free from molestation or hindrance by any person or entity.

(b) Lessor shall, at its cost, comply with any Laws which: (i) require structural or capital alterations, additions, improvements or repairs to the Leased Premises; or (ii) remedy any violation of or non-compliance with Laws by the Leased Premises as of the Commencement Date.

(c) Lessor shall agree to make all lease and physical plant records available to the Lessee and the Lessee's independent auditor and the Authorizer.

**10. Insurance:**

**(a) Lessee's Indemnification/Liability.**

(i) To the extent permitted under law and without waiving and governmental immunities, the Lessee agrees to defend, indemnify and hold harmless the Lessor from any claim, demand or liability for damages to any person or property arising as a result of the acts or omissions of Lessee, its agents, employees, contractors, subtenants, students, licensees or invitees, in, on, or about the Leased Premises from any cause whatsoever, other than damages arising from the negligent or intentional acts or omissions of Lessor, its agents, employees, contractors, tenants, licensees and invitees. Notwithstanding the above, this Lease shall not restrict the Lessee Academy Board from waiving its governmental immunity or require the Academy Board to assert, waive, or not waive its governmental immunity.

(ii) The Lessee will procure and keep in effect during the Lease Term general commercial liability and property damage insurance issued by a company reasonably acceptable to Lessor, for benefit of the Lessor, covering the acts and omissions described in **Paragraph 10(a)(i)** above, which policy, at the Lessee's option, will be either: (i) a Two Million and no/100 Dollars (\$2,000,000.00), combined single limit policy, or (ii) in the amount of no less than Five Hundred Thousand and no/100 Dollars (\$500,000.00), for damages resulting to one person, One Million and no/100 Dollars (\$1,000,000.00) for

damages resulting from one casualty, and One Hundred Thousand and no/100 Dollars (\$100,000.00) for property damage resulting from any one occurrence. Said policy shall name the Lessee and the Lessor as an additional named insured. Lessee shall deliver a Certificate of Insurance to the Lessor. Lessee shall provide Lessor with a certificate evidencing the existence and payment of premium for such insurance.

(b) **Lessor's Indemnification.** The Lessor agrees to defend, indemnify and hold harmless the Lessee from any claim, demand or liability for damages to any person or property arising as a result of the acts or omissions of Lessor, its agents, employees, contractors, subtenants, parishioners, licensees or invitees from any cause whatsoever, other than damages arising from the negligent or intentional acts or omissions of Lessee, its agents, employees, contractors, tenants, parishioners, licensees and invitees.

(c) **Fire.** During all times during the Lease Term, Lessee shall obtain and maintain a policy of insurance insuring the School Building and all other permanent improvements on the Leased Premises against damage or destruction by fire, tornado, ice or wind storm, smoke damage, vandalism, malicious mischief and such other risks as are customarily included in extended coverage endorsements in Washtenaw County, Michigan. Such insurance shall cover: (A) the Leased Premises in an amount equal to eighty percent (80%) of the replacement cost of the Leased Premises above the foundations, and (B) other improvements on the Leased Premises in an amount equal to one hundred percent (100%) of the replacement cost thereof excluding below ground structures and improvements. Lessor shall deliver a Certificate of Insurance to the Lessee.

(d) **Contents/Lessee Improvements.** Lessee shall be responsible for securing any insurance on contents and tenant improvements within the School Building or on the Land or for business interruption and Lessor shall have no liability with respect to any loss which might have been covered by such insurance. Lessee shall deliver a Certificate of Insurance to the Lessor.

#### 11. **Alterations:**

(a) **Alterations.** Subject to Paragraph 11(b) below, the Lessee may make no alterations, additions, or improvements to the Leased Premises without the Lessor's prior written consent; except that the Lessee may make interior, non-structural alterations and improvements without Lessor's consent. Lessor's consent shall not be unreasonably withheld or conditioned. Lessor shall respond with reasonably detailed comments to plans and specifications for any alterations, additions, or improvements (which require Lessor's consent) within ten (10) business days of the Lessor's receipt of notice thereof (given in accordance with **Paragraph 18**). If Lessee's notice states the deadline for response and the consequence for untimely response, then Lessor's failure to respond within such 10-day period shall be conclusively deemed Lessor's approval of such plans and specifications. All such alterations, additions and improvements shall be at the expense of the Lessee and Lessee hereby indemnifies and holds Lessor harmless from all costs, liability and loss of any kind and all claims of loss or liability, in any way arising out of or by reason of any such alterations, additions or improvements.

All fixtures purchased with the Lessee's funds are owned by the Academy. All furnishings

and equipment which are not attached or affixed to the Leased Premises made or placed by Lessee upon the Leased Premises shall be the property of the Lessee and the Lessee shall be permitted to remove the same at the expiration of the term of this Lease.

(b) **Code Compliance.** If the Lessor procures equipment, materials and supplies at the request of or on behalf of Lessee, the Lessor shall follow applicable competitive bidding laws and the Lessor shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties (except that the Lessor may assess actual costs, such as taxes, shipping, permits, installation, or other similar expenses).

(c) **Cooperation.** Lessor shall cooperate with and assist Lessee to obtain all governmental and private permits, consents, approvals, licenses and certificates which may be necessary for Lessee to use the Leased Premises as a public school academy and related purposes and to make alterations, additions and improvements on or to the Leased Premises, including, without limitation, Lessor applying, in its own name, for such permits, consents, approvals, licenses and certificates.

## 12. **Eminent Domain:**

(a) In the event of a taking or condemnation of the entire Leased Premises during the term of this Lease by a proceeding in eminent domain, this Lease shall terminate on the date of vesting of title in such condemnation authority. If any portion (but less than all) of the Leased Premises or more than ten percent (10%) of the Land is taken or condemned by a proceeding in eminent domain, Lessee shall have the option to terminate this Lease by giving notice to Lessor at any time within thirty (30) days after such taking or condemnation.

(b) If Lessee does not terminate this Lease, the Lessor shall restore the Leased Premises as near as practicable to its condition immediately prior to such taking or condemnation. Lessor shall complete such restoration promptly and, in any event, within one hundred fifty (150) days of such damage or destruction, taking or condemnation, subject to delay due to reasons beyond the reasonable control of the Lessor (other than lack of funds). The obligation of the Lessee to pay the quarterly Rent and other charges under this Lease shall be abated during the time the Leased Premises is rendered untenable by such restoration and shall be partially abated during the time the Leased Premises is partially untenable by such restoration. Following completion of such restoration, the Rent shall be permanently reduced by a fraction, the numerator of which shall be the square footage of the Leased Premises which was taken or condemned and the denominator of which shall be the square footage of the Leased Premises immediately prior to such taking or condemnation.

(c) All awards payable as a result of the taking or condemnation of any portion of the Land shall be the sole property of Lessor, except that Lessee shall be entitled to any award made for the Lessee's relocation expenses or the loss of Lessee's property, improvements, revenues or business, if any.

13. **Assignment and Subletting:**

(a) Lessee covenants that it will not assign, sell, mortgage or in any manner transfer or encumber this Lease or any interest herein or sublet the Leased Premises or any part or parts thereof or grant any concession or license or otherwise permit occupancy of all or any part thereof by others without in each case first obtaining the prior written consent of Lessor, which consent shall not be unreasonably withheld or conditioned. If Lessee's notice requesting such consent states the deadline for response and the consequence for untimely response, then Lessors failure to respond within thirty (30) days of Lessors receipt of such notice (given in accordance with **Paragraph 18**) shall be conclusively deemed Lessor's consent.

(b) The consent by Lessor to an assignment or subletting shall not in any way be construed to release Lessee from obtaining the express consent of the Lessor to any further assignment or subletting of any part of the Leased Premises nor shall the collection of Rent by Lessor from any assignee, subtenant or other occupancy be deemed a waiver of this covenant or the acceptance of the assignee, subtenant or occupant as a tenant hereunder or a release of Lessee from the further performance by Lessee of the covenants in this Lease on Lessee's part to be performed. Whether or not Lessor's consent shall be required or obtained, Lessee shall remain liable to Lessor for the payment and performance of all of the terms, conditions and covenants of this Lease.

14. **Default:**

Lessee shall be in default under this Lease upon the occurrence of any of the following events:

(a) Default in the payment of any required installment of Rent or other charges under this Lease if such default continues for ten (10) days after mailing of notice thereof by Lessor to Lessee, mailed in accordance with **Paragraph 18** of this Lease; or

(b) Default in the performance of any other covenant of Lessee under this lease if such default continues for thirty (30) days after mailing of notice thereof by Lessor to Lessee, mailed in accordance with **Paragraph 18** of this Lease (provided that if the default cannot reasonably be cured within 30 days, then Lessee shall not be in default if it commences to cure within such 30-day period and proceeds diligently and in good faith thereafter to cure such default and does cure such default within a reasonable time).

15. **Remedies:**

Upon the occurrence of any of the events of default described in **Paragraph 14** above, in addition to any other remedies which may be available to it, Lessor may, at its option, after providing to Lessee any notice required under Michigan law, do one or more of the following:

(a) Terminate this Lease; or

(b) Whether or not this Lease is terminated, take possession of the Leased Premises; or

(c) Re-enter into, repossess the Leased Premises, and remove and put out the Lessee and each and every occupant.

**16. Controlling Law; No Other Lease or Representation:**

This Lease shall be governed by the laws of the State of Michigan. There are no understandings, agreements, representations, or warranties, expressed or implied, other than those set forth in a written addendum or supplement executed simultaneously herewith, or as herein set forth fully or incorporated by specific reference, respecting this Lease or any real or personal property leased hereunder.

**17. Non-Waiver Modifications:**

No waiver of any provision of this Lease, or a breach thereof, shall be construed as a continuing waiver, nor shall it constitute a waiver of any other provision of breach. The acceptance of part (but not all) of a Rent installment(s) due Lessor hereunder shall not constitute a waiver of default hereunder for nonpayment of Rent. The acceptance of all or part of a Rent installment(s) due Lessor hereunder shall not constitute a waiver of any other type of default hereunder.

**18. Notices:**

Whenever under this Lease provision is made for notice of any kind, unless otherwise expressly herein provided, it shall be in writing and shall be served personally or sent by registered or certified mail, with postage prepaid, to the address of Lessor or Lessee, as the case may be, as stated below, or such other address as either of the parties may subsequently designate in writing by notice to the other party in the manner required hereunder:

**To the Lessor at:**

Michigan Creative Investments, L.L.C.  
Attn: Raed Issa  
341 E. Huron  
Ann Arbor, MI 48104

**To the Lessee at:**

Global Tech Academy  
Attn: Board President  
1715 E. Forest Ave.  
Ypsilanti, MI 48198



**19. Surrender:**

The Lessee shall return the Leased Premises, together with all alterations, additions, or improvements thereto, peaceably and promptly to the Lessor at the end of the term of this Lease, or at any earlier termination thereof, in as good condition as the same are now in or may hereafter to be put in, except for ordinary wear and tear, damage by fire or other casualty or condemnation, and damage caused by Lessor's failure to maintain and repair the Land and School Building as herein required.

**20. Casualty Restoration: Option to Terminate:**

(a) If the Leased Premises shall become wholly untenable through damage or destruction, then this Lease shall, at Lessee's election, terminate as of the date of such damage or destruction. If the Leased Premises shall become partially untenable through damage or destruction to the extent of twenty-five percent (25%) or more of Lessee's premises in the School Building, then Lessee shall have the option of canceling this Lease by giving notice to Lessor at any time within thirty (30) days after such damage or destruction (given in accordance with **Paragraph 18**). If Lessee does not terminate this Lease, the Lessor shall restore the School Building and permanent improvements on the Land covered by insurance. The obligation of the Lessee to pay the Rent (but not other charges) under this Lease shall be abated during the time the School Building is being restored in the percentage in which the School Building is untenable.

(b) In case the Leased Premises and/or the entrances, passageways, hallways and/or lavatories shall be sufficiently damaged so as to unreasonably impede Lessee's use of the Leased Premises for a period likely to exceed sixty (60) days, Lessee may, at its option, terminate this Lease forthwith by written notice to the Lessor, in which event any advance Rents and other charges forthwith upon Lessee's surrendering the Leased Premises shall be repaid to Lessee.

**21. Successors and Assigns:**

This Lease and each of the covenants, conditions, and agreements contained herein shall be binding upon each of the parties and upon their respective successors, representatives and assigns, and the benefits shall inure to each of the parties and to their respective permitted successors, representatives and assigns.

**22. No Representations:**

Lessee acknowledges that no representation, verbal or written, has been made by any broker, agent or employee of Lessor regarding the condition of the improvements on the Leased Premises. This Lease is not made in reliance upon any representation whatsoever.

**23. Hold Over:**

It is hereby agreed that in the event the Lessee herein holds over after the

termination of this Lease, that thereafter the tenancy will be from month-to-month in the absence of a written agreement to the contrary. All terms of the previous Lease will remain the same, except that the Rent amount shall be increased to 150% of the previous Rent amount.

**24. Headings:**

The headings of this Lease are for purposes of reference only and shall not limit or define the meaning of any provisions of this Lease.

**25. Lessor's Warranties:**

(a) As of the Commencement Date, Lessor warrants and represents to Lessee that, as of the date hereof: (i) Lessor is the owner of the Leased Premises and has no actual knowledge of any restriction or encumbrance which would prevent or hinder the use of the Leased Premises as a public school academy; (ii) Lessor has not received written notice of any violation by the Leased Premises of any code, ordinance, statute, law, rule or regulation, including, without limitation, those relating to environmental and occupational safety; and (iii) Lessor has not received written notice of any release, discharge, spill, generation from or onto or transportation from the Land or the School Building of any hazardous or toxic substance or material, petrochemical, PCBs, asbestos or asbestos-containing materials, or any other material, substance or waste regulated under the federal Toxic Substance Control Act or the federal Resource Conservation and Recovery Act, as amended, or the rules and regulations promulgated thereunder, except for asbestos which may be contained in floor and ceiling tile and floor and roof mastics of the School Building. If Lessor breaches any of the foregoing representations or warranties, then, in addition to any other rights or remedies which Lessee may have under this Lease or at law or equity, Lessee may immediately terminate this Lease. If this Lease is not terminated, Lessor shall perform any remediation or clean up related to such breached representation or warranty which may be required under Law. Such remediation shall be performed promptly in accordance with a remediation plan approved by Lessee.

(b) The Lessee has no liability or obligation to investigate, clean, remove, remediate, or otherwise deal with hazardous material present at the site prior to the Academy occupying the site. Such liabilities shall be the sole responsibility of Lessor.

**26. Conditions:**

In the event Lessee's Contract is not renewed or is terminated for any reason, Lessee may terminate this Lease on 90 days written notice to Lessor.

**27. Amendments:**

No modification, alteration and/or amendment of this Lease shall be binding upon the other party hereto, unless the same shall be reduced to writing and signed by the party against whom it is sought to be enforced. Any amendments to the Lease must be reviewed by the CSO before execution, however, for certain types of non-substantive amendments to the Lease, the CSO Director



may decide to waive in writing the Authorizer Leasing Policies.

**28. Arbitration:**

In the event of any disputes arising under or related to this Agreement and any transactions between the parties, including, but not limited to, disputes arising under Paragraphs 3(d) and 10(c)(ii), the parties will attempt to resolve the dispute by good faith negotiations between the appropriate officers of each party. If such negotiations are unsuccessful, either party may submit the dispute to arbitration under the Commercial Arbitration Rules of the American Arbitration Association as then in effect. Unless otherwise agreed, arbitration proceedings shall be held in the offices of the American Arbitration Association in Southfield, Michigan. The arbitrator(s) shall have authority to grant equitable relief, if appropriate, and may award costs, including reasonable legal fees, to the prevailing party. Any arbitrator or arbitration panel must provide a cause opinion (written explanation) as to the final decision and such written decision shall be made available to the Authorizer upon request. Judgment may be granted upon the award of the arbitrator(s) by any court having jurisdiction.

[signature page to follow]

WHEREAS, the parties hereby execute this Lease as of the day and year first written above.

**LESSOR:**

**Michigan Creative Investments L.L.C.**

By: \_\_\_\_\_

Raed Issa, President

**LESSEE:**







**Global Tech Academy**

By: \_\_\_\_\_

Board President

Title	Global Tech Revised Lease Reauthorization 5-22-23
File name	4879-0682-8632 v3... by EMU) (1).docx
Document ID	fc664969e563990ee6f64c4e32409b149b9c1018
Audit trail date format	MM / DD / YYYY
Status	● Signed

## Document History

 SENT	<b>05 / 23 / 2023</b> 02:26:23 UTC	Sent for signature to Paula Kauffman (paula.kauffman2@gmail.com) and Raed Issa (rod@issaproperties.com) from davillierh@gee-edu.com IP: 99.46.218.220
 VIEWED	<b>05 / 23 / 2023</b> 11:41:14 UTC	Viewed by Paula Kauffman (paula.kauffman2@gmail.com) IP: 68.61.233.105
 SIGNED	<b>05 / 23 / 2023</b> 12:53:12 UTC	Signed by Paula Kauffman (paula.kauffman2@gmail.com) IP: 68.61.233.105
 VIEWED	<b>05 / 23 / 2023</b> 13:02:38 UTC	Viewed by Raed Issa (rod@issaproperties.com) IP: 12.110.242.194
 SIGNED	<b>05 / 23 / 2023</b> 13:03:09 UTC	Signed by Raed Issa (rod@issaproperties.com) IP: 12.110.242.194
 COMPLETED	<b>05 / 23 / 2023</b> 13:03:09 UTC	The document has been completed.

**CONTRACT SCHEDULE 7**

**Required Information for Public School Academy**

## **SCHEDULE 7**

### **REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY**

**Required Information for Public School Academy.** This Schedule contains information required by the Code. Every public school academy contract shall include the information contained in this Schedule 7.

- Section a.     **Governance Structure**
- Section b.     **Educational Goals**
- Section c.     **Educational Programs**
- Section d.     **Curriculum**
- Section e.     **Method of Pupil Assessment**
- Section f.     **Application and Enrollment of Students**
- Section g.     **School Calendar and School Day Schedule**
- Section h.     **Age and/or Grade Range of Pupils**

**SECTION a**  
**Governance Structure**

## **GOVERNANCE STRUCTURE**

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and all public schools are subject to the leadership and general supervision of the State Board of Education; and the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and the University Board has approved the issuance of a contract conferring certain rights, franchises, privileges, and obligations of a public school academy to the Academy Board.

The Academy is incorporated as a Michigan nonprofit corporation, organized on a non-stock, directorship basis for the purpose of operating as a Michigan public school academy. The Academy shall conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law. The Academy is a body corporate and is not a division or part of Eastern Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract.

The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the University Board. Academy Board members shall be appointed according to the terms of the Method of Selection, Appointment and Removal Resolution adopted by the University Board. The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy and for adopting policies by which the Academy shall be governed. The Academy Board is responsible for assuring that the Academy operates according to the Terms and Conditions of this Contract and Applicable Law. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure.

Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of this Contract.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. Before entering into an agreement with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Eastern Michigan University Charter Schools Office.

**SECTION b**  
**Educational Goals**



## **Educational Goals – Section 7b**

In accordance with the applicable law and the charter contract Terms and Conditions, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress towards the achievement of the educational goals identified in this Section. Additionally, the Academy is expected to meet the State of Michigan's accreditation standards pursuant to state and federal law.

### **Measure 1: Performance on State of Michigan's standardized assessment(s)**

- The Academy will demonstrate improved pupil academic achievement for all grades and groups of pupils as assessed on the Michigan standardized assessments.

### **Measure 2: Student Growth**

- Year over year academic growth for each grade tested will reflect a Median Growth Percentile of 50 or higher. Students enrolled at the Academy are expected to grow equal to or greater than 50 percent of their academic peers.

### **Measure 3: Student Achievement**

- The Academy will demonstrate improved academic achievement for all grades and groups of pupils towards meeting/exceeding grade level proficiency targets (50<sup>th</sup> percentile for achievement) as set by the normative computer adaptive assessment required by the Authorizer.
- Students enrolled for three or more years will on average meet/exceed grade level proficiency targets as noted by the normative assessment required by the Authorizer.

**SECTION c**  
**Educational Programs**



GLOBAL TECH ACADEMY  
GLOBAL EDUCATIONAL EXCELLENCE

*Transforming educational communities by fostering academic excellence,  
positive character and appreciation of cultures.*

**K-8 EDUCATION PLAN**  
**2022-2023**

2455 S. Industrial Hwy. Ann Arbor, MI 48104  
P: (734) 369-9500 F: (734) 369-9499  
[www.gee-edu.com](http://www.gee-edu.com)

## Table of Contents

<a href="#">Model of Continuous Improvement</a>
<a href="#">21st Century Skills</a>
<a href="#">Multi-Tiered Instructional Framework</a>
<a href="#">Champs</a>
<a href="#">Siop</a>
<a href="#">Instructional Coaches</a>
<a href="#">Moodle</a>
<a href="#">K-5 English Language Arts</a>
<a href="#">Benchmark Advanced</a>
<a href="#">Lexia Core 5</a>
<a href="#">Heggerty K-5</a>
<a href="#">6-12 English Language Arts</a>
<a href="#">SpringBoard</a>
<a href="#">Lexia Power Up</a>
<a href="#">K-5 Math</a>
<a href="#">Bridges in Mathematics</a>
<a href="#">6-12 Math</a>
<a href="#">AgileMind</a>
<a href="#">DreamBox</a>
<a href="#">K-5 Social Studies</a>
<a href="#">Pearson</a>
<a href="#">6-8 Social Studies</a>
<a href="#">Pearson</a>
<a href="#">9-12 Social Studies</a>
<a href="#">Pearson</a>
<a href="#">K-8 Science</a>
<a href="#">Amplify</a>
<a href="#">9-12 Science</a>
<a href="#">9th: inquiryHub Biology</a>
<a href="#">10th &amp; 11th: Interactions &amp; CESE</a>
<a href="#">Crafting Engagement for Science Environments</a>
<a href="#">High School Courses &amp; Descriptions</a>
<a href="#">World Languages</a>
<a href="#">Arabic Language</a>
<a href="#">English Learners</a>
<a href="#">Vista Higher Learning</a>
<a href="#">Nat.Geo.-Cengage</a>
<a href="#">Domestic Extra-Curricular Activities</a>
<a href="#">International Extra-Curricular Activities</a>
<a href="#">Destination Jordan</a>
<a href="#">Technology</a>
<a href="#">Online Class Delivery</a>
<a href="#">Physical Education/Health Education Curriculum</a>
<a href="#">Art Curriculum</a>
<a href="#">Educational Development Plans (EDPs)</a>
<a href="#">Graduation Requirements</a>
<a href="#">Dual Enrollment</a>
<a href="#">Educational Assessment Plan</a>
<a href="#">Character Education</a>
<a href="#">Professional Development</a>
<a href="#">Charlotte Danielson Framework for Teaching</a>
<a href="#">Marzano School Leader Evaluation Model</a>
<a href="#">Summary</a>

## **Mission**

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

## **Beliefs**

- All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- To be effective, the Academy must provide a safe, orderly and positive learning environment.
- Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- Learning is a lifelong process.

## INTRODUCTION

The Michigan Academic Standards (MAS) were used to guide the research, development and ultimate adoption of grade level curriculum across disciplines as well as a framework used by all GEE academies for prescribing instructional resources, methods and progressions.

Michigan adopted the [Common Core State Standards](#) (CCSS) for [Mathematics](#) and [English Language Arts](#) (ELA) in June, 2010. All GEE academies have adopted guaranteed and viable curriculum resources. That is, adopted curriculum resources covering all grade level standards, and there is adequate time created within Academy master schedules each day to implement the curriculum with fidelity. In addition to ELA and Math, all GEE academies have adopted guaranteed and viable curriculum resources for [Science](#) (NGSS), [Social Studies](#) (C3s) and Arabic.

## MODEL OF CONTINUOUS IMPROVEMENT

GEE's Model of Continuous Improvement requires teams of teachers and administrators to examine student performance data, to design and implement instruction and monitor results. The curriculum review process uses a parallel process of continuous improvement that includes the examination of curriculum, driven by student results over time, to determine what students should know, be able to do and understand, when content should be taught, and when and how student mastery will be assessed.

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. The [GEE Curriculum Review and Renewal Plan](#) outlines the process.

## 21ST CENTURY SKILLS

21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills, which are woven throughout the fabric of all GEE core curriculum, at all grade levels::

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism

- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

#### **MULTI-TIERED INSTRUCTIONAL FRAMEWORK**

The Multi-Tiered System of Supports (MTSS) model is predicated on the notion that all students can make adequate growth and that core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to strategize to close the gap toward grade level expectations. This means the School-wide MTSS team must evaluate the curriculums for implementation with fidelity, course assignments/schedules, time on task, classroom data and classroom climate. The team then engages in difficult yet productive conversations about whether the implementation of the curriculum is meeting the needs of 80% of all students, and plan prevention making sure that all students have access to high-quality developmentally appropriate tasks and intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of foundational skills, consistently re-emphasizing school rules and expectations, etc.).

The district academic and behavioral program is a multi-tiered plan, which includes three tiers of support designed to meet the instructional and behavioral needs of all children. Each level targets a specific group of learners, is supported by evidence-based instructional materials, provides differentiated instruction and routine monitoring of progress. Instructional decisions regarding level of services are based on student performance outcomes on the MTSS Screener and class assessments. To access the GEE MTSS Handbook, [click here](#).

#### **CHAMPS**

The [CHAMPS](#) program, a classroom management system that encourages students to be motivated, engaged, and responsible, outlines expected behavior for students in each activity throughout the daily schedule. The acronym CHAMPS describes C-Conversation (Voice Level), H-Help (What to do if you need help), A-Activity (What tasks the students should be doing), M-Movement (What is the level of movement required), P-Participation (How can teacher tell if they are participating in the activity), and S-Success (If teacher can tell that students are meeting these expectations then they achieve success). Teachers review the CHAMPS expectations for each activity throughout the school day to ensure that students are clear on what the teacher expects of them.

#### **SIOP**

Sheltered Instruction Observation Protocol (SIOP) is a research-based method of instruction targeted toward meeting the academic needs of English Learners (ELs). SIOP is an instructional model that contains [8 components and 30 features](#) used to ensure ELs have their content and language needs met in mainstream classrooms.

#### **INSTRUCTIONAL COACHES**

The K-8 GEE instructional coach team is composed of educational leaders who train teachers and provide resources, feedback, modeling (“I do,” “We do,” “You do”), and professional development to help schools meet instructional goals and school improvement goals. All GEE core teachers, across all GEE academies and grade, have an instructional coach whose responsibilities include, but are not limited to:

- Providing full-time, on-site, job-embedded professional development for classroom teachers.
- Providing awareness sessions at each school so that all staff members are informed of the Coach Program
- Collaborating with teachers to analyze student assessment data including achievement tests,

- classroom assessments, and student work samples through the data teams and MTSS teams
- Assisting in the establishment of building goals, strategies, and action steps, based on data analysis and work with staff.
- Documenting work performed, maintaining schedules, collecting data, and completing all other program requirements.
- Implementing GEE instruction and assessment strategies as presented in the PD sessions.
- Providing professional development for teachers through pre- and post-lesson conference sessions, team teaching, analysis of student work and assessment data, and discussion of researched-based practices.
- Assisting teachers in learning content, pedagogy, and assessment strategies to improve student learning and achievement.
- Attending all professional development sessions in their entirety each month.
- Honoring confidentiality of teacher and student data, documents, and communication.
- Informing teachers and Principal at least 24 hours before a change in schedule if possible.
- Providing awareness and facilitating attendance at professional development.

## MOODLE

All GEE academies use Moodle as their universal Learning Management System (LMS). Instructional coaches and principals need only learn and support one LMS. Master Moodle courses have been created by a GEE teacher team of master Moodle course creators. Over 10,000 daily Moodle lessons have been created for each core subject at each grade K-8. Master Moodle courses are available to all teachers, paraprofessionals and substitutes. All GEE teachers are expected to begin their lesson planning using their grade/subject(s) master Moodle lessons and then modify/differentiate in accordance with their students' unique learning needs.

## CURRICULUM RESOURCES

Curriculum Resource	Online/Print	Grade Levels
<b>English Language Arts</b>		
Benchmark Advance	Online/Print	K-5
Lexia Core 5	Online	K-5
Heggerty	Online/Print	K-8
Lexia Power Up	Online	6-8
SpringBoard	Online/Print	6-8
<b>Mathematics</b>		
Bridges in Mathematics	Online/Print	K-5
Dreambox	Online	K-8
Agile Mind	Online/Print	6-8
<b>Science</b>		
TCI	Online/Print	K-5
PBI Science	Online/Print	6-8
<b>Social Studies</b>		
RESA	Online/Print	K-5



Pearson myWorld Interactive	Online/Print	6-8
<b>English Language Learner</b>		
Get Ready!	Online/Print	K-8
Reach Higher		6-8
<b>Arabic</b>		
GEE Arabic Curriculum	Online/Print	K-8
<b>Art</b>		
GEE Art Curriculum	Online/Print	K-8
<b>PE/Health</b>		
Michigan Model for Health	Online	K-8

## CORE CURRICULUM GRADES K-8

### K-5 ENGLISH LANGUAGE ARTS

#### Benchmark Advanced

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- Pre-, ongoing, and post-assessment
- Gradual-release mini-lessons with built-in choice
- High-quality informational, narrative, and opinion/argument texts
- Complex texts for close reading applying text-dependent strategies
- Differentiated support for English learners and special needs students
- Customized professional development services
- State-of-the-art interactive technology
- Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- Scaffolds ALL students to access complex informational and literary texts during whole- group lessons
- Guides students to use text evidence in close reading
- Provides opportunities for students to develop collaborative conversations
- Develops writers by teaching writing process and writing to sources

#### Lexia Core 5

Lexia Reading Core5 provides a personalized, data-driven approach through a system of student-driven learning online, and targeted instruction by a teacher or paraprofessional. It empowers students of all abilities in grades pre-K-5 to build their fundamental literacy skills through technology and direct instruction.

Lexia Reading Core5 covers the six areas of reading instruction (phonological awareness, phonics, structural analysis, automaticity, vocabulary and comprehension), including activities focused on academic vocabulary through structural analysis. This begins with oral language and listening comprehension, building to reading comprehension. The program aligns to rigorous reading standards, including the Common Core State Standards.

### Heggerty K-5

Heggerty Phonemic Awareness lessons supplement the Benchmark Advance curriculum. Lessons are taught consistently each day with explicit teacher modeling and scaffolded support, so teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

Heggerty lessons cover all consonants, short vowels, digraphs, blends, vowel words and rime patterns. In addition, lessons cover long vowels, R-controlled vowels, special vowel sounds, multisyllabic words and include decoding and increased complexity of words and tasks for multiple skills.

Heggerty Phonemic Awareness also includes systematic phonemic awareness intervention lessons for students during remediation block time. These lessons are used in small groups or with individual students who struggle to decode words automatically.

## **6-8 ENGLISH LANGUAGE ARTS**

### SpringBoard

SpringBoard is the CollegeBoard's comprehensive instructional program in ELA and English language development for all students in 6<sup>th</sup> through 8<sup>th</sup> grades. The program has been specifically developed for students and educators and aligns with college readiness standards. SpringBoard is carefully scaffolded, vertically aligned and the program is designed to build English language skills and content knowledge for all learners. SpringBoard integrates:

- High-quality instructional materials in print and digital formats;
- Formative and summative assessments that drive instruction;
- Using the Understanding by Design model, each unit includes activities that build skills and knowledge along with Advanced Placement (AP) and college readiness connections, suggestions for independent reading or work, and comprehensive resources.
- Meaningful, purposeful assessments that inform and guide instruction and activities and ask students to demonstrate the mastery needed for success on high-stakes tests.
- Deep research foundation using strategies and models developed by leading curriculum innovators and practitioners.
- Deliberate, scaffolded instructional design.
- In the ELA/ELD programs, reading content provides a variety of texts, balancing contemporary and canonical works worthy of close reading to build skills in critical thinking and writing based on textual evidence.

The program is built on the same rigorous strategies and skills found in AP classes—critical thinking, problem solving and deep contextual understanding. SpringBoard makes rigorous standards accessible to all students and helps to prepare students for success in postsecondary opportunities.

### Lexia Power Up

Lexia PowerUp Literacy is designed to help students in grades 6 and above become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, Lexia PowerUp empowers secondary teachers to:

- Address the instructional needs of a wide range of reader profiles
- Engage, challenge, and motivate students to take ownership of their learning

- Help students develop the skills they need to succeed in content-area classes

## **K-5 MATH**

### Bridges in Mathematics

The elementary Bridges in Mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

*Bridges in Mathematics* is a comprehensive K–5 curriculum that equips teachers to fully implement the MAS for mathematics in a manner that is rigorous, coherent, engaging and accessible to all learners.

The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills and ability to solve complex and novel problems. *Bridges* blends direct instruction, structured investigation and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually and kinesthetically rich as it is mathematically powerful.

## **6-8 MATH**

### AgileMind

The secondary AgileMind mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematical vocabulary and enhances the ability to express mathematical ideas.

With rigorous support for teachers and real-world contexts that help students understand new ideas, the AgileMind program deepens students’ understanding of foundational concepts for success in higher level mathematics.

Middle school mathematics programs for grades 6, 7, and 8 provide powerful foundations in ratios, proportionality, and algebraic and geometric thinking. Students use graphing technology, manipulatives, and other mathematical tools to develop conceptual understanding as they tackle and solve interesting problems.

Throughout our programs, students will:

- Strengthen their understanding of key mathematical operations and use equivalent fractions as a basis for understanding ratios and proportional reasoning
- Begin formal work with expressions and equations as they use variables to represent relationships and solve problems
- Develop their understanding of variables from two perspectives—as placeholders for specific values and as sets of values represented in algebraic relationships
- Gain fluency with geometric concepts, such as area, surface area, and volume

## **DREAMBOX**

DreamBox is a supplemental K-8 digital math program designed to complement both Bridges and AgileMind. The DreamBox platform combines a rigorous, research-based, pedagogically sound curriculum aligned to the Common Core and state standards with a highly motivating learning environment. Gaming fundamentals are leveraged to motivate students to persist and progress, which

leads to increased understanding and achievement. The Intelligent Adaptive Learning technology tracks each student interaction and evaluates the strategies used to solve problems. It then immediately adjusts the lesson and the level of difficulty, scaffolding, sequencing, number of hints, and pacing as appropriate. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepen conceptual understanding.

## **K-5 SOCIAL STUDIES**

### Savvas

*Savvas's myWorld* Social Studies for Grades K-5 engages students through storytelling, literacy instruction, and flexible resources. Stories from our world engage students and help develop thoughtful, literate citizens. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. The program teaches the story of our democratic ideals, communities, and people. With myWorld Social Studies, students read and write during every lesson; practice active reading; build academic vocabulary; write for an audience; and carry social studies across disciplines. The program integrates songs and videos, digital eText, hands-on activities, and digital game-like practice, making learning experiential.

## **6-8 SOCIAL STUDIES**

### Savvas

*Savvas's myWorld Interactive* series for grades 6-8 inspires students to develop global competencies for active, informed citizenship. The series emphasizes project-based learning to explore the world's places, systems, and cultures. The programs include strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. *myWorld Interactive* is the student-centered curriculum that helps implement the MAS and the College, Career, and Civic Life (C3) Framework for Social Studies to create active, responsible citizens who can make a difference.

## **K-8 SCIENCE**

### Amplify

Amplify science is a phenomena-based science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

## **WORLD LANGUAGES**

### Spanish Language

The Academy has developed a comprehensive kindergarten through eighth grade standards-based Spanish curriculum focused on Michigan's 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Spanish language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Spanish is offered to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages' ("ACTFL") pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Spanish language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and

used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Spanish language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.
6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.
8. Reinforces skills in the students' first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.
10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students' understanding of the world.

#### **ENGLISH LEARNERS**

##### Vista Higher Learning

Get Ready! is a comprehensive K-8 EL program for newcomer and beginning-level proficiency students. The curriculum is built on specialized knowledge necessary for working with culturally and linguistically diverse learners, the assets they bring into the classroom, and the academic challenges they face. This multi-level program engages students with age-appropriate, motivating communicative presentations, as well as literary and informational lessons.

##### Nat.Geo.-Cengage

##### **Reach Higher & Lift**

National Geographic and Cengage's Reach Higher and Lift guide students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. Students develop the academic language skills and content knowledge they need to get an education in English. The cross-curricular, six-level program showcases original fiction, science, and social studies content to develop English literacy skills. Academic skill-building with phonics support develops students' understanding of different cultures while fostering independent learning. Read on Your Own phonics readers use fiction and non-fiction texts to reinforce the phonics and high-frequency words in Reach Higher through science and social studies content.

#### **ONLINE CURRICULUM RESOURCES**

Subject	Grade	Resource	Use/Need addressed
ELA	K-5	Jen Jones Hello Literacy	Guided Reading video series
All	K-8	Khan Academy	
ELA	K-5	Florida Center for Reading Research	Literacy instruction and assessment resources
ELA	K-5	Markers and Minions	More practice
Math	6-8	Desmos	Online Graphing

Technology	K-8	Dance Mat Typing	Typing
ELA	K-8	ReadWorks	Extra text aligned to subject/standard with differentiated text
Intervention SPED	K-5	Words Their Way	Sorts for lowest foundational reading skills
Math	6-8	KutaSoftware	Additional Skill Practice
Science	6-8	PhET	Science simulations
ELA	K-8	NewsELA	Supplement to SpringBoard Zinc
ELA	K-5	Epic	More independent reading books
Math	K-8	Illuminations	Online math games
Math	6-8	GeoGebra	Online Constructions and Explorations
All	K-8	SchoolTube	Video sharing platform, specifically designed for students and educators
All	K-8	Youtube for teachers	Tips and tricks for bringing YouTube into the classroom, as well as over 400 video playlists aligned with the Common Core
All	K-8	Edutopia	Evidence and practitioner-based learning strategies that empower you to improve K-12 education.
All	K-8	Discovery Education	Students will be empowered by exciting new ways to explore, share, and collaborate with an ocean of curated, multimodal content. Teachers can differentiate their instruction to meet the needs of all learners across grade levels with research-based strategies, helping them make the most of their lessons.
Math Science	K-8	Study Jams!	Introduce and reinforce more than 200 math and science topics with videos, slideshows, step-by-step tutorials, and other activities
Math	6-8	Deltamath.com	Extra practice with models and explanations
All	K-8	Scholastic news	Real-world applications for all subjects
Sci./S.S.	K-8	National Geographic	
Art Culture	K-8	Google Arts & Culture	Online platform through which the public can view high-resolution images and videos of artworks and cultural artifacts from partner cultural organizations throughout the world. Teachers provide individualized, real-time feedback and grading with an array of tools—directly on the canvas, in the help center or with pointed stickers.

#### E-LEARNING TOOLS/APPLICATIONS

e-Learning Tool/Application	Use/Need addressed
Classkick	Shows teachers in real-time exactly what students are doing on their computers and who needs help so they can provide instant feedback.

Class Dojo	Communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages
Peardeck	Pear Deck is a digital tool that allows teachers more in-depth and graphic control when using Google Slides
Learning A-Z	Suite of literacy applications with: leveled and interactive e-books; personalized differentiated reading instruction and practice; and assessment
Quill	Web-based tool that provides personalized, interactive writing and grammar activities
Flipgrid	A video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text. This is then shared with students, who can be prompted to respond
Seesaw	A digital app-based platform that allows students, teachers, and parents or guardians to complete and share classroom work.
Loom	Loom is a <b>screen recording tool</b> that lets users record audio, video, browser windows, or entire screens

#### DOMESTIC EXTRA-CURRICULAR ACTIVITIES

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports, clubs, and activities are encouraged to enhance the personal, social, and physical skills of students as well as to support students as they explore various global cultures and strengthen their cognitive skills. Based on student interest, some of the offerings may include soccer, science, special art workshops, speech and debate teams, personality development classes, Foreign Language as well as other sports based on student and parent interest. Current Global Educational Excellence co- and extra-curricular activities in its United States academies include: Art, Honor Society, National Honor Society, Robotics, Environmental Awareness, Student Council, Peer Mediation and numerous athletic opportunities, both inter- and intra-scholastic. Some activities are held weekly while others are offered periodically or as community resources and opportunities present themselves to enrich the students' experience.

The Academy students in the upper grades are encouraged to work in the local community as a part of the character education program in the curriculum. This will not only prepare the older students for the world of work and higher education, but also to give back to the community.

#### TECHNOLOGY

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students will demonstrate proficiency as students progress through the grades.

Code.org is dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Every student in every academy has the opportunity to learn computer science, just like biology, chemistry or algebra, Code.org provides the leading curriculum for K-8 computer science in the largest school districts in the United States and Code.org also organizes the annual Hour of Code campaign which has engaged 10% of all students in the world.



## PHYSICAL EDUCATION/HEALTH EDUCATION CURRICULUM

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses the GEE Physical Education curriculum which is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health, which has been developed by Michigan educators to meet the state requirements for teaching health.

## ART CURRICULUM

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

## EDUCATIONAL DEVELOPMENT PLANS (EDPs)

The State of Michigan requires schools to provide an opportunity for students to begin developing an Educational Development Plan (EDP) in Grade 7 and requires that every student has an EDP before entering high school. By preparing the initial EDP in middle school, students can better plan their high school curriculum to meet their post- school goals. The EDP is a secondary/postsecondary planning tool to direct the student's educational plan and career planning activities. The Academy uses a Web-based system, Xello, to help students write their education and career goals, including strategies and high school classes that will help them reach these goals. The development of the EDP is completed with the assistance of a school counselor, adept in career development facilitation. All students in grade 7 are required to develop an EDP with guidance from school advisors which is reviewed again in grade 8. When applicable, parents and community contacts are also included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. A student's EDP is reviewed and updated on at least an annual basis. An EDP process could also include yearly work samples that document the student's progress toward anticipated goals and accomplishments. The academy establishes times to annually review EDPs and update them as students choose and change high school courses or career pathways.

## EDUCATIONAL ASSESSMENT PLAN

Grade Level	Assessment	When Administered
K-8	WIDA	Spring
K-8	EasyCBM	Continuously as needed
K-8	Northwest Evaluation Association™ ("NWEA™") reading and math	Fall, Winter and Spring
K-5	Fountas & Pinnell Benchmark Assessment System	Fall, Winter & Spring
K-5	Unit Common Assessments	Ongoing
3-8	Applicable State Assessment (MSTEP)	Spring
8	PSAT	Fall and Spring

*\*For students with IRIPs or in need of intervention*

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout



the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students' progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students' progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the winter and spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as *Dreambox* and *Lexia Core 5* and *Power Up*. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

#### **CHARACTER EDUCATION**

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of Respect, Responsibility, Appreciation, Commitment, Cooperation, Creativity, Curiosity, Empathy, Integrity, Tolerance, which are integrated into the curriculum.

The Academy also uses the Positive Action program – a comprehensive coherent program that has components for all parts of the school, the family, and the community. It works on many levels of the school—from the individual to the classroom to the entire school system. It addresses all areas of the self: the physical, intellectual, and social/emotional. It is both a content area and a teaching method. Within its curriculum, it teaches standards of achievement in every content subject area directly and applied. It is also integrated into all subject areas.

It is taught at every level of learning: cognitive, affective, and behavioral. It goes to the very heart of why we do things—to feel good about ourselves. It also brings all the power of positiveness to all participants so potential is reached and barriers are removed. It brings feelings of joy, accomplishment and satisfaction to all participants. The synergy of all these dynamics working together improves behavior, school performance, self-concepts and attendance.

#### **PROFESSIONAL DEVELOPMENT**

GEE believes that teaching is a unique combination of art and science requiring an understanding of the interrelationship of students, subject matter, school, and community. A growing body of research describes the science of teaching by delineating practices, philosophies, and dispositions that have proven to be effective in enhancing student learning and development.

When teachers consider their professional growth and development, it is important to reflect on the

subtleties and nuances of the art of teaching while examining the skills and techniques of the science of teaching. An appreciation of both the art and science of teaching is at the heart of understanding the complexities of the profession.

Dialogue, reflection, and feedback about teaching are of utmost importance to the growth and development of teachers.

GEE academies use the *Charlotte Danielson Framework for Teaching* for teachers:

### Charlotte Danielson Framework for Teaching

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content knowledge • Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> <p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child development • Learning process • Special needs</li> <li>• Student skills, knowledge, and proficiency • Interests and cultural heritage</li> </ul> <p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment • Clarity • Balance</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• For classroom • To extend content knowledge • For students</li> </ul> <p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities • Instructional materials and resources</li> <li>• Instructional groups • Lesson and unit structure</li> </ul> <p><b>1f: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with outcomes • Criteria and standards</li> <li>• Formative assessments • Use for planning</li> </ul>	<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement • Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups • Transitions • Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> <p><b>2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul>
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instruction
<p><b>4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy • Use in future teaching</li> </ul> <p><b>4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments • Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• About instructional program • About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p><b>4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation</li> </ul>	<p><b>3a: Communicating With Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning • Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions • Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments • Student groups</li> <li>• Instructional materials and resources • Structure and pacing</li> </ul>

<p>in school projects</p> <ul style="list-style-type: none"> <li>• Involvement in culture of professional inquiry • Service to school</li> </ul> <p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge / pedagogical skill</li> <li>• Receptivity to feedback from colleagues • Service to the profession</li> </ul> <p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct • Service to students • Advocacy</li> <li>• Decision-making • Compliance with school/district regulation</li> </ul>	<p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria • Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment • Response to students</li> </ul> <p>Persistence</p>
---	---

GEE academies use the *Marzano School Leader Evaluation Model* for principals :

#### Marzano School Leader Evaluation Model

Domain 1: A Data-Driven Focus on School Improvement	Domain 2: Instruction of Viable and Guaranteed Curriculum	Domain 3: Continuous Development of Teachers and Staff
<p><b>Element 1:</b> The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.</p> <p><b>Element 2:</b> The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.</p> <p><b>Element 3:</b> The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.</p>	<p><b>Element 1:</b> The school leader provides a clear vision for how instruction should be addressed in the school.</p> <p><b>Element 2:</b> The school leader continually examines and provides updates so that all teachers use the instructional model.</p> <p><b>Element 3:</b> The school leader ensures that school curriculum and accompanying assessments align with state and district standards.</p> <p><b>Element 4:</b> The school leader ensures that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.</p> <p><b>Element 5:</b> The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.</p>	<p><b>Element 1:</b> The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.</p> <p><b>Element 2:</b> The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.</p> <p><b>Element 3:</b> The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.</p>
Domain 4: Community of Care and Collaboration	Domain 5: Core Values	Domain 6: Resource Management
<p><b>Element 1:</b> The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the</p>	<p><b>Element 1:</b> The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.</p> <p><b>Element 2:</b> The school leader has</p>	<p><b>Element 1:</b> The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and</p>

<p>achievement of each student.</p> <p><b>Element 2:</b> The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.</p> <p><b>Element 3:</b> The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.</p> <p><b>Element 4:</b> The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.</p>	<p>the trust of the staff and school community that all decisions are guided by what is best for each student.</p> <p><b>Element 3:</b> The school leader ensures that the school is perceived as safe and culturally responsive.</p>	<p>achievement of each student.</p> <p><b>Element 2:</b> The school leader utilizes systematic processes to engage district and external entities in support of school improvement.</p> <p><b>Element 3:</b> The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.</p>
---	---	---

In addition to the daily training afforded by the instructional coaching staff, GEE provides timely, job-embedded and targeted professional development on the continuum:

- August PD days are held in “mini-conference” break-out session format wherein teachers select from myriad PD topics for which sessions are created and led by master teachers, consultants and/or instructional coaches.
- Three hours are reserved each Friday for needs-assessment-based PD (Curriculum, Instruction, Classroom management, content specific et al) and/or [Teacher Collaboration Time](#).

#### SUMMARY

Global Educational Excellence believes that all students are capable of great things. The [GEE Academy Strategic Plan](#) outlines Academy goals and objectives. These goals and objectives are student-centered and focused on helping students grow academically, physically, socially and emotionally. All Academy material and human resources are prioritized to address the individual needs of the whole child. The myriad components of this Education Plan are as numerous and varied as they are connected and interdependent.

**SECTION d**  
**Curriculum**



## GLOBAL TECH ACADEMY

*Promoting lifelong learning by nurturing academic excellence,  
positive character, and an appreciation of cultures*

## K-8 EDUCATION PLAN

2455 S. Industrial Hwy. Ann Arbor, MI 48104  
P: (734) 369-9500 F: (734) 369-9499  
[www.gee-edu.com](http://www.gee-edu.com)

## Table of Contents

<a href="#"><u>Model of Continuous Improvement</u></a>	
<a href="#"><u>21st Century Skills</u></a>	
<a href="#"><u>Multi-Tiered Instructional Framework</u></a>	
<a href="#"><u>CHAMPS</u></a>	
<a href="#"><u>SIOP</u></a>	
<a href="#"><u>Instructional Coaches</u></a>	
<a href="#"><u>Moodle</u></a>	
<a href="#"><u>K-5 English Language Arts</u></a>	
<a href="#"><u>Benchmark Advanced</u></a>	
<a href="#"><u>Lexia Core 5</u></a>	
<a href="#"><u>Heggerty K-5</u></a>	
<a href="#"><u>6-8 English Language Arts</u></a>	
<a href="#"><u>SpringBoard</u></a>	
<a href="#"><u>Lexia Power Up</u></a>	
<a href="#"><u>K-5 Math</u></a>	
<a href="#"><u>Bridges in Mathematics</u></a>	
<a href="#"><u>6-8 Math</u></a>	
<a href="#"><u>AgileMind</u></a>	
<a href="#"><u>DreamBox</u></a>	
<a href="#"><u>K-8 Social Studies</u></a>	
<a href="#"><u>Savvas</u></a>	
<a href="#"><u>K-8 Science</u></a>	
<a href="#"><u>Amplify</u></a>	
<a href="#"><u>World Languages</u></a>	
<a href="#"><u>K-8 Spanish</u></a>	
<a href="#"><u>Domestic Extra-Curricular Activities</u></a>	
<a href="#"><u>Technology</u></a>	
<a href="#"><u>Physical Education/Health Education Curriculum</u></a>	
<a href="#"><u>Art Curriculum</u></a>	
<a href="#"><u>Educational Development Plans (EDPs)</u></a>	
<a href="#"><u>Educational Assessment Plan</u></a>	
<a href="#"><u>Character Education</u></a>	
<a href="#"><u>Professional Development</u></a>	
<a href="#"><u>Charlotte Danielson Framework for Teaching</u></a>	
<a href="#"><u>Marzano School Leader Evaluation Model</u></a>	
<a href="#"><u>Summary</u></a>	

## **Mission**

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

## **Beliefs**

- All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- To be effective, the Academy must provide a safe, orderly and positive learning environment.
- Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- Learning is a lifelong process.



## INTRODUCTION

The [Michigan Academic Standards](#) (MAS) were used to guide the research, development and ultimate adoption of grade level curriculum across disciplines as well as a framework used by all GEE academies for prescribing instructional resources, methods and progressions.

Michigan adopted the Common Core State Standards (CCSS) for [Mathematics](#) and [English Language Arts](#) (ELA) in June, 2010. All GEE academies have adopted guaranteed and viable curriculum resources. That is, adopted curriculum resources covering all grade level standards, and there is adequate time created within Academy master schedules each day to implement the curriculum with fidelity. In addition to ELA and Math, Global Tech Academy has adopted guaranteed and viable curriculum resources for [Science](#) (NGSS), [Social Studies](#) (C3s) and Spanish.

## MODEL OF CONTINUOUS IMPROVEMENT

GEE's Model of Continuous Improvement requires teams of teachers and administrators to examine student performance data, to design and implement instruction and monitor results. The curriculum review process uses a parallel process of continuous improvement that includes the examination of curriculum, driven by student results over time, to determine what students should know, be able to do and understand, when content should be taught, and when and how student mastery will be assessed.

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. The [GEE Curriculum Review and Renewal Plan](#) outlines the process.

## 21ST CENTURY SKILLS

21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills, which are woven throughout the fabric of all GEE core curriculum, at all grade levels::

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism

- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

### **MULTI-TIERED INSTRUCTIONAL FRAMEWORK**

The Multi-Tiered System of Supports (MTSS) model is predicated on the notion that all students can make adequate growth and that core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to strategize to close the gap toward grade level expectations. This means the School-wide MTSS team must evaluate the curriculums for implementation with fidelity, course assignments/schedules, time on task, classroom data and classroom climate. The team then engages in difficult yet productive conversations about whether the implementation of the curriculum is meeting the needs of 80% of all students, and plan prevention making sure that all students have access to high-quality developmentally appropriate tasks and intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of foundational skills, consistently re-emphasizing school rules and expectations, etc.).

The district academic and behavioral program is a multi-tiered plan, which includes three tiers of support designed to meet the instructional and behavioral needs of all children. Each level targets a specific group of learners, is supported by evidence-based instructional materials, provides differentiated instruction and routine monitoring of progress. Instructional decisions regarding level of services are based on student performance outcomes on the MTSS Screener and class assessments. To access the GEE MTSS Handbook, [click here](#).

### **CHAMPS**

The [CHAMPS](#) program, a classroom management system that encourages students to be motivated, engaged, and responsible, outlines expected behavior for students in each activity throughout the daily schedule. The acronym CHAMPS describes C-Conversation (Voice Level), H-Help (What to do if you need help), A-Activity (What tasks the students should be doing), M-Movement (What is the level of movement required), P-Participation (How can teacher tell if they are participating in the activity), and S-Success (If teacher can tell that students are meeting these expectations then they achieve success). Teachers review the CHAMPS expectations for each activity throughout the school day to ensure that students are clear on what the teacher expects of them.

### **SIOP**

Sheltered Instruction Observation Protocol (SIOP) is a research-based method of instruction targeted toward meeting the academic needs of English Learners (ELs). SIOP is an instructional model that contains [8 components and 30 features](#) used to ensure ELs have their content and language needs met in mainstream classrooms.

### **INSTRUCTIONAL COACHES**

The K-12 GEE instructional coach team is composed of educational leaders who train teachers and provide resources, feedback, modeling (“I do,” “We do,” “You do”), and professional development to help schools meet instructional goals and school improvement goals. All GEE core teachers, across all GEE academies and grade, have an instructional coach whose responsibilities include, but are not limited to:

- Providing full-time, on-site, job-embedded professional development for classroom teachers.
- Providing awareness sessions at each school so that all staff members are informed of the Coach Program
- Collaborating with teachers to analyze student assessment data including achievement tests,

- classroom assessments, and student work samples through the data teams and MTSS teams
- Assisting in the establishment of building goals, strategies, and action steps, based on data analysis and work with staff.
- Documenting work performed, maintaining schedules, collecting data, and completing all other program requirements.
- Implementing GEE instruction and assessment strategies as presented in the PD sessions.
- Providing professional development for teachers through pre- and post-lesson conference sessions, team teaching, analysis of student work and assessment data, and discussion of researched-based practices.
- Assisting teachers in learning content, pedagogy, and assessment strategies to improve student learning and achievement.
- Attending all professional development sessions in their entirety each month.
- Honoring confidentiality of teacher and student data, documents, and communication.
- Informing teachers and Principal at least 24 hours before a change in schedule if possible.
- Providing awareness and facilitating attendance at professional development.

## MOODLE

All GEE academies use Moodle as their universal Learning Management System (LMS). Instructional coaches and principals need only learn and support one LMS. Master Moodle courses have been created by a GEE teacher team of master Moodle course creators. Over 10,000 daily Moodle lessons have been created for each core subject at each grade K-12. Master Moodle courses are available to all teachers, paraprofessionals and substitutes. All GEE teachers are expected to begin their lesson planning using their grade/subject(s) master Moodle lessons and then modify/differentiate in accordance with their students' unique learning needs.

## CURRICULUM RESOURCES

Curriculum Resource	Online/Print	Grade Levels
<b>English Language Arts</b>		
Benchmark Advance	Online/Print	K-5
Lexia Core 5	Online	K-5
Heggerty	Online/Print	K-8
Learning A to Z	Online	K-5
Lexia Power Up	Online	6-8
SpringBoard	Online/Print	6-8
<b>Mathematics</b>		
Bridges in Mathematics	Online/Print	K-5
Dreambox	Online	K-8
Agile Mind	Online/Print	6-8
<b>Science</b>		
Amplify	Online/Print	K-8
<b>Social Studies</b>		
Savvas myWorld Interactive	Online/Print	K-8

<b>EL Teacher Resources</b>		
NatGeo Reach Higher	Online/Print	K-8
Vista Get Ready!	Online/Print	K-8
<b>Spanish</b>		
Risas y Sonrisas	Online	K-8
<b>Art</b>		
GEE Art Curriculum	Online/Print	K-8
<b>PE/Health</b>		
Michigan Model for Health	Online	K-8
<b>Technology</b>		
Code.org	Online	K-8
Project Lead the Way	Online	6-8

## CORE CURRICULUM GRADES K-8

### K-5 ENGLISH LANGUAGE ARTS

Benchmark Advanced ([Benchmark Scope, Sequence & Standards Alignment](#) attached below)

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- Pre-, ongoing, and post-assessment
- Gradual-release mini-lessons with built-in choice
- High-quality informational, narrative, and opinion/argument texts
- Complex texts for close reading applying text-dependent strategies
- Differentiated support for English learners and special needs students
- Customized professional development services
- State-of-the-art interactive technology
- Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- Scaffolds ALL students to access complex informational and literary texts during whole- group lessons
- Guides students to use text evidence in close reading
- Provides opportunities for students to develop collaborative conversations
- Develops writers by teaching writing process and writing to sources

### Lexia Core 5

Lexia Reading Core5 provides a personalized, data-driven approach through a system of student-driven learning online, and targeted instruction by a teacher or paraprofessional. It empowers students of all abilities in grades pre-K-5 to build their fundamental literacy skills through technology and direct instruction.

Lexia Reading Core5 covers the six areas of reading instruction (phonological awareness, phonics, structural analysis, automaticity, vocabulary and comprehension), including activities focused on academic vocabulary through structural analysis. This begins with oral language and listening comprehension, building to reading comprehension. The program aligns to rigorous reading standards, including the

Common Core State Standards.

### Heggerty K-5

Heggerty Phonemic Awareness lessons supplement the Benchmark Advance curriculum. Lessons are taught consistently each day with explicit teacher modeling and scaffolded support, so teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

Heggerty lessons cover all consonants, short vowels, digraphs, blends, vowel words and rime patterns. In addition, lessons cover long vowels, R-controlled vowels, special vowel sounds, multisyllabic words and include decoding and increased complexity of words and tasks for multiple skills.

Heggerty Phonemic Awareness also includes systematic phonemic awareness intervention lessons for students during remediation block time. These lessons are used in small groups or with individual students who struggle to decode words automatically.

### Learning A to Z K-5

Raz-Plus is a blended learning platform that combines teacher-led whole-class and small-group instruction with technology-enabled resources for personalized reading practice. Learning A to Z is a suite of literacy applications with: leveled and interactive e-books; personalized differentiated reading instruction and practice, and assessment.

## **6-8 ENGLISH LANGUAGE ARTS**

### SpringBoard ([SpringBoard Scope, Sequence & Standards Alignment](#) attached below)

SpringBoard is the CollegeBoard's comprehensive instructional program in ELA and English language development for all students in 6<sup>th</sup> through 12<sup>th</sup> grades. The program has been specifically developed for students and educators and aligns with college readiness standards. SpringBoard is carefully scaffolded, vertically aligned and the program is designed to build English language skills and content knowledge for all learners. SpringBoard integrates:

- High-quality instructional materials in print and digital formats;
- Formative and summative assessments that drive instruction;
- Using the Understanding by Design model, each unit includes activities that build skills and knowledge along with Advanced Placement (AP) and college readiness connections, suggestions for independent reading or work, and comprehensive resources.
- Meaningful, purposeful assessments that inform and guide instruction and activities and ask students to demonstrate the mastery needed for success on high-stakes tests.
- Deep research foundation using strategies and models developed by leading curriculum innovators and practitioners.
- Deliberate, scaffolded instructional design.
- In the ELA/ELD programs, reading content provides a variety of texts, balancing contemporary and canonical works worthy of close reading to build skills in critical thinking and writing based on textual evidence.

The program is built on the same rigorous strategies and skills found in AP classes—critical thinking, problem solving and deep contextual understanding. SpringBoard makes rigorous standards accessible to all students and helps to prepare students for success in postsecondary opportunities.

### Lexia Power Up

Lexia PowerUp Literacy is designed to help students in grades 6 and above become proficient readers and

confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, Lexia PowerUp empowers secondary teachers to:

- Address the instructional needs of a wide range of reader profiles
- Engage, challenge, and motivate students to take ownership of their learning
- Help students develop the skills they need to succeed in content-area classes

### **K-5 MATH**

Bridges in Mathematics ([Bridges Scope, Sequence & Standards Alignment](#) attached below)

The elementary Bridges in Mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

*Bridges in Mathematics* is a comprehensive K–5 curriculum that equips teachers to fully implement the MAS for mathematics in a manner that is rigorous, coherent, engaging and accessible to all learners.

The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills and ability to solve complex and novel problems. *Bridges* blends direct instruction, structured investigation and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually and kinesthetically rich as it is mathematically powerful.

### **6-8 MATH**

AgileMind ([Agile Mind Scope, Sequence & Standards Alignment](#) attached below)

The secondary AgileMind mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematical vocabulary and enhances the ability to express mathematical ideas.

With rigorous support for teachers and real-world contexts that help students understand new ideas, the AgileMind program deepens students’ understanding of foundational concepts for success in higher level mathematics.

Middle school mathematics programs for grades 6, 7, and 8 provide powerful foundations in ratios, proportionality, and algebraic and geometric thinking. Students use graphing technology, manipulatives, and other mathematical tools to develop conceptual understanding as they tackle and solve interesting problems.

Throughout our programs, students will:

- Strengthen their understanding of key mathematical operations and use equivalent fractions as a basis for understanding ratios and proportional reasoning
- Begin formal work with expressions and equations as they use variables to represent relationships and solve problems



- Develop their understanding of variables from two perspectives—as placeholders for specific values and as sets of values represented in algebraic relationships
- Gain fluency with geometric concepts, such as area, surface area, and volume

### **DREAMBOX**

DreamBox is a supplemental K-8 digital math program designed to complement both Bridges and AgileMind. The DreamBox platform combines a rigorous, research-based, pedagogically sound curriculum aligned to the Common Core and state standards with a highly motivating learning environment. Gaming fundamentals are leveraged to motivate students to persist and progress, which leads to increased understanding and achievement. The Intelligent Adaptive Learning technology tracks each student interaction and evaluates the strategies used to solve problems. It then immediately adjusts the lesson and the level of difficulty, scaffolding, sequencing, number of hints, and pacing as appropriate. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepen conceptual understanding.

### **K-8 SOCIAL STUDIES**

Savvas ([Savvas Scope, Sequence & Standards Alignment](#) attached below)

*Savvas's myWorld Interactive* series inspires students to develop global competencies for active, informed citizenship. The series emphasizes project-based learning to explore the world's places, systems, and cultures. The programs include strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. *myWorld Interactive* is the student-centered curriculum that helps implement the MAS and the College, Career, and Civic Life (C3) Framework for Social Studies to create active, responsible citizens who can make a difference.

### **K-8 SCIENCE**

Amplify ([Amplify Scope, Sequence & Standards Alignment](#) attached below)

Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. The program engages students in scientific inquiry. Students use inquiry to develop questions and apply skills to plan how to find answers to the questions. This leads to opportunities such as conducting investigations through research, experiments and interviews with experts. Students then reflect on the learning, make connections between content and their everyday lives and share the outcomes of discoveries.

### **WORLD LANGUAGES**

K- 8 Spanish ([Risas y Sonrisas Scope & Sequence](#) attached below)

Risas y Sonrisas more than fulfills the requirements set in “Standards for Learning Spanish” published by the American Council on the Teaching of Foreign Languages (ACTFL). The national standard for foreign language education centers around five goals: Communication, Cultures, Connections, Comparisons, and Communities.

Risas y Sonrisas program creates a positive experience with the new language and fun lessons that will best prepare students to understand and actively participate in a multilingual world. Below you can see how Risas y Sonrisas meets these standards with examples.

## **DOMESTIC EXTRA-CURRICULAR ACTIVITIES**

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports, clubs, and activities are encouraged to enhance the personal, social, and physical skills of students as well as to support students as they explore various global cultures and strengthen their cognitive skills. Based on student interest, some of the offerings may include soccer, science, special art workshops, speech and debate teams, personality development classes, Foreign Language as well as other sports based on student and parent interest. Current Global Educational Excellence co- and extra-curricular activities in its United States academies include: Art, Honor Society, National Honor Society, Robotics, Environmental Awareness, Student Council, Peer Mediation and numerous athletic opportunities, both inter- and intra-scholastic. Some activities are held weekly while others are offered periodically or as community resources and opportunities present themselves to enrich the students' experience.

The Academy students in the upper grades are encouraged to work in the local community as a part of the character education program in the curriculum. This will not only prepare the older students for the world of work and higher education, but also to give back to the community.

## **K- 8 TECHNOLOGY**

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students will demonstrate proficiency as students progress through the grades.

### K-8 Code

Code.org is dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Every student in every academy has the opportunity to learn computer science, just like biology, chemistry or algebra, Code.org provides the leading curriculum for K-8 computer science in the largest school districts in the United States and Code.org also organizes the annual Hour of Code campaign which has engaged 10% of all students in the world.

### 6-8 Project Lead the Way ([PLTW Scope, Sequence & Standards Alignment](#) attached below)

Through explorations of coding and robotics, flight and space, human body systems, and more, PLTW Gateway fuels students' passion for discovery. As they engage in hands-on, collaborative problem solving focused on real-world challenges, students use and stretch their imaginations in brand-new ways and connect their learning to life. All the while, students step into roles spanning the career landscape – a crucial experience during this transitional time in their lives.

To ensure that more middle school students have equal access and opportunities to engage and be empowered through the PLTW experience, we offer all PLTW Gateway units and teacher resources in both English and Spanish.

## **PHYSICAL EDUCATION/HEALTH EDUCATION CURRICULUM**

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses the GEE Physical Education curriculum which is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health, which has been developed by Michigan educators to meet



the state requirements for teaching health.

### ART CURRICULUM

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

### EDUCATIONAL DEVELOPMENT PLANS (EDPs)

The State of Michigan requires schools to provide an opportunity for students to begin developing an Educational Development Plan (EDP) in Grade 7 and requires that every student has an EDP before entering high school. By preparing the initial EDP in middle school, students can better plan their high school curriculum to meet their post- school goals. The EDP is a secondary/postsecondary planning tool to direct the student's educational plan and career planning activities. The Academy uses a Web-based system, Xello, to help students write their education and career goals, including strategies and high school classes that will help them reach these goals. All students in grade 7 are required to develop an EDP with guidance from school advisors which is reviewed again in grade 8. When applicable, parents and community contacts are also included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. A student's EDP is reviewed and updated on at least an annual basis. An EDP process could also include yearly work samples that document the student's progress toward anticipated goals and accomplishments. The academy establishes times to annually review EDPs and update them as students choose and change high school courses or career pathways.

### EDUCATIONAL ASSESSMENT PLAN

Grade Level	Assessment	When Administered
K-8	WIDA	Spring
K-8*	EasyCBM	Continuously as needed
K-8	Northwest Evaluation Association™ ("NWEA™") reading and math	Fall, Winter and Spring
K-5	Fountas & Pinnell Benchmark Assessment System	Fall, Winter & Spring
K-8	Unit Common Assessments	Ongoing
3-8	Applicable State Assessment (MSTEP)	Spring
8	PSAT	Fall and Spring

*\*For students with IRIPs or in need of intervention*

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments

for all core content areas to determine students' progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students' progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the winter and spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as *Dreambox* and *Lexia Core 5* and *Power Up*. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

#### **CHARACTER EDUCATION**

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of Respect, Responsibility, Appreciation, Commitment, Cooperation, Creativity, Curiosity, Empathy, Integrity, Tolerance, which are integrated into the curriculum. The Academy also uses the Positive Action program – a comprehensive coherent program that has components for all parts of the school, the family, and the community. It works on many levels of the school—from the individual to the classroom to the entire school system. It addresses all areas of the self: the physical, intellectual, and social/emotional. It is both a content area and a teaching method. Within its curriculum, it teaches standards of achievement in every content subject area directly and applied. It is also integrated into all subject areas.

It is taught at every level of learning: cognitive, affective, and behavioral. It goes to the very heart of why we do things—to feel good about ourselves. It also brings all the power of positiveness to all participants so potential is reached and barriers are removed. It brings feelings of joy, accomplishment and satisfaction to all participants. The synergy of all these dynamics working together improves behavior, school performance, self-concepts and attendance.

#### **PROFESSIONAL DEVELOPMENT**

GEE believes that teaching is a unique combination of art and science requiring an understanding of the interrelationship of students, subject matter, school, and community. A growing body of research describes the science of teaching by delineating practices, philosophies, and dispositions that have proven to be effective in enhancing student learning and development.

When teachers consider their professional growth and development, it is important to reflect on the subtleties and nuances of the art of teaching while examining the skills and techniques of the science of teaching. An appreciation of both the art and science of teaching is at the heart of understanding the complexities of the profession.

Dialogue, reflection, and feedback about teaching are of utmost importance to the growth and development

of teachers.

GEE academies use the *Charlotte Danielson Framework for Teaching* for teachers:

Charlotte Danielson Framework for Teaching

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Content knowledge • Prerequisite relationships</li> <li>Content pedagogy</li> </ul> <p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>Child development • Learning process • Special needs</li> <li>Student skills, knowledge, and proficiency • Interests and cultural heritage</li> </ul> <p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Value, sequence, and alignment • Clarity • Balance</li> <li>Suitability for diverse learners</li> </ul> <p><b>1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>For classroom • To extend content knowledge • For students</li> </ul> <p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Learning activities • Instructional materials and resources</li> <li>Instructional groups • Lesson and unit structure</li> </ul> <p><b>1f: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>Congruence with outcomes • Criteria and standards</li> <li>Formative assessments • Use for planning</li> </ul>	<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>Teacher interaction with students</li> <li>Student interaction with students</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>Importance of content</li> <li>Expectations for learning and achievement • Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>Instructional groups • Transitions • Materials and supplies</li> <li>Non-instructional duties</li> <li>Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>Expectations • Monitoring behavior</li> <li>Response to misbehavior</li> </ul> <p><b>2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>Safety and accessibility</li> <li>Arrangement of furniture and resources</li> </ul>
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instruction
<p><b>4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>Accuracy • Use in future teaching</li> </ul> <p><b>4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>Student completion of assignments • Student progress in learning</li> <li>Non-instructional records</li> </ul> <p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li>About instructional program • About individual students</li> <li>Engagement of families in instructional program</li> </ul> <p><b>4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>Relationships with colleagues • Participation in school projects</li> <li>Involvement in culture of professional inquiry • Service to school</li> </ul> <p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>Enhancement of content knowledge / pedagogical skill</li> </ul>	<p><b>3a: Communicating With Students</b></p> <ul style="list-style-type: none"> <li>Expectations for learning • Directions and procedures</li> <li>Explanations of content</li> <li>Use of oral and written language</li> </ul> <p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>Quality of questions • Discussion techniques</li> <li>Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>Activities and assignments • Student groups</li> <li>Instructional materials and resources • Structure and pacing</li> </ul> <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>Assessment criteria • Monitoring of student learning</li> <li>Feedback to students</li> <li>Student self-assessment and monitoring</li> </ul> <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p>

<ul style="list-style-type: none"> <li>• Receptivity to feedback from colleagues • Service to the profession</li> </ul> <p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct • Service to students • Advocacy</li> <li>• Decision-making • Compliance with school/district regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson adjustment • Response to students Persistence</li> </ul>
--	--

GEE academies use the *Marzano School Leader Evaluation Model* for principals :

#### Marzano School Leader Evaluation Model

Domain 1: A Data-Driven Focus on School Improvement	Domain 2: Instruction of Viable and Guaranteed Curriculum	Domain 3: Continuous Development of Teachers and Staff
<p><b>Element 1:</b> The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.</p> <p><b>Element 2:</b> The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.</p> <p><b>Element 3:</b> The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.</p>	<p><b>Element 1:</b> The school leader provides a clear vision for how instruction should be addressed in the school.</p> <p><b>Element 2:</b> The school leader continually examines and provides updates so that all teachers use the instructional model.</p> <p><b>Element 3:</b> The school leader ensures that school curriculum and accompanying assessments align with state and district standards.</p> <p><b>Element 4:</b> The school leader ensures that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.</p> <p><b>Element 5:</b> The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.</p>	<p><b>Element 1:</b> The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.</p> <p><b>Element 2:</b> The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.</p> <p><b>Element 3:</b> The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.</p>
Domain 4: Community of Care and Collaboration	Domain 5: Core Values	Domain 6: Resource Management
<p><b>Element 1:</b> The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.</p> <p><b>Element 2:</b> The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and</p>	<p><b>Element 1:</b> The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.</p> <p><b>Element 2:</b> The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.</p> <p><b>Element 3:</b> The school leader ensures that the school is perceived</p>	<p><b>Element 1:</b> The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.</p> <p><b>Element 2:</b> The school leader utilizes systematic processes to engage district and external entities in support of school improvement.</p>

<p>procedures to maximize the effectiveness of the school.</p> <p><b>Element 3:</b> The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.</p> <p><b>Element 4:</b> The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.</p>	<p>as safe and culturally responsive.</p>	<p><b>Element 3:</b> The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.</p>
--	---	---

In addition to the daily training afforded by the instructional coaching staff, GEE provides timely, job-embedded and targeted professional development on the continuum:

- August PD days are held in “mini-conference” break-out session format wherein teachers select from myriad PD topics for which sessions are created and led by master teachers, consultants and/or instructional coaches.
- Three hours are reserved each Friday for needs-assessment-based PD (Curriculum, Instruction, Classroom management, content specific et al) and/or [Teacher Collaboration Time](#).

#### SUMMARY

Global Educational Excellence believes that all students are capable of great things. The [Global Tech Academy Strategic Plan](#) outlines Academy goals and objectives. These goals and objectives are student-centered and focused on helping students grow academically, physically, socially and emotionally. All Academy material and human resources are prioritized to address the individual needs of the whole child. The myriad components of this Education Plan are as numerous and varied as they are connected and interdependent.



## Grade 1 • Unit 1 • Plants and Animals Grow and Change

Essential Question: Why do living things change?

### Enduring Understandings:

- Every living thing has a life cycle in which it grows and changes.
- Many stories include animal characters that grow and change.

**Build Knowledge Word Bank:** *change, grow, life cycle, living things*

**Research & Inquiry Project:** Plant and Animal Life Cycles

### Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Animals Are Different* (210L)  
*Neighbors At Play* (250L)  
*Cus's Tree Trip* (380L)  
*I Want a Pound of Plums* (380L)  
*Plants* (406L)  
*An Adventure at the Zoo* (360L)

*Mammals* (470L)  
*The Rain Forest* (450L)  
*Reptiles* (480L)  
*Incredible Birds* (440L)  
*The Secrets of Soil* (600L)  
*Dinosaur Bone Doctor* (540L)

### Reader's Theater Scripts:

*The Tricky Garden*  
*Mary's Garden: How Does It Grow?*



Weekly Readings			Weekly Skills and Strategies												
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Five Little Tadpoles"	<b>I Read:</b> "At the Pond"	<b>Mentor Read-Alouds:</b> "The Amazing Life Cycle of a Frog" "The Fox and the Robin"	Match Spoken Word to Written Word  Directionality: Return Sweep	Recognize and Produce Rhyming Words  Phoneme Blending  Phoneme Segmentation	<b>Primary Skill:</b> short a  <i>the see go she and</i>  <b>Secondary Skill and Word Families:</b> s /z/, ck /k/, -at, -ad, -an  <b>Spiral Review:</b> consonants		Phrasing	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information  Retell Key Story Details	Identify Real-Life Connections Between Words and Their Use	<b>General Academic Listening &amp; Speaking:</b> clever, saavvy  <b>Domain-Specific Listening &amp; Speaking:</b> gills, hatches	<b>My Reading and Writing Words:</b> bear, cub, frog, tadpole	Write Personal Narratives	Common and Proper Nouns
	"Someday" "Caterpillars"	<b>Decodable Readers:</b> <i>Pais Help</i>  <i>We Like to Bat</i>													
Week 2	"Baby Animals" "Grow, Ducklings, Grow" "Caterpillars"	<b>I Read:</b> "A Cub Grows"  <b>Decodable Readers:</b> <i>Get a Big Pot</i>  <i>A Cub Is Fun</i>	<b>Extended Read-Aloud 1:</b> <i>An Oak Tree Has a Life Cycle</i>	Punctuation: Periods, Exclamation Marks, Question Marks  Text Features: Italics	Phoneme Categorization  Phoneme Blending  Phoneme Segmentation	<b>Primary Skill:</b> short i  <i>play little you with</i>  <b>Secondary Skill and Word Families:</b> plural nouns (-s); -in, -it, -ip  <b>Spiral Review:</b> consonants: short a, s /z/, ck /k/		Intonation	Metacognitive: Ask Questions  Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Main Topic and Retell Key Details  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information  Identify Similarities in and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	<b>Domain-Specific Listening &amp; Speaking:</b> roots, sapling, stems, trunk	<b>My Reading and Writing Words:</b> duck, eggs, nest	Write Personal Narratives	Verbs to Convey a Sense of Past, Present, and Future
Week 3	"My Garden" "The Seed" "Caterpillars"	<b>I Read:</b> "Let's Grow Seeds"  <b>Decodable Readers:</b> <i>Crops for Us</i>  <i>A Frog Can Jump</i>	<b>Extended Read-Aloud 2:</b> <i>The Ugly Duckling</i>	Directionality: Return Sweep	Recognize and Produce Rhyming Words  Phoneme Blending  Phoneme Segmentation	<b>Primary Skill:</b> short o  <i>for no jump one have</i>  <b>Secondary Skill and Word Families:</b> double final consonants; -op, -og, -ot  <b>Spiral Review:</b> short a, i, plural nouns (-s)		Expression	Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Describe Major Story Details  Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories to Demonstrate Understanding	<b>General Academic Listening &amp; Speaking:</b> chirped, thumping, pecked, ruffled	<b>My Reading and Writing Words:</b> seeds	Write Personal Narratives	Common and Proper Nouns  Verbs to Convey a Sense of Past, Present, and Future

## Grade 1 • Unit 2 • Many Kinds of Characters

Essential Question: How do we learn about characters?

### Enduring Understandings:

- Stories of all kinds, including fairy tales, fables, fantasies, and realistic fiction, have characters who face challenges.
- Stories can teach us that families and communities work best when people make responsible choices and help one another.

**Build Knowledge Word Bank:** *challenge, solution, choices, lesson*

**Research & Inquiry Project:** Animals as Literary Characters

### Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*Betty the Bee* (160L)  
*The Treasure Map* (330L)  
*A Wolf, a Girl, and Her Grandma* (60L)  
*Stormy Stuart* (480L)  
*Saving Spirit* (530L)  
*Blanca and the Animals* (500L)  
*Elena and Luisa Switch Houses* (330L)

*Carlo's Piggy Bank* (380L)  
*Susie Sunflower* (480L)  
*Rescue in the Amazon River* (440L)  
*The Prince and the Three Oranges*  
*A Fairy Tale from Mexico* (480L)  
*Andre's Dream* (490L)



#### Reader's Theater Scripts:

*The Little Girl with the Curl*  
*How the Chipmunk Got Its Stripes*

Weekly Readings			Weekly Skills and Strategies												
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Look in a Book!" "Old Mother Hubbard" "By Myself"	I Read: "Little Red" Decodable Readers: <i>When Red Hen Fell</i> <i>Red at the Vet</i>	Mentor Read-Alouds: "The Ant and the Grasshopper" "Little Red Riding Hood"	Punctuation: Periods, Question Marks, Exclamation Marks Uppercase Letters	Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation	Primary Skill: short e: <i>are said two took my</i> Secondary Skill and Word Families: inflectional ending (-s): -ug, -up, -un Spiral Review: short a, i, o, e; double final consonants		Phrasing	Metacognitive: Draw Inferences Metacognitive: Determine Text Importance Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Use Illustrations and Details to Describe Characters, Setting, or Events	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>industrious</i> <i>idle</i> <i>lively</i> <i>wicked</i>	My Reading and Writing Words: <i>girl</i> <i>well</i> <i>mother</i> <i>old</i>	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences
	"Three Little Kittens" "The Turtle and the Hare" "By Myself"	I Read: "Come Here, Friend" Decodable Readers: <i>Big Bus Gets Stuck</i> <i>Bud, Gus, and Dot</i>	Extended Read-Aloud 1: <i>Waffle the Bunny</i>	Punctuation: Periods, Question Marks, Exclamation Marks Quotation Marks	Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation	Primary Skill: short u: <i>come here to of</i> Secondary Skill and Word Families: inflectional ending (-s): -ug, -up, -un Spiral Review: short a, i, o, e; double final consonants		Expression Self-Correcting	Metacognitive: Draw Inferences Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Use Illustrations and Details to Describe Characters, Setting, or Events Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>whispered</i> <i>screamed</i> <i>demanded</i>	My Reading and Writing Words: <i>idle</i> <i>fast</i> <i>slow</i>	Write Narrative Text	Articles Demonstratives
	"The Boy Who Cried Wolf" "The Elves and the Shoemaker" "By Myself"	I Read: "What Is It? Riddles" Decodable Readers: <i>Let's Sled!</i> <i>Glenn the Robot</i>	Extended Read-Aloud 2: <i>Abuelita's Secret</i>	Punctuation: Periods, Question Marks, Exclamation Marks	Phoneme Categorization Phoneme Blending Phoneme Substitution	Primary Skill: i-blends <i>what put want this saw</i> Secondary Skill and Word Families: -oh, -ot, -ock Spiral Review: medial short vowels; inflectional ending (-s); double final consonants		Expression	Metacognitive: Determine Text Importance Fix-Up: Use Pictures to Understand Text	Describe Characters, Settings, and Major Events in a Story Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>invited</i> <i>suggested</i> <i>secret</i> <i>explained</i>	My Reading and Writing Words: <i>boy</i>	Write Narrative Text	Singular and Plural Nouns with Matching Verbs in Basic Sentences Articles Demonstratives



## Grade 1 • Unit 3 • Being a Good Community Member

Essential Question: Why do people get involved in their communities?

### Enduring Understandings:

- When people exhibit the qualities of good citizenship, communities become safer and more enjoyable.
- Responsible citizens follow laws and principles that include respect for the rights, opinions, and property of others.

**Build Knowledge Word Bank:** *safe, citizen, responsible, community*

**Research & Inquiry Project:** Community Helpers

### Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Students Vote* (300L)  
*I Can Help* (460L)  
*A Neighborhood of Friends* (390L)  
*Let's Vote* (460L)  
*The President of the United States* (650L)  
*Red, White, and Bloem* (520L)  
*The Great Seal of the United States* (460L)  
*Where Is the President?* (570L)  
*Monuments for Presidents* (460L)  
*Our Classroom Rules* (380L)  
*Citizenship* (360L)  
*Susan B. Casts a Ballot* (450L)

### Reader's Theater Scripts:

*Humpty Dumpty's Fall*  
*The Earth Day Garden*



Weekly Readings			Weekly Skills and Strategies												
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
<b>Week 1</b> "In the Neighborhood" "Neighbors, Neighbors" "We Have a Garden"	<b>I Read:</b> "Bag and Grab It!" <b>Decodable Readers:</b> <i>Mr. Drake's Plan</i> <i>Make It Safe</i>	<b>Mentor Read-Alouds:</b> "Hello, Community Garden!" "Safe to Go!"	End Punctuation Uppercase Letters	Phoneme Categorization  Phoneme Blending  Phoneme Substitution	<b>Primary Skill:</b> r-blends  <b>Secondary Skill and Word Families:</b> -im, -il, -ick  <b>Spiral Review:</b> i-blends; medial short vowels	<i>now</i> <i>do</i> <i>which</i> <i>went</i>		Pitch and Intonation  Self-Correcting	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About Words	Answer Questions About Relevant Details Using Photographs  Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	<b>Domain-Specific Listening &amp; Speaking:</b> <i>trash</i> <i>plot</i> <i>vacant</i> <i>inventor</i> <i>signal</i>	<b>My Reading and Writing Words:</b> <i>trash</i> <i>park</i> <i>bus driver</i> <i>fire truck</i>	Informative Process Writing	Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns
<b>Week 2</b> "Can You Keep Earth Clean?" "Reduce, Reuse, Recycle" "We Have a Garden"	<b>I Read:</b> "Tim Can Clean" <b>Decodable Readers:</b> <i>Stop for Socks</i> <i>Kids Can Fix It</i>	<b>Extended Read-Aloud 1:</b> <i>Bang a Responsible Citizen</i>	End Punctuation Uppercase Letters	Phoneme Categorization  Phoneme Blending  Phoneme Substitution	<b>Primary Skill:</b> s-blends  <b>Secondary Skill and Word Families:</b> contractions ('s) -ap, -am, -ag  <b>Spiral Review:</b> i, r-blends; short vowels	<i>was</i> <i>there</i> <i>then</i> <i>out</i>		Pausing  Self-Correcting  Features of a Sentence	Metacognitive: Make Connections  Fix-Up: Read More Slowly and Think About Words	Use Text Features to Locate Key Facts or Information; Table of Contents  Identify the Reasons an Author Gives to Support Points  Answer Questions About Relevant Details Using Photographs  Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	<b>General Academic Listening &amp; Speaking:</b> <i>honest</i> <i>respect</i> <i>decision</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>citizens</i>	<b>My Reading and Writing Words:</b> <i>clean</i> <i>help</i>	Informative Process Writing	Personal and Possessive Pronouns
<b>Week 3</b> "Firefighters" "Firefighters to the Rescue" "We Have a Garden"	<b>I Read:</b> "One Fast Wagon!" <b>Decodable Readers:</b> <i>Grant's Coat</i> <i>Let's Clean It Up</i>	<b>Extended Read-Aloud 2:</b> <i>People Who Made Contributions</i>	End Punctuation Uppercase Letters	Phoneme Categorization  Phoneme Blending  Recognize and Produce Rhyme	<b>Primary Skill:</b> final consonant blends  <b>Secondary Skill and Word Families:</b> inflectional ending (-ed, no spelling change), -ent, -est  <b>Spiral Review:</b> initial blends; short vowels	<i>who</i> <i>good</i> <i>by</i> <i>them</i>		Expression  Self-Correcting  Features of a Sentence	Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About Words	Identify the Reasons an Author Gives to Support Points  Answer Questions About Relevant Details Using Photographs  Find Text Evidence: Identify Relevant Details	Identify and Use Context Clues	<b>General Academic Listening &amp; Speaking:</b> <i>contribution</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>enjoyed</i> <i>celebration(s)</i> <i>rights</i>	<b>My Reading and Writing Words:</b> <i>work</i> <i>save</i>	Informative Process Writing	Indefinite Pronouns  Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns



## Grade 1 • Unit 4 • Stories Have a Narrator

Essential Question: How do people create stories?

### Enduring Understandings:

- Realistic stories tell about characters, settings, and events that could exist. Fantasy stories include elements that could not happen in real life.
- Reading stories from different points of view allows us to learn about other people's perspectives.

**Build Knowledge Word Bank:** *realistic, fantasy, perspective, experience*

**Research & Inquiry Project:** Author Study

### Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*Jin and Pedro Get to Work!* (330L)  
*A Day at the Beach* (280L)  
*The Band* (360L)  
*Juan and Claudia's Stand* (510L)  
*A Bowl of Dirt* (500L)  
*My Wish* (510L)

*The Pinata* (370L)  
*My Favorite Holiday* (490L)  
*The Flight of the Eagles* (450L)  
*Salsa, Moctezuma* (470L)  
*A Mysterious Light* (460L)  
*Adventure in a Hot-Air Balloon* (430L)

#### Reader's Theater Scripts:

*Jack and Jill Play on the Hill*  
*Inspector Insector*



Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"Fairy Tale Song" "Lavender's Blue" "Old King Cole"	I Read: "The King's Wish"  Decodable Readers: <i>I Wish, I Wish</i> <i>Trish's Birthday</i>	Mentor Read-Alouds: "The City Mouse and the Country Mouse"  "A Quiet Camping Trip"	Punctuation in Context: Dashes, Commas, Quotation Marks  Punctuation: Periods, Exclamation Marks, Question Marks	Phoneme Identification  Phoneme Blending  Phoneme Substitution	Primary Skill: consonant digraphs th, sh, -ng  Secondary Skill and Word Families: inflectional ending (-ing, no spelling change); -ung, -ing, -ink  Spiral Review: initial/final consonant blends; inflectional ending (-ed)	<i>were</i> <i>our</i> <i>could</i> <i>these</i>	Self-Correction Rate: Pausing	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story  Describe Characters, Settings, and Major Events Using Key Details  Identify Words and Phrases That Appeal to the Senses	Identify Root Words and Their Inflectional Forms	General Academic Listening & Speaking: <i>loving</i> <i>peaceful</i> <i>humbled</i> <i>peered</i>	My Reading and Writing Words: <i>once</i>	Write Opinion Texts	Adjectives	
	Week 2	"Once I Saw a Little Bird" "Over in the Meadow" "Old King Cole"	I Read: "I Saw It"  Decodable Readers: <i>Chad and Patch</i> <i>A Picnic Lunch</i>	Extended Read-Aloud 1: <i>Mother Bruce</i>	Punctuation in Context: Dashes, Commas, Quotation Marks  Uppercase Letters	Phoneme Categorization  Phoneme Blending  Phoneme Addition	Primary Skill: consonant digraphs ch, -tch, wh  Secondary Skill and Word Families: closed syllables (rab/ bit, kit/ten); -unk, -ump, -uck  Spiral Review: consonant digraphs th, sh, -ng, inflectional endings (-ed, -ing)	<i>once</i> <i>upon</i> <i>hurt</i> <i>that</i>	Self-Correction Expression	Metacognitive: Ask Questions  Fix-Up: Read Out Loud to Support Comprehension	Identify Who Is Telling the Story  Ask and Answer Questions About Key Details  Describe Characters, Settings, and Major Events Using Key Details	Define Words by Category and Key Attributes	General Academic Listening & Speaking: <i>stern</i> <i>pesky</i> <i>grumpy</i>  Domain-Specific Listening & Speaking: <i>migrate(s/d)</i>	My Reading and Writing Words: <i>cried</i> <i>watched</i> <i>said</i>	Write Opinion Texts	Use Commas in Dates and to Separate Words in a Series
		Week 3	"The Fox and the Hen" "The Secret" "Old King Cole"	I Read: "One Spring Day"  Decodable Readers: <i>Splat and Sprat</i> <i>Splash at the Pond</i>	Extended Read-Aloud 2: <i>The Lost Kitten</i>	Punctuation in Context: Dashes, Commas, Quotation Marks	Phoneme Categorization  Phoneme Blending  Recognize and Produce Rhyme	Primary Skill: three-letter blends (spl, spr, squ, str)  Secondary Skill and Word Families: plurals (-es); -ash, -ack  Spiral Review: consonant digraphs; closed syllables	<i>because</i> <i>from</i> <i>when</i>	Self-Correction Expression	Metacognitive: Create Mental Images  Fix-Up: Read Out Loud to Support Comprehension	Ask and Answer Questions About Key Details  Describe Characters, Settings, and Major Events Using Key Details  Identify Words and Phrases That Appeal to the Senses	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: <i>exclaimed</i> <i>gobbled</i> <i>claimed</i>  Domain-Specific Listening & Speaking: <i>salmon</i>	My Reading and Writing Words: <i>hungry</i> <i>dried</i> <i>afraid</i> <i>know(s)</i>	Write Opinion Texts

## Grade 1 • Unit 5 • Technology at Work

Essential Question: How can technology make a difference in our lives?

## Enduring Understandings:

- The use of technology can help people work more quickly and efficiently.
- People create technology to solve problems and improve the way people live and do work.

Build Knowledge Word Bank: robots, computer, technology, equipment

Research &amp; Inquiry Project: Technology in Pictures

## Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

We Are Firefighters (BR)  
 Technology Brings Us Together (120L)  
 A Bridge in San Francisco (370L)  
 My Mom Makes Cars (490L)  
 Changes in the Kitchen (290L)  
 Carlos Nunez (550L)

Becoming a Veterinarian (330L)  
 A Trip to the Past, Present, and Future (510L)  
 On the Move (480L)  
 What Time Is It? (440L)  
 Tools We Use (610L)  
 Opinions About Computers (570L)

## Reader's Theater Scripts:

Working on the Railroad  
 Under the Sea with Jacques Cousteau



Weekly Readings			Weekly Skills and Strategies													
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Go, Robots, Go!" "Robots: Big and Small" "The Drinking Fountain"	I Read: "Make a Robot"  Decodable Readers: At the Lake  Blake and Shane Play	Mentor Read-Alouds: "Robots at Work"  "What a Great Idea!"	End Punctuation  Punctuation in Context: Commas	Phoneme Categorization  Phoneme Blending  Phoneme Substitution	Primary Skill: long a (final -e)  Secondary Skill and Word Families: -ame, -ake  Spiral Review: three-letter blends; consonant digraphs; closed syllables; plural (-es)	wily many right start		Pausing	Metacognitive: Draw Inferences  Metacognitive: Determine Text Importance  Fix-Up: Stop and Think About the Author's Purpose	Use Illustrations and Details to Describe Key Ideas  Describe Characters, Settings, and Major Events in a Story (Draw Inferences)  Identify Main Topic and Retell Key Details	Sort Words into Categories	Domain-Specific Listening & Speaking: machines programmed computer programmer invention	My Reading and Writing Words: robot human tasks	Explanatory Process Writing	Sentence Types
	Week 2	"We're Going to the Moon" "The Moon" "The Drinking Fountain"	I Read: "You Can Find It"  Decodable Readers: Around the Globe  All Kinds of Holes	Extended Read-Aloud 1: Working with Technology	Return Sweep Directionality	Phoneme Categorization  Phoneme Blending  Phoneme Substitution	Primary Skill: long o (final -e)  Secondary Skill and Word Families: -ope, -ape  Spiral Review: long vowel a (final -e); short vowel a; consonant digraphs and blends	find how over under		Expression Rate	Metacognitive: Draw Inferences  Fix-Up: Stop and Think About the Author's Purpose	Know and Use Text Features to Locate Key Facts or Information  Use Illustrations and Details to Describe Key Ideas  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text  Identify Main Topic and Retell Key Details	Sort Words into Categories	Domain-Specific Listening & Speaking: communicate solve problems cure career	My Reading and Writing Words: moon landed study	Explanatory Process Writing
Week 3		"I Wonder" "Picture This" "The Drinking Fountain"	I Read: "Dear Family"  Decodable Readers: Mole City  We Live in Space	Extended Read-Aloud 2: Technology Breakdown	Upper-Case Letters	Phoneme Categorization  Phoneme Blending  Phoneme Substitution	Primary Skill: soft c, g  Secondary Skill and Word Families: contractions with "not"; -ace, -age  Spiral Review: long vowels o, a (final -e); short vowels o, a	try give far too		Expression Mood	Metacognitive: Determine Text Importance  Fix-Up: Stop and Think About the Author's Purpose	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: high-tech on the blink capacity blurry	My Reading and Writing Words: e-mail change	Explanatory Process Writing



## Grade 1 • Unit 6 • Stories Teach Many Lessons

Essential Question: What can we learn from a mistake?

### Enduring Understandings:

- Stories, such as fables, folktales, and realistic fiction, can teach the reader a moral or lesson.
- Teamwork can help people solve problems that they may not have been able to solve on their own.

**Build Knowledge Word Bank:** *problem, teamwork, moral, cooperation*

**Research & Inquiry Project:** Comparing Messages in Fables

### Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Sami Can't Sleep* (BR)  
*Ajay's Big Move* (170L)  
*The Shepherd and the Wolf* (390L)  
*The King's Elephant* (430L)  
*Beware of the Wolf!* (420L)  
*Postcards From Luis* (420L)

*Sami Walks on the Ceiling* (400L)  
*No More Bananas for Moncho* (420L)  
*The Race of the Little Turtles* (490L)  
*Rosita and the Rooster* (470L)  
*Jules and the Plants* (420L)  
*The Neighbors Next Door* (460L)

### Reader's Theater Scripts:

*The Purple Cow*  
*Why Mosquitoes Buzz in People's Ears*



Weekly Readings				Weekly Skills and Strategies												
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Lunch"	I Read: "Mike Can Fix It"	Mentor Read-Alouds: "The Boy Who Cried Wolf"	Punctuation in Context: Dashes, Colons, Quotation Marks	Phoneme Categorization	Primary Skill: long i (final -e)	after		Self-Correcting	Metacognitive: Make Connections	Describe Characters, Settings, and Major Events Using Key Details	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: angry, furious	My Reading and Writing Words: forgot, mistakes, learned, lesson	Opinion Process Writing	Use Frequently Occurring Conjunctions
	"No Tiger Hunt Today"	Decodable Readers: Five Kittens	"The Ant and the Pigeon"	Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Blending	Secondary Skill and Word Families: VCe syllables; -ine, -ble, -ide	call, large, her		Pausing	Metacognitive: Summarize and Synthesize	Understand the Central Message		Domain-Specific Listening & Speaking: weary, grateful			
	"Friends"	Fox Jumps			Phoneme Substitution	Spiral Review: soft c and g; contractions with "not"; long vowels a, o (final -e)				Fix-Up: Confirm or Correct Word Recognition and Understanding	Compare and Contrast the Adventures and Experiences of Characters					
Week 2	"When I Hurry"	I Read: "Steve's House"	Extended Read-Aloud 1: When Turtle Grew Feathers	Punctuation in Context: Dashes, Colons, Quotation Marks	Phoneme Categorization	Primary Skill: long e (final -e), long u (final -e)	house, long, off, small		Rate	Metacognitive: Make Connections	Describe Characters, Settings, and Major Events Using Key Details	Use Affixes as a Clue to Word Meaning	General Academic Listening & Speaking: blame, fault, shattered, truce	My Reading and Writing Words: hurry, learned	Opinion Process Writing	Produce Simple and Compound Sentences
	"The Ant and the Grasshopper"	Decodable Readers: A Hat for Pete		Uppercase Letters	Phoneme Blending	Secondary Skill and Word Families: inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une			Phrasing	Fix-Up: Confirm or Correct Word Recognition and Understanding	Understand the Central Message					Use Frequently Occurring Conjunctions
	"Friends"	Zoe's Garden			Phoneme Substitution	Spiral Review: soft c and g; long VCe syllables with a, i, o			Self-Correcting	Compare and Contrast the Adventures and Experiences of Characters						
Week 3	"Five Brown Bears"	I Read: "Which Train?"	Extended Read-Aloud 2: Tall and Small Play Ball	Punctuation in Context: Dashes, Colons, Quotation Marks	Phoneme Categorization	Primary Skill: long a spellings (a, ai, ay)	brown, work, year, live		Self-Correcting	Metacognitive: Summarize and Synthesize	Describe Characters, Settings, and Major Events Using Key Details	Use Affixes as a Clue to Word Meaning	General Academic Listening & Speaking: tease, block, height, disabled	My Reading and Writing Words: sorry, teach, moral	Opinion Process Writing	Produce Simple and Compound Sentences
	"Stories That Teach Lessons"	Decodable Readers: Painting in May		Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Blending	Secondary Skill and Word Families: inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay			Expression	Fix-Up: Confirm or Correct Word Recognition and Understanding	Understand the Central Message					Use Frequently Occurring Conjunctions
	"Friends"	Gail and Gram		Return Sweep	Phoneme Substitution	Spiral Review: long VCe syllables with a, i, o, e, and u; inflectional endings (drop -e)										

## Grade 1 • Unit 7 • Past, Present, and Future

Essential Question: Why is the past important?

## Enduring Understandings:

- Knowledge of the past is important to understand the present and plan for the future.
- People use tools, such as time lines and maps, to help organize and understand events of the past.

Build Knowledge Word Bank: *future, past, present, events*

Research &amp; Inquiry Project: Honoring History

## Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Good Friends* (90L)  
*The Mayflower* (8R)  
*The Maya Calendar* (520L)  
*We All Help* (460L)  
*Flag Day* (430L)  
*Lake Maracabo* (480L)

*Abraham Lincoln* (450L)  
*Cinco de Mayo* (530L)  
*Mary McLeod Bethune: An Educator* (500L)  
*Rules and Laws* (520L)  
*Before or After?* (450L)  
*My Town Long Ago* (540L)

## Reader's Theater Scripts:

*London Bridge Has Fallen Down*  
*The Time Capsule*



Weekly Readings				Weekly Skills and Strategies												
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Let's Go, Go, Go!" "Long Ago on the Go" "Now We Are Six"	I Read: "From Place to Place"  Decodable Readers: <i>How We Go</i>  <i>Toad's Big Boat</i>	Mentor Read-Alouds: "School Days"  "The Story of the White House"	Literary Element: Onomatopoeia and Sound Words  End Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Isolation  Add Syllables in Compound Words  Substitute Syllables in Compound Words	Primary Skill: long o spellings (o, oa, ow, oe)  Secondary Skill and Word Families: -ow, -oat, -old  Spiral Review: long o vowel teams; long VCe syllables with a, i, o, e, and u	<i>found</i> <i>your</i> <i>know</i> <i>always</i>		Rate  Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Retell Key Details  Use Text Features to Locate Information: Captions, Glossaries, Time Lines	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>discover</i> <i>modern</i> <i>improvements</i>  Domain-Specific Listening & Speaking: <i>factories</i>	My Reading and Writing Words: <i>today</i> <i>past</i> <i>long ago</i> <i>slower</i>	How-To Process Writing	Possessive Nouns
	Week 2	"Playing Games" "Sounds of a School Day Long Ago" "Now We Are Six"	I Read: "Fun and Games"  Decodable Readers: <i>Bees, Bees, Bees!</i>  <i>Lee, Dee, and Zees</i>	Extended Read-Aloud 1: <i>Using Time Lines</i>	Punctuation in Context: Dashes, Ellipses, Hyphens	Phoneme Categorization  Add Syllables in Compound Words  Substitute Syllables in Compound Words	Primary Skill: long e spellings (e, ee, ea, ie)  Secondary Skill and Word Families: prefixes un-, re-, -eat, -est, -eed  Spiral Review: long o and a vowel teams	<i>all</i> <i>people</i> <i>where</i> <i>draw</i>		Accuracy  Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix-Up: Use Pictures to Understand the Text	Identify Main Topic and Retell Key Details  Use Text Features to Locate Information: Captions, Glossaries, Time Lines  Distinguish Between Information in Pictures and Text	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>event</i> <i>happen(ed)</i>	My Reading and Writing Words: <i>passed down</i>	How-To Process Writing
Week 3		"Hooray for Heroes" "Who Was Harriet Tubman?" "Now We Are Six"	I Read: "Our Flag"  Decodable Readers: <i>Way Up High</i>  <i>Bright Lights</i>	Extended Read-Aloud 2: <i>Statues and Monuments</i>	End Punctuation: Periods, Question Marks, Exclamation Points  Text Features: Italics	Phoneme Isolation  Add Syllables in Compound Words  Substitute Syllables in Compound Words	Primary Skill: long i spellings (i, y, igh)  Secondary Skill and Word Families: open syllables; -ight, -ice, -ile  Spiral Review: long o, a, and e vowel teams	<i>again</i> <i>round</i> <i>they</i> <i>country</i>		Pausing  Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies  Fix Up: Read More Slowly and Think About the Words	Use Text Features to Locate Information: Captions, Glossaries, Time Lines  Distinguish Between Information in Pictures and Text  Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>honor</i>  Domain-Specific Listening & Speaking: <i>structures</i> <i>protests</i> <i>pioneers</i>	My Reading and Writing Words: <i>remember</i> <i>present</i> <i>brave</i>	How-To Process Writing



## Grade 1 • Unit 8 • Observing the Sky

Essential Question: Why do the sun and moon capture our imagination?

## Enduring Understandings:

- By observing and exploring, we develop knowledge about Earth, the sun, the moon, and the stars.
- In many cultures, people tell stories to explain what they observe in the night sky.

Build Knowledge Word Bank: *observe, explore, sky, planet*

Research &amp; Inquiry Project: Investigating the Sky

## Unit Readings

Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*In My Country* (120L)  
*What Is the Sun?* (180L)  
*Let's Explore the Caves* (360L)  
*How Bear Lost Her Tail* (390L)  
*It's Raining Ice Cream!* (430L)  
*How We Use Soil* (400L)

*Rivers* (430L)  
*The Grand Canyon* (530L)  
*Paw Prints* (380L)  
*Puerto Rico Is an Island* (480L)  
*The Little Raindrop* (440L)  
*Living Dinosaurs* (670L)

## Reader's Theater Scripts:

*The Twinkling Stars*  
*Why the Moon Changes in the Night Sky*



Weekly Readings			Weekly Skills and Strategies													
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar
Week 1	"Twinkle, Twinkle, Little Star"	I Read: "The Night Sky"	Mentor Read-Alouds: "Why Sun and Moon Live in the Sky"	Punctuation in Context: Commas, Quotation Marks	Phoneme Identification	Primary Skill: /ə/ (farm)	four great boy city		Rate: Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies	Describe Characters, Settings, and Major Events Using Key Details	Use Context as a Clue to Word Meaning	General Academic Listening & Speaking: lovely invited star sky	My Reading and Writing Words: star sky twinkling bright	Opinion Process Writing	Pronouns
	"Stars in the Night Sky"	Decodable Readers: Mark and the Stars	"A Walk on the Moon"	Uppercase Letters	Phoneme Blending	Secondary Skill and Word Families: compound words: -ar, -all				Metacognitive: Read Out Loud to Support Comprehension	Distinguish Between Information in Pictures and Text		Domain-Specific Listening & Speaking: craters gravity			
Week 2	"Zoom, Zoom, Zoom"	I Read: "The Sun and Moon"	Extended Read-Aloud 1: Night and Day	Punctuation in Context: Commas, Quotation Marks	Phoneme Categorization	Primary Skill: /ə/ (for, ore, oat)	laugh move change away		Rate: Intonation Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies	Distinguish Between Information in Pictures and Text	Use Context as a Clue to Word Meaning	Domain-Specific Listening & Speaking: meteors planets retails reflects	My Reading and Writing Words: rocket space	Opinion Process Writing	Past, Present, and Future-Tense Verbs of Being
	"An Astronaut's Space Suit"	Decodable Readers: Search for Food	The Sun is Important	End Punctuation: Periods, Question Marks, Exclamation Points	Phoneme Blending	Secondary Skill and Word Families: -orn, -ore, -oar				Metacognitive: Stop and Think About the Author's Purpose	Use Illustrations and Details to Describe Key Ideas					
Week 3	"April Clouds"	I Read: "Cloud Shapes"	Extended Read-Aloud 2: Night Sky	Punctuation in Context: Commas, Quotation Marks	Phoneme Identification	Primary Skill: /ə/ (girl, herb, spur)	every near school earth		Expression: Self-Correcting	Metacognitive: Apply Cumulative Metacognitive Strategies	Describe Characters, Settings, and Major Events Using Key Details	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: horn faithful	My Reading and Writing Words: clouds Milly Way	Opinion Process Writing	Pronouns
	"Tears from the Silver River"	Decodable Readers: The North Wind Blows		Return Sweep	Phoneme Blending	Secondary Skill and Word Families: r-controlled syllables; -en, -urn				Metacognitive: Confirm or Correct Word Recognition and Understanding	Explain Differences Between Stories and Informational Text		Domain-Specific Listening & Speaking: constellations observe			Past, Present, and Future-Tense Verbs of Being
Week 3	"The Moon's The North Wind's Cookie"		Soar to the Moon		Delete Syllables in Compound Words	Spiral Review: open syllables; long o, a, e, and i vowel teams					Explain Differences Between Stories and Informational Text					

## Grade 1 • Unit 9 • We Use Goods and Services

Essential Question: Why do people trade with each other?

### Enduring Understandings:

- The exchange of goods and services is an essential part of living in a community.
- There are many different ways to create goods and provide services.

**Build Knowledge Word Bank:** *provide, option, good, service*

**Research & Inquiry Project:** Goods and Services

### Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Making Things, Doing Things* (BR)  
*Pam's New Puppy* (510L)  
*Same and Different Kids*  
*Around the World* (310L)  
*Let's Save* (440L)  
*How to Spend and Save Money* (440L)  
*Choices, Choices* (320L)

*Providing Services* (400L)  
*Trading for Goods and Services* (440L)  
*I Like to Make Things* (560L)  
*One Hundred Panics Is a Dollar!* (440L)  
*The Perfect Babysitter* (570L)  
*How to Help Others* (510L)

### Reader's Theater Scripts:

*Pies for Simple Simon*  
*Yard Sale: What Was Mine Can Be Yours*



Weekly Readings			Weekly Skills and Strategies													
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	My Reading and Writing Words	Writing	Grammar	
Week 1	"The Breakfast Trade"	I Read: "Trading Then and Now"	Mentor Read-Alouds: "From Dairy Farm to You"	Locate Parts of Books	Phoneme Categorization	Primary Skill: /ou/ (house, clown)	before done about even		Rate and Pausing	Metacognitive: Apply Cumulative Metacognitive Strategies	Retell: Use Topic and Relevant Ideas	Identify and Use Context Clues to Determine Meaning	General Academic Listening & Speaking: protect provide	My Reading and Writing Words: trade want give	Write a Research Report	Use Commas in a Series
	"Cushy Cow Bonny"	Decodable Readers: Our Town	"The Most Important Service"	Review Previously Taught Learned Concepts	Phoneme Blending	Secondary Skill and Word Families: comparative inflectional endings -er, -est, -out, -ouse, -own			Fix-Up: Reread to Clarify or Confirm Understanding	Identify Stanzas and Line Breaks in Poems	Identify Author's Opinion About the Topic		Domain-Specific Listening & Speaking: service good			
	"The Animal Store"	All Around Town			Substitute Parts of Blends	Spiral Review: r-controlled syllables with /ar/, /or/, /ir/										
Week 2	"A Pet Needs a Vet"	I Read: "Good Boy, Scruffs!"	Extended Read-Aloud 1: In My Opinion... Goods and Services Are Important	Locate Parts of Books	Phoneme Isolation	Primary Skill: /oi/ (join, boy)	walk buy only through		Accuracy	Metacognitive: Apply Cumulative Metacognitive Strategies	Retell: Use Topic and Relevant Ideas	Identify and Use Context Clues to Determine Meaning	General Academic Listening & Speaking: energy save lives make life easier succeed	My Reading and Writing Words: need money	Write a Research Report	Form Plural Possessives
	"Rat-a-Tat-Tat"	Decodable Readers: Roy and Jay		Review Previously Taught Learned Concepts	Phoneme Blending	Secondary Skill and Word Families: suffix -ly, -oil, -oin			Fix-Up: Use Pictures to Understand the Text	Identify Stanzas and Line Breaks in Poems	Identify Author's Opinion About the Topic					
	"The Animal Store"	Earthworm's Soil			Substitute Parts of Blends	Spiral Review: r-controlled syllables with /ar/, /or/, /ir/; vowel teams with /ou/				Compare and Contrast Two Texts on the Same Topic						
Week 3	"Pay and Play at the Zoo"	I Read: "Jack's Jobs"	Extended Read-Aloud 2: The Shoemaker and the Elves	Locate Parts of Books	Phoneme Isolation	Primary Skill: /oo/, /oo/ (broom, book)	does another wash same		Phrasing Inflection, Intonation, and Stress	Metacognitive: Apply Cumulative Metacognitive Strategies	Identify and Describe Main Story Elements	Identify and Use Base Words and Their Inflections	General Academic Listening & Speaking: customer stitch earn make a living	My Reading and Writing Words: pay buy dinner	Write a Research Report	Use Commas in a Series
	"Crocodile"	Decodable Readers: One Cool Day		Review Previously Taught Learned Concepts	Phoneme Blending	Secondary Skill and Word Families: vowel team syllables: -oom, -ood			Fix-Up: Read Slowly and Think About the Words	Identify Stanzas and Line Breaks in Poems	Identify and Explain the Moral of a Story				Form Plural Possessives	
	"The Animal Store"	Broom Sweep			Substitute Parts of Blends	Spiral Review: vowel teams with /ou/, /oi/; suffix -ly				Identify and Explain the Moral of a Story	Retell: Use Main Story Elements					



Research &amp; Inquiry Project: Exploring Sound and Light

Grade 1 • Benchmark Advance Scope and Sequence 47

## Grade 2 • Unit 1 • Plants and Animals in Their Habitats

**Essential Question:** How do living things get what they need to survive?

**Enduring Understandings:**

- The world has many types of habitats, with different weather, seasons, animals, and plants.
- Living things have different features that help them meet their needs in their habitat.
- Reading about animal characters in literature can help us understand animals and their habitats.

**Build Knowledge Word Bank:** *survive, habitat, season, weather*

**Research & Inquiry Project:** Research a Habitat

### Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Measuring Fun* (460L)  
*Animal Sounds* (480L)  
*Delicious Vegetables* (520L)  
*The Amazon Rain Forest* (540L)  
*The River Adventure* (450L)

*Working at the Zoo* (610L)  
*Turtles in Trouble* (550L)  
*All About Fish* (640L)  
*Medicinal Plants* (580L)

**Reader's Theater Scripts:**

*Deer and His Dear Friends*  
*Kanchi Outsmarts the Crocodile*



	Weekly Readings			Weekly Skills and Strategies										
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "The Frogs and the Well"	Short Read 1: "Emperor Penguin Habitat"	"The Changing Arctic"	Oral Blending and Segmenting CVC Words	Primary Skill: short vowels; one-syllable words; initial and final blends; consonant digraphs	<i>a</i> <i>can</i> <i>and</i> <i>come</i> <i>are</i> <i>for</i> <i>big</i> <i>go</i> <i>has</i> <i>I</i>	Expression—Characterization/Feelings		Metacognitive: Ask Questions	Identify Main Topic and Key Details	Use Context as a Clue to Determine Word Meaning	General Academic Listening & Speaking: <i>survive</i> <i>paddle</i>	Write to a Text-Based Prompt: Informative/Explanatory Essay	Produce Complete Simple Sentences
	Accountable Text: "Life in the Ocean"	Short Read 2: "Postcards from Alex"		Substitute Medial Vowel Sounds					Metacognitive: Create Mental Images	Explain How Images Contribute to and Clarify a Text		Domain-Specific Listening & Speaking: <i>habitats</i> <i>burrow</i>		Use an Apostrophe to Form Contractions and Possessives
	Word Study Read: "Meet Ranger Diaz"				Spiral Review: consonant review				Fix-Up: Reread to Clarify or Confirm Understanding	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)				
									Describe the Overall Structure of a Story					
Week 2	Interactive Text: "The Venus Flytrap"	Extended Read 1: "Habitats Around the World"	"A Day in the Rainforest"	Oral Blending and Segmenting CVC Words	Primary Skill: closed syllable patterns; open syllable patterns	<i>have</i> <i>is</i> <i>jump</i> <i>my</i> <i>one</i> <i>put</i> <i>this</i> <i>want</i> <i>what</i> <i>you</i>	Confirm or Correct Word Recognition and Understanding		Metacognitive: Ask Questions	Identify Main Topic and Key Details	Use Context as a Clue to Determine Word Meaning	General Academic Listening & Speaking: <i>unique</i> <i>shallow</i>	Write to a Text-Based Prompt: Informative/Explanatory Essay	Produce Complete Simple Sentences (Subjects and Predicates)
	Accountable Text: "Nolan and the Lionfish"			Blend and Segment Multisyllabic Words by a Syllable	Secondary Skill: initial 3-letter blends				Explain How Images Contribute to and Clarify a Text			Domain-Specific Listening & Speaking: <i>nature</i> <i>tropical</i>		Capitalize Geographic Names
	Word Study Read: "Bats, Bats, Bat!"				Spiral Review: initial and final blends; consonant digraphs				Compare and Contrast the Most Important Points in Two Texts on the Same Topic					
Week 3	Interactive Text: "Rain, Rain, Go Away!"	Extended Read 2: "Fillberto in the Valley"	"Sunnyside Animal Clinic"	Oral Blending and Segmenting Words with Initial Blends	Primary Skill: long a vowel team syllable patterns (a, ai, ea, ay, a, e)	<i>he</i> <i>like</i> <i>little</i> <i>no</i> <i>of</i> <i>saw</i> <i>this</i> <i>to</i> <i>we</i> <i>with</i>			Metacognitive: Create Mental Images	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	Use Context as a Clue to Determine Word Meaning	General Academic Listening & Speaking: <i>take advantage of</i> <i>domestic</i> <i>presence</i>	Write to a Text-Based Prompt: Informative/Explanatory Essay	Form and Use Irregular Past Tense Verbs
	Accountable Text: "All About Squirrels"	Unit Poem: "The Bat"		Delete Sounds in a Blend	Spiral Review: long vowels (one-syllable VCe)				Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Overall Structure of a Story		Domain-Specific Listening & Speaking: <i>clinic</i>		
	Word Study Read: "My Desert Blog"									Introduce Poetry				



## Grade 2 • Unit 2 • Characters Facing Challenges

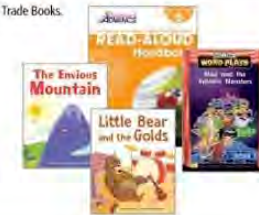
**Essential Question:** What can we learn when we face problems?**Enduring Understandings:**

- All stories, whether traditional or modern, have characters who face problems.
- Characters in stories face problems caused by internal and external challenges.
- Readers can build knowledge about solving problems in the real world by looking at how characters face challenges in stories.

**Build Knowledge Word Bank:** *challenge, internal, external, solution***Research & Inquiry Project:** Explore Challenges in a Tale**Unit Readings****Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.**Knowledge-Building Library:**

*The Hungry Coyote* (450L)  
*The Envious Mountain* (470L)  
*A Meteorite in the Backyard!* (460L)  
*What is Happening at the Coffee Farm?* (510L)  
*Wally Swathers Times the River* (520L)

*Little Bear and the Golds* (480L)  
*My Diary to the Rescue!* (510L)  
*Itami and His Blanket* (540L)  
*Gara and Dolores* (550L)

**Reader's Theater Scripts:**

*Max and the Syllable Monsters*  
*Why the Sky is Far Away*

	Weekly Readings			Weekly Skills and Strategies										
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Lion and Mouse"  Accountable Text: "Willow and Toad"  Word Study Read: "King Midas"	Short Read 1: "The Foolish Milkmaid"  Short Read 2: "The Daydreaming Sprinter"	"The Super School Bake-Off"	Oral Blending and Segmenting Words with Final Blends  Delete Final Sound in a Blend	Primary Skill: long o vowel team syllable patterns (o, oa, ow, oe, o_e)  Spiral Review: long a vowel team syllable patterns	<i>here</i> <i>look</i> <i>me</i> <i>play</i> <i>said</i> <i>see</i> <i>the</i> <i>try</i> <i>about</i> <i>because</i>	Speed/Pacing—Fast		Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Stop and Think About the Author's Purpose	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	Distinguish Shades of Meaning Among Closely Related Verbs	General Academic Listening & Speaking: <i>dash</i> <i>jealous</i> <i>foolish</i>  Domain-Specific Listening & Speaking: <i>disqualification</i>	Write to a Text-Based Prompt: Opinion Essay	Form and Use Irregular Plural Nouns  Adjectives and Adverbs
Week 2	Interactive Text: "Why Monkeys Live in Trees"  Accountable Text: "Jack and the Bean Tree"  Word Study Read: "Bee and Daisy"	Extended Read 1: "Yeh-Shen"	"Nora Saves the Day"	Oral Blending and Segmenting Words with Initial Blends  Delete Initial Sound in a Blend	Primary Skill: long e vowel team syllable patterns (e, e_e, ee, ea, y, ey, ie)  Secondary Skill: plurals -s, -es  Spiral Review: long o vowel team syllable patterns	<i>after</i> <i>before</i> <i>call</i> <i>do</i> <i>earth</i> <i>father</i> <i>give</i> <i>her</i> <i>know</i> <i>large</i>	Pausing—Short Pauses		Metacognitive: Draw Inferences  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	Distinguish Shades of Meaning Among Closely Related Verbs	General Academic Listening & Speaking: <i>crisp</i> <i>hardworking</i> <i>announced</i> <i>exclaimed</i>	Write to a Text-Based Prompt: Opinion Essay	Use Collective Nouns  Irregular Plural Nouns
Week 3	Interactive Text: "Mice on Ice"  Accountable Text: "Why Sun and Moon Live in the Sky"  Word Study Read: "Firefly Tricks Spider"	Extended Read 2: "Great Girls' Contest"  Unit Poem: "Since Hanna Moved Away"	"The Annual Birdhouse Competition"	Substitute Sounds (parts of blends in the final position)  Oral Blending and Segmenting Words with Final Blends	Primary Skill: long i vowel team syllable patterns (i, ie, y, igh, i_e)  Spiral Review: long e vowel team syllable patterns	<i>good</i> <i>many</i> <i>near</i> <i>off</i> <i>people</i> <i>right</i> <i>that</i> <i>two</i> <i>under</i> <i>very</i>		Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Read a Poem: Understand Figurative Language	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges	Distinguish Shades of Meaning Among Closely Related Verbs	General Academic Listening & Speaking: <i>dumpty</i> <i>graceful</i> <i>generous</i> <i>accurate</i>	Write to a Text-Based Prompt: Opinion Essay	Use Reflexive Pronouns

## Grade 2 • Unit 3 • Government at Work

## Essential Question: Why do we need a government?

## Enduring Understandings:

- The U.S. Government provides laws and services to help protect the freedom and safety of the people.
- People can contribute to their communities and their government in many different ways.
- The United States can be represented by symbols and documents.
- Historical fiction is a genre that bases its stories and characters on actual events and people from the past.

**Build Knowledge Word Bank:** *services, community, symbols, protect*

**Research & Inquiry Project:** Government Service Fact Sheet

## Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*My Mom, Our Mayor* (430L)  
*Paul Revere's Ride* (530L)  
*The Star-Spangled Banner* (690L)  
*Being a Good Citizen* (550L)  
*How to Help in Your Community* (420L)

*The Job of the President of the USA* (780L)  
*The Life of a Cop* (640L)  
*What Does the Mayor Do?* (730L)  
*Symbols of Our Country* (640L)

## Reader's Theater Scripts:

*A Trip to Washington, D.C.: A Capital Idea*  
*The Star-Spangled Banner Story*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Rules and Laws"	Short Read 1: "Smoke Jumpers"	"FEMA: Helping the Community"	Substitute Medial Vowel Sounds	Primary Skill: long u vowel team syllable patterns (u, ew, ue, u_e)	again below carry does eight find house laugh mother school	Inflection/Intonation-Pitch	Metacognitive: Distinguish Between Important and Unimportant Information	Identify Main Topic and Key Details	Use Context as a Clue to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: symbol gear strength	Process Writing: Informative/Explanatory Essay	Form and Use the Past Tense of Irregular Verbs
	Accountable Text: "Our Flag"	Short Read 2: "Can You Sew a Flag, Betsy Ross?"		Add Initial and Final Sounds	Spiral Review: long i vowel team syllable patterns			Metacognitive: Summarize and Synthesize	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps		Domain-Specific Listening & Speaking: citizens		Use Collective Nouns
	Word Study Read: "Vote For Lulu"							Fix-Up: Read More Slowly and Think about the Words	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Acknowledge Differences in the Points of Views of Characters			
Week 2	Interactive Text: "A Special Lady"	Extended Read 1: "Our Government's Laws"	"My Mom the Safety Monitor"	Substitute Medial Vowel Sounds	Primary Skill: r-controlled /ar/ syllable patterns	move never once round small their too walk where year	Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Distinguish Between Important and Unimportant Information	Identify Main Topic and Key Details	Use Context as a Clue to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: allowed program local ticket	Process Writing: Informative/Explanatory Essay	Form and Use the Past Tense of Irregular Verbs
	Accountable Text: "Martin Luther King Jr."			Substitute Initial and Final Sounds	Secondary Skill: inflectional endings -ed, -ing (no spelling change)				Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps				Use Collective Nouns
	Word Study Read: "Community Workers"				Spiral Review: long u vowel team syllable pattern				Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts				
Week 3	Interactive Text: "The New Guy"	Extended Read 2: "Getting a Message to General Washington"	"Colonel Tye"	Blend and Segment Multisyllabic Words by Syllable	Primary Skill: r-controlled /ur/ syllable patterns (er, ir, ur)	all away better by change done even found learn only		Metacognitive: Summarize and Synthesize	Acknowledge Differences in the Points of Views of Characters	Use Context as a Clue to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: eager urgent puzzled enemy	Process Writing: Informative/Explanatory Essay	Use Reflexive Pronouns
	Accountable Text: "Here Comes the Mail"	Unit Poem: "Words Like Freedom"		Delete Initial and Final Sounds	Spiral Review: r-controlled /ar/ syllable patterns			Fix-Up: Reread to Clarify or Confirm Understanding	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot				
	Word Study Read: "The President's House"								Read a Poem: Understand Imagery				

## Grade 2 • Unit 4 • Many Characters, Many Points of View

**Essential Question:** How can a story change depending on who tells it?**Enduring Understandings:**

- Folktales are traditional stories that often teach a lesson and are part of many cultures.
- Every story is narrated from a unique point of view and that point of view shapes the story.
- We can learn valuable lessons about understanding others, working together, and problem-solving through stories.

**Build Knowledge Word Bank:** *character, narrator, perspective, lesson***Research & Inquiry Project:** Reimagine a Folktale**Unit Readings****Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.**Knowledge-Building Library:**

*The Three Faces of Rain* (440L)  
*A Family Meal* (450L)  
*Christina Makes a Promise* (510L)  
*A Frog in New York* (510L)  
*Tilly and Millie Go Camping* (490L)

*From Wagon to Train* (570L)  
*Alice's Trial* (500L)  
*The Great Hunger* (610L)  
*The Mystery of the Missing Pencil* (530L)

**Reader's Theater Scripts:**

*The Grass Is Always Greener and Let Sleeping Dogs Lie: Two Original Fables*  
*The Silent Letters Speak Out*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "The Perfect Pet" <b>Accountable Text:</b> "How Cow Got Its Horns" <b>Word Study Read:</b> "Fox Makes Friends"	<b>Short Read 1:</b> "The Blind Men and the Elephant" <b>Short Read 2:</b> "How the Beetle Got Its Gorgeous Coat"	"The One Turnip Garden"	Delete Initial Sound in a Blend Add Initial and Final Sound	<b>Primary Skill:</b> r-controlled /br/ syllable patterns (or, oar, ore) <b>Spiral Review:</b> r-controlled /tr/ syllable patterns (er, ir, ur)	<i>long</i> <i>now</i> <i>our</i> <i>some</i> <i>them</i> <i>through</i> <i>upon</i> <i>was</i> <i>when</i> <i>work</i>	Expression—Anticipation/Mood	Metacognitive: Ask Questions About Characters and Events Metacognitive: Create Mental Images of Characters and Events Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Overall Structure of a Story Acknowledge Differences in the Points of Views of Characters Describe How Characters Respond to Major Events and Challenges Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	Describe How Words and Phrases Supply Meaning in a Story	<b>General Academic Listening &amp; Speaking:</b> <i>cultures interrupted admired boasted</i>	Write to a Text-Based Prompt: Fictional Diary Entry	Use Reflexive Pronouns Use Adjectives and Adverbs
<b>Week 2</b>	<b>Interactive Text:</b> "The Shoemakers and the Elves" <b>Accountable Text:</b> "City Mouse and Country Mouse" <b>Word Study Read:</b> "Fearless Jess"	<b>Extended Read 1:</b> "Stone Soup"	"Clean Water"	Substitute Medial Vowel Sounds Substitute Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /tr/ syllable patterns (ear, eer, ere) <b>Secondary Skill:</b> contractions 't, 's <b>Spiral Review:</b> r-controlled /br/ syllable patterns (or, oar, ore)	<i>always</i> <i>any</i> <i>blue</i> <i>buy</i> <i>city</i> <i>draw</i> <i>four</i> <i>great</i> <i>how</i> <i>live</i>	Speed/Pacing—Slow	Metacognitive: Ask Questions About Characters and Events	Describe the Overall Structure of a Story Acknowledge Differences in the Points of Views of Characters Describe How Characters Respond to Major Events and Challenges Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	Describe How Words and Phrases Supply Meaning in a Story	<b>General Academic Listening &amp; Speaking:</b> <i>originated spare villager smacked</i>	Write to a Text-Based Prompt: Fictional Diary Entry	Use Adjectives and Adverbs
<b>Week 3</b>	<b>Interactive Text:</b> "Pecos Bill" <b>Accountable Text:</b> "The Three Bears" <b>Word Study Read:</b> "Far From Earth"	<b>Extended Read 2:</b> "The Stone Garden"	"A Helping Hand"	Substitute Medial Vowel Sounds Substitute Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /tr/ syllable patterns (air, are, ear, ere) <b>Spiral Review:</b> r-controlled /tr/ syllable patterns (ear, eer, ere)	<i>another</i> <i>boy</i> <i>could</i> <i>every</i> <i>far</i> <i>from</i> <i>hurt</i> <i>over</i> <i>out</i> <i>these</i>		Metacognitive: Create Mental Images of Characters and Events Fix-Up: Stop and Think About the Author's Purpose	Acknowledge Differences in the Points of Views of Characters Compare Two Versions of the Same Story Read a Poem: Understand Imagery	Describe How Words and Phrases Supply Meaning in a Story	<b>General Academic Listening &amp; Speaking:</b> <i>proud tidy world-class indeed</i>	Write to a Text-Based Prompt: Fictional Diary Entry	Use Reflexive Pronouns Use Irregular Past-Tense Verbs



## Grade 2 • Unit 5 • Solving Problems Through Technology

**Essential Question:** Where do ideas for inventions come from?

**Enduring Understandings:**

- People are constantly inventing new things to solve problems.
- Inventions are often inspired by nature.
- Anyone can be an inventor.

**Build Knowledge Word Bank:** *invention, engineer, problem, solve, solution*

**Research & Inquiry Project:** Research an invention, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Technology in Our Homes* (520L)  
*From Bell to Cell* (540L)  
*Riding into the Future* (540L)  
*Opinions About Waste* (530L)  
*Our School Garden* (520L)

*Opinions About Robots* (660L)  
*Forecasting the Weather* (580L)  
*Michael's Story: Life with Type 1 Diabetes* (620L)  
*Exploring with Science Tools* (570L)

**Reader's Theater Scripts:**

*Ben Franklin's Visit: A When Machine Play*  
*In Search of Numbers: You're Right There!*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Found!" Accountable Text: "Kid Inventors" Word Study Read: "A Cool Solution"	Short Read 1: "A Woman with a Vision" Short Read 2: "A Lucky Accident"	"Reading with Your Fingertips"	Blend and Segment Multisyllabic Words by Syllable Add Initial and Final Sounds	<b>Primary Skill:</b> VCe syllable patterns; consonant-le syllable patterns <b>Spiral Review:</b> r-controlled /ir/ syllable patterns (air, are, ear, ere)	answer brown country start them there wash went who your	Pausing-Full Stops	Metacognitive: Draw Inferences Fix-Up: Read Out Loud to Support Comprehension	Identify Main Topic and Key Details Identify Main Purpose of a Text (Author's Purpose) Explain How Images Contribute to and Clarify a Text Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps Distinguish Between Important and Unimportant Information	Determine the Meaning of Compound Words	<b>General Academic Listening &amp; Speaking:</b> vision device observation disabilities	Process Writing: Opinion Essay	Use an Apostrophe to Form Possessives Use Irregular Past-Tense Verbs
	Interactive Text: "A Noisy Problem" Accountable Text: "The Curious Boy" Word Study Read: "Satellites"	Extended Read 1: "Two Famous Inventors"	"When I Grow Up"	Delete Final Sound in a Blend Delete Initial and Final Sounds	<b>Primary Skill:</b> /oi/ vowel team syllable patterns (oi, oy) <b>Secondary Skill:</b> inflectional ending -es (with changing y to i) <b>Spiral Review:</b> VCe syllable patterns	above begin different enough few grow they were which why	Expression—Anticipation/Mood	Metacognitive: Draw Inferences	Identify Main Topic and Key Details Identify Main Purpose of a Text (Author's Purpose) Explain How Images Contribute to and Clarify a Text Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	Determine the Meaning of Compound Words	<b>General Academic Listening &amp; Speaking:</b> improvements opportunities inventor benefited	Process Writing: Opinion Essay	Capitalize Holidays, Product Names, and Geographical Names Produce Complete Simple Sentences
	Interactive Text: "Keeping Food Cold" Accountable Text: "Robots" Word Study Read: "Music for Joy"	Extended Read 2: "Robots Go to School" Unit Poem: "Eletelephony"	"Welcome to Our School"	Delete Initial Sound in a Blend Delete Initial and Final Sounds	<b>Primary Skill:</b> /ou/ vowel team syllable patterns (ou, ow) <b>Spiral Review:</b> /oi/ vowel team syllable patterns (oi, oy)	follow girl head idea kind leave might not often paper		Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read More Slowly and Think About the Words	Identify Main Purpose of a Text (Author's Purpose) Compare and Contrast the Most Important Points in Two Texts on the Same Topic Read a Poem: Understand Rhyme and Regular Beats	Determine the Meaning of Words and Phrases in a Text	<b>General Academic Listening &amp; Speaking:</b> limitations maneuver experience signal	Process Writing: Opinion Essay	Use an Apostrophe to Form Possessives Capitalize Holidays, Product Names, and Geographical Names Produce Complete Simple Sentences

## Grade 2 • Unit 6 • Tales to Live By

**Essential Question:** What can different cultures teach us?**Enduring Understandings:**

- Storytelling is a very old tradition shared by many cultures around the world.
- People tell stories to entertain, educate, and share ideas.
- There are common themes, or central messages, that can be found in folktales across many cultures.
- Readers can build knowledge and understanding about different cultures and traditions, and learn valuable lessons, from folktales.

**Build Knowledge Word Bank:** *cultures, folktale, storytelling, message***Research & Inquiry Project:** Research an Invention, Part 2**Unit Readings****Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.**Knowledge-Building Library:**

*The Pictures of My Grandfather* (460L)  
*Armadillo and the Oasis* (490L)  
*I Have Two Enormous Wings* (500L)  
*Imema Visits a Museum* (520L)  
*The Turtle and the Tiger* (530L)

*Don Quixote and the Windmills* (490L)  
*Honorable Manu*  
*A West African Folktale* (570L)  
*Gabriela Saves the Concert* (520L)  
*Charmelle Saves the Forest* (490L)

**Reader's Theater Scripts:**

*The Boy Who Cried Wolf: An Aesop's Fable*  
*Comparatives and Superlatives at the County Fair*



Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "The Brothers Grimm"	Short Read 1: "The Village of the Moon Rain"	"The Rabbit and the Coyote"	Delete Final Sound in a Blend	Primary Skill: /oo/ vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe, u_e)	point river second song think three unbl watch white young	Inflection/Intonation—Pitch	Metacognitive: Summarize and Synthesize	Ask and Answer Questions to Demonstrate Understanding of Key Details	Identify Real-Life Connections Between Words and Their Uses		General Academic Listening & Speaking: ancestors disappear stumbled ruddy	Process Writing: Narrative Fiction	Produce, Expand, and Rearrange Complete Compound Sentences
	Accountable Text: "Mercury and the Ax"	Short Read 2: "The Huemul Egg"		Delete Initial and Final Sounds	Spiral Review: /ou/ vowel team syllable patterns (ou, ow)	Metacognitive: Make Connections		Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	Acknowledge Differences in the Points of View of Characters					
	Word Study Read: "Hansel and Gretel"					Fix-Up: Reread to Clarify or Confirm Understanding			Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot					
Week 2	Interactive Text: "The Boy Who Cried Wolf"	Extended Read 1: "A Foxy Garden"	"How Tiger Got His Stripes"	Delete Initial and Final Sounds	Primary Skill: /oo/ vowel team syllable patterns (oo, u)	add between dose example food group hear home left mountain	Expression—Dramatic Expression	Metacognitive: Make Connections	Ask and Answer Questions to Demonstrate Understanding of Key Details	Identify Real-Life Connections Between Words and Their Uses		General Academic Listening & Speaking: wise sleek licked agreed	Process Writing: Narrative Fiction	Choose Between Adjectives and Adverbs
	Accountable Text: "The Many Tales of Red Riding Hood"		Delete Initial Sound in a Blend	Secondary Skill: homophones		Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)		Acknowledge Differences in the Points of View of Characters						
	Word Study Read: "Stone Soup"			Spiral Review: /oo/ vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe, u_e)		Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot								
Week 3	Interactive Text: "Rumpelstiltskin"	Extended Read 2: "Why the Sky Is Far Away"	"The First Strawberries"	Substitute Sounds (parts of blends in the final position)	Primary Skill: /b/ vowel teams syllable patterns ((w)a, al, av, au)	music night old picture sentence spell thought together white world		Metacognitive: Summarize and Synthesize	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	Identify Real-Life Connections Between Words and Their Uses		General Academic Listening & Speaking: concealed scrupulous flustered angry	Process Writing: Narrative Fiction	Produce, Expand, and Rearrange Complete Compound Sentences
	Accountable Text: "No Small Trick"	Unit Poem: "Be Glad Your Nose Is on Your Face"	Substitute Initial, Medial, and Final Sounds	Spiral Review: consonant-le syllable pattern	Fix-Up: Read On to Clarify or Confirm Understanding	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot		Read a Poem: Understand Alliteration and Humor						
	Word Study Read: "The Legend of the Talking Feather"													

## Grade 2 • Unit 7 • Investigating the Past

**Essential Question:** How does understanding the past shape the future?

**Enduring Understandings:**

- Primary sources include firsthand accounts, photographs, writings, maps, and artifacts.
- Primary sources help people learn about history and understand what life was like in the past.
- People search for artifacts and fossils in order to better understand the past.
- Understanding and learning from the past helps people better plan for the future.

**Build Knowledge Word Bank:** *artifacts, past, firsthand account, primary sources*

**Research & Inquiry Project:** Research a History Topic, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*What Do Paintings Tell Us?* (510L)  
*My Life in the United States:*  
 Sophie Moore (530L)  
*Perrault and Anderson:*  
*From Fairies to Dragons* (530L)  
*I Am Colombian* (560L)

*George and Grace Find an Egg* (590L)  
*Sitting Bull* (750L)  
*All About Dinosaurs* (620L)  
*Madame Parrot* (550L)  
*Reading Maps* (730L)



**Reader's Theater Scripts:**

*Our New Home*  
*Matthew Henson at the North Pole*

	Weekly Readings			Weekly Skills and Strategies										
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "The Wright Brothers Take Off!"  Accountable Text: "My Freedom Diary"  Word Study Read: "The Baseball"	Short Read 1: "The Oregon Trail"  Short Read 2: "Ranch Flyer"	"Road Trip with My Dad"	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	Primary Skill: compound words; silent letters (wr, kn, gn)  Spiral Review: closed syllable patterns	<i>air</i> <i>living</i> <i>begin</i> <i>children</i> <i>important</i> <i>letter</i> <i>open</i> <i>own</i> <i>sound</i> <i>talk</i>	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Metacognitive and Fix-up Strategies  Fix-Up: Stop and Think About the Author's Purpose	Identify Main Topic and Key Details  Use Text Features to Locate Key Facts or Information  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	General Academic Listening & Speaking: <i>exhausted</i> <i>supplies</i> <i>minute</i> <i>amazing</i>	Process Writing: Narrative Nonfiction Letter	Use Commas in Greetings and Closings of Letters	
Week 2	Interactive Text: "A Letter to the City"  Accountable Text: "Family Album"  Word Study Read: "Sacagawea"	Extended Read 1: "Primary Sources"	"Pen Pals from the Past and Present"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	Primary Skill: inflectional endings with spelling changes (drop final -e, double final consonant)  Secondary Skill: contractions 'll, 've, 'm  Spiral Review: /o/ vowel team syllable patterns	<i>almost</i> <i>animal</i> <i>around</i> <i>body</i> <i>color</i> <i>cave</i> <i>form</i> <i>high</i> <i>light</i> <i>story</i>	Speed/Pacing—Varied	Metacognitive: Apply Metacognitive and Fix-up Strategies	Identify Main Topic and Key Details  Use Text Features to Locate Key Facts or Information  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	General Academic Listening & Speaking: <i>exit</i> <i>past</i> <i>event</i> <i>letters</i>	Process Writing: Narrative Nonfiction Letter	Use an Apostrophe to Form Contractions  Produce Complete Simple Sentences	
Week 3	Interactive Text: "How to Make a Time Capsule"  Accountable Text: "A Desert Discovery"  Word Study Read: "The History Lady"	Extended Read 2: "A Dinosaur Named SUE"  Unit Poem: "Crazy Boys"	"I Met SUE"	Delete Final Sounds in a Blend  Delete Initial and Final Sounds	Primary Skill: related root words  Spiral Review: open syllable pattern	<i>across</i> <i>become</i> <i>complete</i> <i>during</i> <i>happened</i> <i>hundred</i> <i>problem</i> <i>toward</i> <i>study</i> <i>wind</i>		Metacognitive: Apply Metacognitive and Fix-up Strategies  Fix-Up: Read Out Loud to Support Comprehension	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Read a Poem: Understand Figurative Language and Imagery	Distinguish Shades of Meaning Among Related Adjectives	General Academic Listening & Speaking: <i>gigantic</i> <i>skillful</i>  Domain-Specific Listening & Speaking: <i>museum</i> <i>exhibit</i>	Process Writing: Narrative Nonfiction Letter	Use an Apostrophe to Form Contractions  Compare Formal and Informal Uses of English	



## Grade 2 • Unit 8 • Wind and Water Change Earth

**Essential Question:** How do we react to changes in nature?

**Enduring Understandings:**

- Wind and water cause weathering and erosion, changing the shape of land.
- Changes can happen slowly, over a long time period, or quickly.
- Human activity can cause changes to Earth's surface that affect all living things.
- Scientists record weather patterns to make predictions which can help people prepare for severe weather.

**Build Knowledge Word Bank:** *force, damage, wear away, storm*

**Research & Inquiry Project:** Research a History Topic, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*The Treasure of the Canote* (500L)  
*Earth: A Planet of Water* (510L)  
*Petroleum* (560L)  
*Pico de Orizaba* (680L)  
*The Sonoran Desert* (800L)

*Rock Erosion* (680L)  
*Why Earth Changes*  
*A Modern Folklore* (640L)  
*The Storm Chaser* (640L)  
*It's Cloud Time Again* (NP)

**Reader's Theater Scripts:**

*Garden Show Surprise*  
*Growing Words from Roots*  
*The Sinking of the S.S. Homophone*



	Weekly Readings			Weekly Skills and Strategies										
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Dust Storm"	Short Read 1: "Tornado"	"Hurricane Days"	Substitute Medial Vowel Sounds	Primary Skill: irregular plural nouns	against certain door early field heard knew listen morning several	Inflection/Intonation—Volume		Metacognitive: Apply Metacognitive and Fix-Up Strategies	Explain How Images Contribute to and Clarify a Text	Use Context Clues to Determine Word Meaning	General Academic Listening & Speaking: flowed mightily rises warning	Process Writing: Research Report	Use Collective Nouns
	Accountable Text: "The Big Blizzard"	Short Read 2: "Water's Awesome Wonder"		Substitute Initial and Final Sounds	Spiral Review: r-controlled vowel syllables			Fix-Up: Read More Slowly and Think About the Words	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps					
	Word Study Read: "Sam Kent's Journal"								Identify Main Purpose of a Text	Analyze How the Author's Reasons Support Specific Points in a Text				
Week 2	Interactive Text: "Our Sandcastles"	Extended Read 1: "Earth's Changes"	"Dust Storm"	Substitute Sounds (parts of blends in the final position)	Primary Skill: suffixes -er, -or endings	area ever hours measure notice order piece short today true	Confirm or Correct Word Recognition and Understanding		Metacognitive: Apply Metacognitive and Fix-Up Strategies	Explain How Images Contribute to and Clarify a Text	Use Dictionaries and Glossaries to Determine Word Meaning	General Academic Listening & Speaking: rushing bits breeze lessen	Process Writing: Research Report	Compare Formal and Informal Uses of English; Understand Formal Uses of English
	Accountable Text: "My Beach"			Substitute Initial, Medial, and Final Sounds	Secondary Skill: homographs				Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps					Capitalize Geographic Names
	Word Study Read: "Mudslide"				Spiral Review: possessives				Identify Main Purpose of a Text	Compare and Contrast the Most Important Points in Two Texts on the Same Topic				
Week 3	Interactive Text: "The Contest"	Extended Read 2: "Naples Daily Tidings"	"Avalanche!"	Blend and Segment Multisyllabic Words by Syllable	Primary Skill: comparative and superlative suffixes -er, -est	covered cried figure horse money products questions since usually voice			Metacognitive: Apply Metacognitive and Fix-Up Strategies	Identify Main Purpose of a Text	Use Context Clues to Determine Word Meaning	General Academic Listening & Speaking: banks damage heavy wait deep	Process Writing: Research Report	Use Commas in Greeting and Closing
	Accountable Text: "Let's Debate"	Unit Poem: "Weather"		Add Initial and Final Sounds	Spiral Review: irregular plural nouns			Fix-Up: Reread to Clarify or Confirm Understanding	Analyze How the Author's Reasons Support Specific Points in a Text					
	Word Study Read: "Earth's Changing Mountains"													

## Grade 2 • Unit 9 • Buyers and Sellers

**Essential Question:** How do the goods we make, buy, and sell connect us?

**Enduring Understandings:**

- Goods are items that are made, bought, and sold.
- People use natural resources to make, or produce, goods.
- People make choices about what goods to buy based on their needs and wants.
- Producers, buyers, and sellers are all connected.

**Build Knowledge Word Bank:** *produce/producer, goods, resources, choice*

**Research & Inquiry Project:** Research How a Good Is Made and Sold, Part 1

## Grade 2 • Unit 9 • Scope and Sequence

### Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Sally's Spinach Pies* (480L)  
*Lila's First Job* (490L)  
*Hats Off to Henry!* (500L)  
*The Shopping List* (540L)  
*We Have Many Choices* (530L)

*From Field to Fashion* (550L)  
*George Washington Carver* (570L)  
*Where Does Food Come From?* (820L)  
*How to Read Pictures* (560L)

**Reader's Theater Scripts:**

*Top Sale Today*  
*Compound Words Cook-Off*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "Allowance: For and Against" <b>Accountable Text:</b> "A Baker's Dozen" <b>Word Study Read:</b> "Trading This for That"	<b>Short Read 1:</b> "From Tree to Baseball Bat" <b>Short Read 2:</b> "Goat and Bear in Business"	"The History of Cars"	Substitute Initial and Final Sounds Substitute Medial Vowel Sounds	<b>Primary Skill:</b> suffixes -y, -ly <b>Spiral Review:</b> inflectional endings with spelling changes	<i>able</i> <i>behind</i> <i>carefully</i> <i>common</i> <i>easy</i> <i>fact</i> <i>remember</i> <i>sure</i> <i>vowed</i> <i>whole</i>	Inflection/Intonation-Stress	<b>Metacognitive:</b> Apply Strategies <b>Fix-Up:</b> Read On to Clarify or Confirm Understanding	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps Explain How Images Contribute to and Clarify a Text Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot Describe How Characters Respond to Major Events and Challenges	Determine the Meaning of Compound Words	<b>General Academic Listening &amp; Speaking:</b> <i>shipped</i> <i>weigh</i> <i>purchased</i> <i>business</i>	Multimedia Presentation	Use Adjectives and Adverbs
<b>Week 2</b>	<b>Interactive Text:</b> "Alesia's Tag Sale" <b>Accountable Text:</b> "Peanut Butter" <b>Word Study Read:</b> "Lollipops"	<b>Extended Read 1:</b> "From Pine Tree to Pizza Box" <b>Unit Poem:</b> "Turtle Soup"	"Reduce, Reuse, Recycle"	Add Initial, Final Sounds Blend and Segment Multisyllabic Words by Syllable	<b>Primary Skill:</b> schwa <b>Secondary Skill:</b> irregular plural nouns <b>Spiral Review:</b> comparative and superlative suffixes -er, -est	<i>ago</i> <i>government</i> <i>half</i> <i>machine</i> <i>pair</i> <i>quickly</i> <i>scientist</i> <i>thousand</i> <i>understood</i> <i>wait</i>	Phrasing—Units of Meaning in Complex Sentences	<b>Metacognitive:</b> Apply Strategies <b>Fix-Up:</b> Stop and Think About the Author's Purpose	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps Explain How Images Contribute to and Clarify a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Determine the Meaning of Words with Prefixes	<b>General Academic Listening &amp; Speaking:</b> <i>protect</i> <i>products</i> <i>steps</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>natural resources</i>	Multimedia Presentation	Use Irregular Past Tense Verbs
<b>Week 3</b>	<b>Interactive Text:</b> "Start a Business" <b>Accountable Text:</b> "Picture It!" <b>Word Study Read:</b> "Our Class Knows!"	<b>Extended Read 2:</b> "Cherokee Art Fair" <b>Unit Poem:</b> "Turtle Soup"	"Come Get Some Lemonade!"	Substitute Initial and Final Sounds Substitute Medial Vowel Sounds	<b>Primary Skill:</b> silent letters /n/ /gn/ /kn/ /j/ /w/ /m/ /mb/ <b>Spiral Review:</b> schwa	<i>among</i> <i>building</i> <i>circle</i> <i>decided</i> <i>finally</i> <i>heavy</i> <i>include</i> <i>nothing</i> <i>special</i> <i>wheel</i>		<b>Metacognitive:</b> Apply Strategies <b>Fix-Up:</b> Stop and Think About the Author's Purpose	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot Describe How Characters Respond to Major Events and Challenges	Determine the Meaning of Words and Phrases in a Text	<b>General Academic Listening &amp; Speaking:</b> <i>annual</i> <i>remembered</i> <i>represent</i> <i>greeted</i>	Multimedia Presentation	Compare Formal and Informal Language



## Grade 2 • Unit 10 • States of Matter

## Essential Question: How can matter change?

## Enduring Understandings:

- Everything is made up of matter.
- Matter has three states: solid, liquid, or gas.
- We can describe and sort matter by its physical properties.
- Physical properties of matter (such as size, shape, and state) can change.
- Some changes to matter can be reversed and others cannot.

**Build Knowledge Word Bank:** describe, state, change(s), property/properties

**Research & Inquiry Project:** Research How a Good is Made and Sold, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Stan's Trip Out West* (490L)  
*Snow Cones in Space* (550L)  
*The Blue Jays Build a Nest* (490L)  
*How to Make Paper Designs* (540L)  
*Water Takes Different Forms* (550L)

*Wind Power* (590L)  
*Yujie Ding: Hatmaker* (600L)  
*The Potter of San Ildefonso* (610L)  
*Forces in Sports* (740L)

## Reader's Theater Scripts:

*The King's New Crown*  
*The Gift-Guessing Kid*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	Interactive Text: "Lemonade" Accountable Text: "World's Best Glass Art" Word Study Read: "Up, Up and Away"	Short Read 1: "The Art of Origami" Short Read 2: "Sand Sculpture"	"Amazing Sea Creatures"	Substitute Medial Vowel Sounds Substitute Initial and Final Sounds	<b>Primary Skill:</b> possessive nouns (singular and plural) <b>Spiral Review:</b> suffixes -y, -ly	brought contain front gave inches material noun ocean strong verb	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps Explain How Images Contribute to and Clarify a Text Ask and Answer Questions to Demonstrate Understanding of Key Details Use Text Features to Locate Key Facts or Information	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	<b>General Academic Listening &amp; Speaking:</b> spread, create, standing, smooth	Process Writing: Acrostic Poem	Produce Complete Simple Sentences
<b>Week 2</b>	Interactive Text: "Tyler's Party" Accountable Text: "Sand Becomes Glass" Word Study Read: "Water!"	Extended Read 1: "Matter Changes in Many Ways"	"A Snowy Experiment"	Blend and Segmenting Multisyllabic Words by Syllable Add Initial and Final Sounds	<b>Primary Skill:</b> prefixes un-, re-, dis- <b>Secondary Skill:</b> abbreviations <b>Spiral Review:</b> silent letters /u/, gn, kn; /r/, wr; /m/, mb	built correct inside island language oh person street system warm	Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps Explain How Images Contribute to and Clarify a Text Ask and Answer Questions to Demonstrate Understanding of Key Details Use Text Features to Locate Key Facts or Information	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	<b>General Academic Listening &amp; Speaking:</b> undergoes, properties, boils, transformed	Process Writing: Acrostic Poem	Produce Complete Compound Sentences
<b>Week 3</b>	Interactive Text: "Changing Liquids and Solids" Accountable Text: "Beautiful Ice Cities" Word Study Read: "New Planets"	Extended Read 2: "Crazy Horse Memorial" Unit Poem: "It's All Weather"	"When Galaxies Collide"	Blend and Segmenting Multisyllabic Words by Syllable Add Initial and Final Sounds	<b>Primary Skill:</b> suffixes -ful, -less <b>Spiral Review:</b> prefixes un-, re-, dis-	dark clear explain force initiates object plane power produce surface		Metacognitive: Apply Strategies Fix-Up: Read More Slowly and Think About the Words	Ask and Answer Questions to Demonstrate Understanding of Key Details Use Text Features to Locate Key Facts or Information	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> miles, models, measured <b>Domain-Specific Listening &amp; Speaking:</b> natural forces	Reflect on Writing	Irregular Plural Nouns

## Grade 3 • Unit 1 • Animal Adaptations

**Essential Question:** How do living things survive in their environment?

**Enduring Understandings:**

- Over time, groups of living things develop and pass down certain features or traits that help them survive in their environments.
- An adaptation is an inherited feature or trait that helps a living thing survive where it lives.
- Different animals have different adaptations for survival depending on where they live, what they eat, and what they need protection from.

**Build Knowledge Word Bank:** *characteristic, adaptation, environment, survive/survival*

**Research & Inquiry Project:** Research Animal Survival

### Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Winnie's Watermelon* (860L)  
*Growing Plants* (660L)  
*Animals Help Plants* (640L)  
*What Am I?* (580L)  
*The Forest Friends* (650L)

*Rain Forest Mystery* (590L)  
*Exploring and Preserving Nature* (800L)  
*Opinions About Robot Bees* (870L)  
*I Am a Botanist* (850L)

**Reader's Theater Scripts:**

*The Jack and the Beanstalk Trial*  
*Why Mole Lives Underground: A Folktale from Peru*



	Weekly Readings			Weekly Skills and Strategies												
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words			Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "How Animals Stay Cool" <b>Accountable Text:</b> "How Animals Stay Warm"  <b>Word Study Read:</b> "The Remarkable Teeth of a Shark"	<b>Short Read 1:</b> "Animal Disguises"  <b>Short Read 2:</b> "Animals' Tools for Survival"	"How I Blend In"	Short Vowels	<i>product contact address upset helpful until listen bread</i>	<i>advantages grasshopper insects difficult undetected especially adaptation indistinguishable blending</i>	<i>af for from said oil and both by call the</i>			Pausing—Short Pauses	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Determine Main Idea and Recount Key Details  Describe Compare-and-Contrast Relationships and Connections in a Text  Compare and Contrast How Two Authors Present Information on the Same Topic	Use Context Clues to Determine the Meaning of Unknown Words	<b>General Academic Listening &amp; Speaking:</b> <i>advantage: blending in characteristics; surfaces</i>	Write an Informative/ Explanatory Essay: Read a Mentor Text	Form and Use Regular Plural Nouns  Use Abstract Nouns
	<b>Interactive Text:</b> "How Beaver Got His Flat Tail" <b>Accountable Text:</b> "Why Turtle Sleeps Through Winter"  <b>Word Study Read:</b> "Caterpillar Self-Defense"	<b>Extended Read 1:</b> "Animal Coverings"	"Observations of the Kangaroo Rat"	Long a (a, e, ai, ay a)	<i>able afraid indicate hooray Tuesday explained became raise</i>	<i>explaining replayed investigate basically entertainment fingerprints layered population alienate</i>	<i>was saw don never wash water no right is into</i>			Pausing—Short Pauses	Metacognitive: Ask Questions	Determine Main Idea and Recount Key Details  Describe Compare-and-Contrast Relationships and Connections in a Text  Compare and Contrast How Two Authors Present Information on the Same Topic  Refer Explicitly to the Text to Draw Inferences	Use Context Clues to Determine the Meaning of Unknown Words	<b>General Academic Listening &amp; Speaking:</b> <i>functions; disguised; role; various</i>	Write an Informative/ Explanatory Essay: Read a Mentor Text	Form and Use Regular Present Tense Verbs
Week 3	<b>Interactive Text:</b> "The Great Snowy Owl" <b>Accountable Text:</b> "The Coolest Monkeys on Earth"  <b>Word Study Read:</b> "Why Loons Have Flat Backs"	<b>Extended Read 2:</b> "One Body Many Adaptations"  <b>Unit Poem:</b> "Something Told the Wild Geese"	"The Walrus"	Long o (o, e, oa, ow o)  Long u (u, e, ue, ew u)	<i>float tomorrow confuse broken obey few contribute united</i>	<i>unloaded disputed potential newlywed producer microscope ecosystem refusal overvalued unapproachable</i>	<i>one once want also another better bring because if new</i>			Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Determine Main Idea and Recount Key Details  Compare and Contrast How Two Authors Present Information on the Same Topic  Refer Explicitly to the Text to Draw Inferences  Understand Features of Poetry	Use Context Clues to Determine the Meaning of Unknown Words	<b>General Academic Listening &amp; Speaking:</b> <i>consume; frigid; sheds; special features</i>	Write an Informative/ Explanatory Essay: Read a Mentor Text	Ensure Subject/ Verb Agreement  Form Simple Sentences

## Grade 3 • Unit 2 • Ways Characters Shape Stories

**Essential Question:** How do our actions influence our lives?**Enduring Understandings:**

- Writers tell traditional tales including fables, tall tales, myths and folktales; these tales carry important messages and lessons for readers.
- Every action has a consequence, and a story's plot is shaped by the actions of its characters.
- Readers can learn from characters' actions and their consequences.
- People who think about the consequences of their actions can make caring and constructive decisions.

**Build Knowledge Word Bank:** actions, constructive, traditional tale, consequence, decisions**Research & Inquiry Project:** Research Tales from Other Countries**Unit Readings****Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.**Knowledge-Building Library:**

*Esme Sells, Superstar* (550L)  
*A Winning Team* (540L)  
*Red in the Face* (600L)  
*Make Way for the Boston Duckling* (600L)  
*Leo's Lantern* (590L)

*Johnny Thompson's Talking Parrot* (560L)  
*Bex Falcon and the Mystery of the Missing Muffins* (650L)  
*The Real Story of Jack and Jill* (560L)  
*I Was There* (590L)

**Reader's Theater Scripts:**

*Sleepless Beauty*  
*The Old Lion and the Fox*



Weekly Readings			Weekly Skills and Strategies													
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words			Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Yay for Pete!"	<b>Short Read 1:</b> "Two Aesop's Fables: Dog and Bone & Ant and Dove"	"Foul Ball!"	Long e (e, e, ea, ee, ey, y, ie, e)	really either cheese monkey only piece concrete medium	athlete honey emergency beneath supreme committee achiever chimney reconsider centipede pioneer reasonable relieved increasing released	there their they about always any blue away before found			Expression— Characterization/ Feelings	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Reread to Clarify or Confirm Understanding	Recount Story Details  Refer to Parts of Stories  Describe Characters and Explain How Their Actions Contribute to Events  Compare and Contrast the Plots of Stories	Distinguish Literal from Nonliteral Language—Similes  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> gratefully reflection crisp straining	Write to a Text-Based Prompt: Opinion Essay	Use Adjectives and Adverbs Correctly
Week 2	<b>Interactive Text:</b> "Liza and the Giant"	<b>Extended Read 1:</b> "The Tale of King Midas: A Greek Myth"	"A Special Dinner"	Long i (i, e, igh, y, ie, i)	myself final write science tries bright provided island	myself united fighting unwound hillside subscribe eyesight bypass reapplied biological	could would should ask around number came out our			Expression— Characterization/ Feelings	Metacognitive: Draw Inferences	Recount Story Details  Refer to Parts of Stories  Describe Characters and Explain How Their Actions Contribute to Events  Compare and Contrast the Plots of Stories  Explain How Illustrations Contribute to a Story	Distinguish Literal from Nonliteral Language—Similes  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> appetizing blurred giddily fonder	Write to a Text-Based Prompt: Opinion Essay	Form and Use Irregular Past-Tense Verbs
Week 3	<b>Interactive Text:</b> "Home Sweet Home"	<b>Extended Read 2:</b> "Uncle Parrot's Wedding"	"Good Dog!"	Compound Words	underline everyone sometimes whatsoever underwater firefighter sneezing cardboard	hillside woodcove ridgeside lakeshore mountaintop treetops heartbeats afternoon underwater relight	again are wash be but after them four just things				Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Describe Characters and Explain How Their Actions Contribute to Events  Compare and Contrast the Plots of Stories  Explain How Illustrations Contribute to a Story  Analyze Poetic Structure and Nonliteral Language	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> beamed flustered nonsense resist	Write to a Text-Based Prompt: Opinion Essay	Form and Use Regular Future Tense Verbs



## Grade 3 • Unit 3 • Government for the People

### Essential Question: Why do people participate in government?

#### Enduring Understandings:

- Participating in government gives people a voice in how their lives are governed.
- In a democracy, people have a civic duty to take part in government and contribute to their communities.
- Throughout history, people in the United States protested unjust laws and worked with the government to gain rights and equal and fair treatment.
- There are many ways to participate in government, including: voting, proposing new laws, petitioning leaders, protesting inequality, and/or serving as a volunteer or worker.

**Build Knowledge Word Bank:** civic duty, protest, responsibility, equal, equality, rights, participate

**Research & Inquiry Project:** Research Social Change Advocates

### Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*Get Involved in Your Community* (640L)  
*The National Government* (640L)  
*Community Changers* (760L)  
*Saving Clayton House* (550L)  
*Making a Difference* (730L)

*U.S. Government* (770L)  
*Opinions About Banning Plastic Bags* (880L)  
*Eyewitness to Martin Luther King's "I Have a Dream" Speech* (800L)  
*We the People* (830L)

#### Reader's Theater Scripts:

*Jesse Owens: Fastest Human*  
*Plural Spelling Court*



Weekly Readings			Weekly Skills and Strategies														
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words			Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	<b>Interactive Text:</b> "Wave the Flag!"  <b>Accountable Text:</b> "Electing a President"	<b>Short Read 1:</b> "Working Together"  <b>Short Read 2:</b> "Election Day"	"Remember to Vote!"	r-Controlled Vowels (/ar/or/ir)	<i>alarm</i> <i>charge</i> <i>starving</i> <i>forgot</i> <i>import</i> <i>ornament</i> <i>forward</i> <i>cornucopia</i>	<i>robust</i> <i>resorted</i> <i>partnership</i> <i>apartment</i> <i>discard</i> <i>portable</i> <i>unharmful</i> <i>memorial</i> <i>transport</i> <i>compartment</i> <i>fortunately</i>	<i>been</i> <i>both</i> <i>water</i> <i>round</i> <i>then</i> <i>full</i> <i>funny</i> <i>through</i> <i>today</i> <i>together</i>			Inflection/Intonation—Pitch  Metacognitive: Distinguish Between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About the Words	Describe Cause/Effect Relationships and Connections in a Text  Use Information Gained from Graphic Features and Text  Describe Sequential Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>responsibility</i> <i>volunteers</i> <i>victory</i> <i>cost</i>	Process Writing: Informative/Explanatory Essay	Form and Use: Irregular Past-Tense Verbs		
	<b>Word Study Read:</b> "Robert's Rules of Order"																
Week 2	<b>Interactive Text:</b> "A Debate About Voting"  <b>Accountable Text:</b> "One Nation from Many"	<b>Extended Read 1:</b> "Fighters for Rights: Rosa Parks and Cesar Chavez"	"Diary of a Farmworker"	r-Controlled Vowels (-er, -ir, -ur)	<i>circus</i> <i>summer</i> <i>serve</i> <i>occur</i> <i>return</i> <i>thirteen</i> <i>dangerous</i> <i>caterpillar</i>	<i>protester</i> <i>survived</i> <i>stirring</i> <i>farmworker</i> <i>returned</i> <i>encircle</i> <i>circulate</i> <i>disturbing</i> <i>perfection</i> <i>register</i>	<i>boy</i> <i>carry</i> <i>were</i> <i>know</i> <i>cold</i> <i>went</i> <i>while</i> <i>does</i> <i>light</i> <i>gues</i>			Phrasing—Units of Meaning in Complex Sentences  Metacognitive: Distinguish Between Important and Unimportant Information	Describe Cause/Effect Relationships and Connections in a Text  Use Information Gained from Graphic Features and Text  Determine Main Idea and Recount Key Details  Use Text Evidence to Draw Inferences  Compare and Contrast: the Most Important Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>protested</i> <i>register</i> <i>rights</i> <i>strike</i>	Process Writing: Informative/Explanatory Essay	Form and Use: Regular Past-Tense Verbs		
	<b>Word Study Read:</b> "Thomas Paine"																
Week 3	<b>Interactive Text:</b> "Your Local Government"  <b>Accountable Text:</b> "Checks and Balances"	<b>Extended Read 2:</b> "African Americans and Women Get the Right to Vote"  <b>Unit Poem:</b> "Lincoln Monument: Washington"	"Chinese Americans get the Right to Vote"	Closed Syllables	<i>button</i> <i>collect</i> <i>lesson</i> <i>problem</i> <i>subject</i> <i>suddenly</i> <i>except</i> <i>basket</i>	<i>western</i> <i>demanding</i> <i>attention</i> <i>originally</i> <i>Constitution</i> <i>citizenship</i> <i>declaration</i> <i>independence</i> <i>volunteers</i> <i>amendment</i>	<i>these</i> <i>those</i> <i>word</i> <i>only</i> <i>open</i> <i>don't</i> <i>done</i> <i>each</i> <i>every</i> <i>even</i>			Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Use Information Gained from Graphic Features and Text  Describe Sequential Relationships and Connections in a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic  Analyze Nonliteral Language in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>ensure</i> <i>taxes</i> <i>union</i> <i>vote</i>	Process Writing: Informative/Explanatory Essay	Ensure Punctuation: Antecedent Agreement		
	<b>Word Study Read:</b> "One Nation from Many"																

## Grade 3 • Unit 4 • Comparing Points of View

**Essential Question:** What makes people view the same experience differently?

**Enduring Understandings:**

- The narrator and the characters in a story have different perspectives, or ways of looking at the story's events.
- Authors can explore the same characters using different perspectives, settings, and literary genres.
- A play is a literary form with unique storytelling features.
- We can learn about ourselves-and others-by examining and respecting others' perspectives.

**Build Knowledge Word Bank:** *character, examine, perspective, narrator, literary*

**Research & Inquiry Project:** Character Study

### Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Camp Awesome* (520L)  
*Crickets Concert* (590L)  
*The Two Twins' Trouble* (650L)  
*A-Camping We Will Go* (640L)  
*In Search of a Bearstalk* (NP)

*Box Falcon and the Mystery of the Broken Window* (680L)  
*The Secret Life of Wally Smithers* (700L)  
*Home Is Where the Art Is* (570L)  
*The Blue Boys* (580L)

**Reader's Theater Scripts:**

*Hensel and Gretel: The True Story*  
*Cindy Eller Plays Ball*  
*A Modern Day Cinderella Tale*



Weekly Readings			Weekly Skills and Strategies													
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words			Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Two Crows and a Pitcher"	<b>Short Read 1:</b> "Cinderella's Very Bad Day"	"The Perfect Snow Day"	Open Syllables	<i>because</i> <i>decrease</i> <i>future</i> <i>locate</i> <i>open</i> <i>receive</i> <i>unit</i> <i>potatoes</i>	<i>behavior</i> <i>unspeaken</i> <i>secretive</i> <i>relocation</i> <i>requirement</i> <i>loneness</i> <i>hansom</i> <i>relax</i> <i>bonus</i> <i>beginning</i> <i>demanded</i>	<i>that</i> <i>what</i> <i>yellow</i> <i>years</i> <i>write</i> <i>myself</i> <i>touch</i> <i>find</i> <i>small</i> <i>sach</i>			Expression—Anticipation/Mood	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Read On to Clarify or Confirm Understanding	Distinguish Reader's Points of View from That of the Narrator or Characters  Describe How Each Part of a Drama Builds on the Previous Parts	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> <i>blanketed</i> <i>bill</i> <i>delectable</i> <i>horrendous</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives
	<b>Accountable Text:</b> "Half-Empty or Half-Full"	<b>Short Read 2:</b> "Cinderella, Too Much for Words"														
	<b>Word Study Read:</b> "Cap O' Rushes"															
Week 2	<b>Interactive Text:</b> "A Big Move"	<b>Extended Read 1:</b> "Rabbit and Coyote"	"The Mysterious Case of the Missing Package"	Consonant-le Syllables	<i>handle</i> <i>needle</i> <i>triple</i> <i>lickle</i> <i>bicycle</i> <i>terrible</i> <i>table</i> <i>gentle</i>	<i>giggled</i> <i>muscles</i> <i>fiddler</i> <i>recycled</i> <i>triangle</i> <i>premiere</i> <i>wrestle</i> <i>impossible</i> <i>unfathomable</i> <i>indivisible</i> <i>inflexible</i> <i>gobbled</i>	<i>which</i> <i>this</i> <i>other</i> <i>part</i> <i>own</i> <i>here</i> <i>down</i> <i>her</i> <i>has</i> <i>have</i>			Speed/Pacing—Slow	Metacognitive: Ask Questions  Explain How Illustrations Contribute to a Story  Compare and Contrast Stories with Similar Characters  Recount Story Details	Distinguish Reader's Point of View from That of the Narrator or the Characters  Use Context Clues to Determine the Meaning of Words and Phrases	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>abundance</i> <i>fleeing</i> <i>investigate</i> <i>pesky</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adverbs
	<b>Accountable Text:</b> "The Blind Men and the Elephant"															
	<b>Word Study Read:</b> "Coyote's Advice to His Pups"															
Week 3	<b>Interactive Text:</b> "King Midas"	<b>Extended Read 2:</b> "The Trial of Rabbit"	"The Great Homework Trial"	Vowel Team Syllables	<i>coach</i> <i>exhausted</i> <i>release</i> <i>remoning</i> <i>quiet</i> <i>youth</i> <i>outmeal</i> <i>highlight</i>	<i>shook</i> <i>boosted</i> <i>sprouted</i> <i>remainder</i> <i>uniqueness</i> <i>reasonable</i> <i>reappear</i> <i>benoon</i> <i>uncooked</i> <i>poured</i> <i>acquaintance</i>	<i>then</i> <i>when</i> <i>put</i> <i>work</i> <i>word</i> <i>soon</i> <i>so</i> <i>drink</i> <i>how</i> <i>old</i>				Metacognitive: Create Mental Images  Fix-Up: Stop and Think About the Author's Purpose	Describe How Each Part of a Drama Builds on the Previous Parts  Compare and Contrast Stories with Similar Characters  Analyze Point of View in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> <i>accused</i> <i>furious</i> <i>recall</i> <i>trial</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives  Use Commas and Quotation Marks in Dialogue
	<b>Accountable Text:</b> "My Favorite Way to Travel"	<b>Unit Poem:</b> "Fish in a Bowl"														
	<b>Word Study Read:</b> "Farmer Joe's New Employee"															



## Grade 3 • Unit 5 • Advancements in Technology

**Essential Question:** What is the value of innovation?

**Enduring Understandings:**

- Inventions and new technology are created to solve problems.
- Technology influences and changes how we live, work, communicate, play, and learn.
- Inventors learn from and build upon the works of other inventors.
- Technology can help connect people and cultures.

**Build Knowledge Word Bank:** communication, innovation, develop, information, system

**Research & Inquiry Project:** Research Important Innovations, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Beautiful Buildings* (630L)  
*Deep Sea Technology* (620L)  
*Share the Road* (650L)  
*Machines That Solve Problems* (680L)  
*Keep Out! Science Projects to Get Rid of Pests* (720L)

*Hans Helps Change the World* (650L)  
*Breakthrough Ideas* (790L)  
*Motion and Sound: Early Movie-making* (790L)  
*Opinions About Playing Video Games* (900L)



**Reader's Theater Scripts:**

*The Wright Brothers at Kitty Hawk*  
*The Lost Apostrophe*

Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Robots at Work"	Short Read 1: "Dr. Shirley Jackson's Scientific Mind"	"Amazing Grace"	VCE Syllables	desire enclosed surprise recognize telephone whole huge extreme	arrive relate complete useful telephone incomplete operate communicate innovate	there where people upon under again are been brown black	Pausing—Full Stops	Metacognitive: Draw Inferences	Describe Cause/Effect Relationships and Connections in a Text	Distinguish Shades of Meaning Among Related Words (States of Mind)	General Academic Listening & Speaking: advances innovations concept distant	Process Writing: Opinion Essay	Use Coordinating Conjunctions/ Produce Compound Sentences
	Accountable Text: "Medical Robots"	Short Read 2: "From Phone Calls to Videochat"				Metacognitive: Distinguish Between Important and Unimportant	Distinguish Reader's Point of View from That of the Author		Use Context Clues to Determine the Meaning of Words and Phrases					
	Word Study Read: "The Longest Wire"					Fix-Up: Read Out Loud to Support Comprehension	Use Information Gained from Illustrations and Words (Photographs)							
Week 2	Interactive Text: "Surfing the Web"	Extended Read 1: "Thomas Edison: A Curious Mind"	"Anna Du, Sixth Grade Engineer"	Vowel-r Syllables	force pattern perfect square study mother over perform	mother charging drier cordless suburbanite parents answering recorded coworker operator advertisements curiosity	who through many ate eight different do to long look	Inflection/ Intonation—Pitch	Metacognitive: Draw Inferences	Describe Cause/Effect Relationships and Connections in a Text	Distinguish Shades of Meaning Among Related Words (States of Mind)	General Academic Listening & Speaking: concentrate inspiration obtained transmitted	Process Writing: Opinion Essay	Use Subordinating Conjunctions/ Produce Complex Sentences
	Accountable Text: "Getting from Here to There"				Distinguish Reader's Point of View from That of the Author	Use Context Clues to Determine the Meaning of Words and Phrases								
	Word Study Read: "George Eastman and the Kodak Camera"				Use Text Features to Locate Information	Compare and Contrast the Important Points in Two Texts on the Same Topic								
Week 3	Interactive Text: "Smart Plastic"	Extended Read 2: "Hear All About It! New Technologies to Help the Deaf"	"Patricia Bath: Doctor and Inventor"	Inflectional Endings -ed, -ing	studying feeling pointed recommended scratching wallet carried using	unaided believed hurry increasing hearing restarted invented unchanging communicating amplifying	why with laugh draw eat first hurt little going three		Metacognitive: Distinguish Between Important and Unimportant Information	Describe Cause/Effect Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: converts exchange integrate playing a role	Process Writing: Opinion Essay	Produce Simple, Compound, and Complex Sentences
	Accountable Text: "Robot to the Rescue"	Unit Poem: "My Smartphone Isn't Very Smart"			Fix-Up: Read More Slowly and Think About the Words	Use Information Gained from Illustrations and Words (Photographs)	Compare and Contrast the Important Points in Two Texts on the Same Topic							
	Word Study Read: "From Snapshots to Selfies"				Analyze Poetic Structure									

## Grade 3 • Unit 6 • Making Decisions

## Essential Question: What helps us solve problems?

## Enduring Understandings:

- Realistic fiction stories take place in real-life settings with believable characters and plots.
- Authors can approach similar themes in a variety of settings, with different plots and characters.
- Characters' actions have consequences that impact the story.
- Readers can learn problem-solving and decision-making skills by thinking about characters' actions and their consequences.

**Build Knowledge Word Bank:** actions, decisions, decision-making, realistic fiction, consequences, impact, problem-solving

**Research & Inquiry Project:** Research Important Innovations, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Two Lumps of Sugar* (530L)  
*Whispers from Nature:*  
*Two Native American Stories* (530L)  
*Elbow's Pen Pal* (580L)  
*Powerful Princess Ariadne: Based on the Myth of Theseus and the Minotaur* (640L)  
*When Red Met Wollie* (520L)

*The Meal and the Deal:*  
*All About Greed in Two Folktales* (610L)  
*Bex Falcon and the Mystery of the Missing Gecko* (680L)  
*The Perfect Pet* (600L)  
*The Great Molasses Flood:*  
*Sleet and Hail Save the Day* (730L)

## Reader's Theater Scripts:

*The Lion and the Rabbit: A Fable from India*  
*The Fox and Grapes at Belleville Elementary*



Weekly Readings			Weekly Skills and Strategies												
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	<b>Interactive Text:</b> "Emma's Secret Dream"	<b>Short Read 1:</b> "Addison and Rocky"	Irregular Plurals	leaves women people wolves fangs lives geese themselves	ladies children women centuries wolves baby/babies country/ countries hoof/hooves species/species foot/feet life/lives	of for from think give give good kind my now		Inflection/ Intonation—Pitch	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Explain How Characters' Actions Influence Story Events  Determine the Central Message or Lesson in a Story  Compare and Contrast Themes in Stories by the Same Author  Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> privilege vigorous designate honor	Write a Narrative Response to a Text-Based Prompt	Form and Use Irregular Plural Nouns  Recognize the Difference Between Written and Spoken English	
	<b>Accountable Text:</b> "The Legend of Molly Pitcher"	<b>Short Read 2:</b> "A President for Everyone"													
	<b>Word Study Read:</b> "The Incredible Goose"														
Week 2	<b>Interactive Text:</b> "Good Night"	<b>Extended Read 1:</b> "Rapping Magicians"	Long oo  Short oo	choose loose soup fruit hoolish good have through	rooster foolish wooden cartoon croaked roommates loosen relieved afternoon booked overcooked understood	was saw or over people put read said seven sing		Expression— Dramatic Expression	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Read On to Clarify or Confirm Understanding	Explain How Characters' Actions Influence Story Events  Determine the Central Message or Lesson in a Story  Compare and Contrast Themes in Stories by the Same Author  Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases  Recount Key Story Events  Distinguish Reader's Point of View from That of a Character	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> afford magnificent real-looking registration	Write an Information/ Explanatory Response to a Text-Based Prompt	Choose Between Regular, Comparative, and Superlative Adjectives or Adverbs Depending on What Is to Be Modified	
	<b>Accountable Text:</b> "Mr. Moody's House"														
	<b>Word Study Read:</b> "The Kid and the Wolf"														
Week 3	<b>Interactive Text:</b> "The Right Choice"	<b>Extended Read 2:</b> "The Big Game"	Diphthongs /ou/ (ou, oo)	announce around about however flower crowd found brown	downward flower howling miscount thousands pronounce unannounced powdered mountainous counselor allowed overcrowded	one once stop thank were which want warm was big		Metacognitive: Summarize and Synthesize  Fix-Up: Read On to Clarify or Confirm Understanding	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Read On to Clarify or Confirm Understanding	Explain How Characters' Actions Influence Story Events  Determine the Central Message or Lesson in a Story  Compare and Contrast Themes in Stories by the Same Author  Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases  Explain Author's Purpose and Message in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> strutting droop mudge rivals	Write an Opinion Response to a Text-Based Prompt	Recognize the Difference Between Written and Spoken English	
	<b>Accountable Text:</b> "A Difficult Decision"	<b>Unit Poem:</b> "Choices"													
	<b>Word Study Read:</b> "Canine Cousins: The Fox and the Wolf"														



## Grade 3 • Unit 7 • Communities: Then and Now

### Essential Question: What is a community?

#### Enduring Understandings:

- Communities are places where people live and work.
- Communities can be urban, suburban, or rural areas.
- Each community has its own unique and defining characteristics.
- History, culture, and geographical location impact communities and how they grow and change.

**Build Knowledge Word Bank:** characteristics, culture, history, geographical location, unique

**Research & Inquiry Project:** Research a Community, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*Many Museums* (740L)  
*Two Tales of Celebrations* (530L)  
*Road Trip* (570L)  
*Negusa's Story* (616L)  
*Mastering Maps* (720L)

*Two Communities Over Time* (770L)  
*The History of Two Cities:  
 Houston and Miami* (780L)  
*My Life and Hometown* (840L)  
*Geography: Exploring Our World* (880L)

#### Reader's Theater Scripts:

*The Big Cheese*  
*A Visit to New Amsterdam*



Weekly Readings			Weekly Skills and Strategies												
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "The Mission District"	Short Read 1: "My St. Augustine Journal"	"From Somalia to Chicago"	Suffixes -er, -or	emperor character visitor inventor soldier investor painters players	biographer visitor photographer creator inventor investor programmer troubleshooter translator interpreter benefactor fishermen founded	there their they buy best fly ride way well hot		Confirm and Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Stop and Think about the Author's Purpose	Distinguish Reader's Point of View from That of the Author  Explain How Characters' Actions Contribute to Events  Explain How a Text's Illustrations Contribute to the Story  Explain How Reasons Support Specific Points an Author Makes in a Text	Use Context Clues to Determine the Meaning of Words and Phrases  Identify Real-Life Connections Between Words and Their Uses	General Academic Listening & Speaking: founded residents gazing realtor	Process Writing: Narrative	Review Verb Tenses (Simple Past, Present, and Future)
	Accountable Text: "Life in the City"	Short Read 2: "A New Life in Vermont"													
	Word Study Read: "The Mission District"														
Week 2	Interactive Text: "Community Action"	Extended Read 1: "All Kinds of Communities"	"Eatonville"	Homophones	board bored do due tail tale wood would wear where right ate	meet meat for four I eye there their beat blue ate cheap grown here some	could would should of keep day time show like green		Speed/Pacing—Varied	Metacognitive: Apply Strategies	Distinguish Reader's Point of View from That of the Author  Explain How a Text's Illustrations Contribute to the Story  Use Text Features to Locate Information  Explain How Reasons Support Specific Points an Author Makes in a Text  Compare and Contrast Key Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases  Identify Real-Life Connections Between Words and Their Uses	General Academic Listening & Speaking: current firsthand witness transform	Process Writing: Narrative	Form and Use Possessives  Use Commas and Question Marks in Dialogue
	Accountable Text: "Stone Soup"														
	Word Study Read: "The Levi Coffin House"														
Week 3	Interactive Text: "An Awesome Book"	Extended Read 2: "Sarah and the Chickens"	"My Urban Vegetable Garden"	Variant Vowel /o/	crawl ought praise staves pillfall thawing called taught	unlawful softest football caught rebought talking yawned daughter hallway auction boardswalk squirreling thought ought nasturbiums	come some done does grow live give other many yes			Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Explain How Characters' Actions Contribute to Events  Explain How a Text's Illustrations Contribute to the Story  Compare and Contrast Key Points in Two Texts on the Same Topic  Understand Nonliteral Language: Metaphor	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: lucked shuffling plus primly	Process Writing: Narrative	Use Commas and Question Marks in Dialogue  Choose Words and Phrases for Effect  Recognize and Observe Differences Between the Conventions of Spoken and Written Standard English
	Accountable Text: "People of the Longhouse"	Unit Poem: "City"													
	Word Study Read: "Wind and Wildflowers"														



## Grade 3 • Unit 8 • Weather and Climate

### Essential Question: How do we understand change?

#### Enduring Understandings:

- Weather can change from day to day or moment to moment.
- Scientists observe and record weather patterns over long periods of time to understand a region's climate.
- Earth has different climate zones with distinct seasons and weather patterns.
- Weather and climate affect people's lives.
- Scientists can use climate data and knowledge of weather patterns to predict the weather.

**Build Knowledge Word Bank:** *climate, pattern, predict/predictions, region, temperature*

**Research & Inquiry Project:** Research a Community, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*The Legend of Morning Star* (540L)  
*Hot Air Balloon Race* (600L)  
*Changing Coastlines* (550L)  
*Volcanoes Erupt!* (720L)  
*Lost Along the Rio Grande* (700L)

*Naming Planet X* (630L)  
*Wildfires* (800L)  
*Weather Reporters on the Job* (780L)  
*The Ultimate Thrill Ride* (760L)

#### Reader's Theater Scripts:

*The Winter Weather Machine*  
*Path From Extinction*



Weekly Readings			Weekly Skills and Strategies												
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	Interactive Text: "Blizzard"	Short Read 1: "Fairweather Clouds"	"The Great Blizzard"	Hard c  Soft c	accent accident cancel concerned certain percent computer innocent scarf	compare climate factor center percent penicillin unconditional tracking hurricanes emergencies precipitation characteristics encircle	done eight made make start place pick try sleep sa		Inflection/ intonation—Volume	Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Determine the Central Message  Use Information Gained from Illustrations and Words  Describe Cause/Effect Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language: Metaphors	<b>General Academic Listening &amp; Speaking:</b> <i>thaw billowing factors extremes</i>	Process Writing: Research Project	Use Adjectives Correctly
	Accountable Text: "Hurricane Watch"	Short Read 2: "Earth's Weather and Climate"													
	Word Study Read: "Blizzard Alert"														
Week 2	Interactive Text: "A Rainbow of Colors"	Extended Read 1: "After the Storm"	"Where's Daisy?"	Hard g  Soft g	change damage gadget aging germs great manage revenge	goblet garden against aging giant germs great manage revenge August generous ungrateful dangerous exchanges germinated genius	give five have walk with wind will we than fast		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Determine the Central Message  Recount Story Details  Distinguish Reader's Point of View from That of the Narrator and Characters  Compare and Contrast Key Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language: Metaphors	<b>General Academic Listening &amp; Speaking:</b> <i>astounded crinkled embrace faded</i>	Process Writing: Research Project	Ensure Pronoun-Antecedent Agreement
	Accountable Text: "Pecos Bill Rides a Tornado"														
	Word Study Read: "How the North Island Came to Be"														
Week 3	Interactive Text: "Tornado!"	Extended Read 2: "The Tropical Rain Belt"	"All About Hurricanes"	Diphthong /oi/  Diphthong /ou/	annoying appointment brows mountain outside powerful sprout moisture	cloudy mouthful showers disappoint moisture voyage southwest growing cloudiness loyalist thousand unspoiled spooling cylinder dysmopoi	these those was must pull put five help why who			Metacognitive: Apply Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Use Information Gained from Illustrations and Words  Compare and Contrast Key Points in Two Texts on the Same Topic  Describe Cause/Effect Relationships and Connections in a Text  Analyze Personification and Imagery in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>imbalance circulates exceed prone</i>	Process Writing: Research Project	Ensure Subject-Verb Agreement
	Accountable Text: "The Tidal Wave"	Unit Poem: "Who Has Seen the Wind"													
	Word Study Read: "Predicting Hurricanes"														

## Grade 3 • Unit 9 • Spending Time and Money

**Essential Question:** What do our economic choices tell us about ourselves?

**Enduring Understandings:**

- Economic resources include both time and money, and people are constantly making decisions about these resources.
- There are benefits and costs to the economic choices people and businesses make.
- Personal decisions influence how and why people spend their money.
- People and businesses interact as they make and sell different goods and services.
- Making goods and services requires people to have certain skills and knowledge.

**Build Knowledge Word Bank:** choice, benefits, trade, service, economy, skills

**Research & Inquiry Project:** Research a Good, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

Open for Business (650L)  
Inside Factories: How Products Are Made (670L)  
Money Matters (710L)  
A Recipe for Success (630L)  
Trade: What Happens and Why (780L)

Opinions About Spending Money (850L)  
Making a Budget (580L)  
Money, Money, Money (780L)  
U.S. Economy (880L)

**Reader's Theater Scripts:**

The Great Lemonade Standoff  
The Antonym Family's Very Bad Day



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Computer Whiz Kid"	<b>Short Read 1:</b> "Making Choices"	"The Broad Business"	Suffixes -able, -ful, -less	awful reckless wonderful truthful wireless valuable sizable worthless	double understandable hopeful careless believable fashionable reliable thoughtful beautiful painful fearless hopeless useless valuable	that what play us up he got she off back		Inflection/Intonation—Stress  Metacognitive: Apply Strategies  Fix-Up: Read On to Clarify or Confirm Understanding	Describe Procedural Relationships and Connections in a Text  Compare and Contrast Key Details in Two Texts on the Same Topic  Determine the Central Message or Lesson in a Story	Distinguish Literal from Nonliteral Language  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> frugally founders looming portents	Multimedia Presentation	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences
	<b>Accountable Text:</b> "Volunteer!"	<b>Short Read 2:</b> "Let It Grow the Blooming Business of Farmers' Markets"												
	<b>Word Study Read:</b> "The Milkmaid"													
Week 2	<b>Interactive Text:</b> "The King's Road"	<b>Extended Read 1:</b> "Lucky Hans"	"Working in a Rice Paddy"	Prefixes dis-, un-	disagree distract unable unveil disappear unhappy unpopular dislike	unnatural disappear unnecessary distrust untruthful unfished unpopular unusual disorder disquality disatisfied unmanageable	which this those go jump its not saw say see		Phrasing—Limits of Meaning in Complex Sentences  Metacognitive: Apply Strategies	Recount Story Details  Explain How Illustrations Convey Character  Determine the Central Message or Lesson in a Story	Distinguish Literal from Nonliteral Language  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> briskly wince unmanageable staggered	Multimedia Presentation	Form and Use Regular and Irregular Verbs
	<b>Accountable Text:</b> "The Shade Tree"													
	<b>Word Study Read:</b> "Two Foolish Brothers"													
Week 3	<b>Interactive Text:</b> "Try Something New!"	<b>Extended Read 2:</b> "From Fruit to Jam: A Tasty List of Choices"	"Cooking Club"	Prefixes pre-, re-	prediction previous reassigned reverse preorder recycled reuse presale	preorder reconstruct preassigned reassigned prearrange prehistoric pretest reconsider reappraise revital prepackaged	tall his more please take use used yes then when		Metacognitive: Apply Strategies  Fix-Up: Stop and Think About the Author's Purpose	Describe Procedural Relationships and Connections in a Text  Compare and Contrast Key Details in Two Texts on the Same Topic  Use Text Features to Locate Information Relevant to a Topic  Analyze How Stanzas Build on Earlier Sections	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> ideal affect method technique	Multimedia Presentation	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences
	<b>Accountable Text:</b> "A New Business"													
	<b>Word Study Read:</b> "Where Do You Get Your Produce?"	<b>Unit Poem:</b> "Pet Shopping"												

## Grade 3 • Unit 10 • Forces and Interactions

**Essential Question:** How does understanding science help us achieve our goals?

**Enduring Understandings:**

- Objects in contact exert forces on each other.
- Movement is caused by unbalanced forces acting on an object.
- By observing and measuring patterns of motion, we can predict how things will move.
- We can use our knowledge of forces and interactions to solve problems.
- Forces of nature, such as gravity and magnetism, have direct impact on people's lives and have inspired literature throughout history.

**Build Knowledge Word Bank:** *force, motion, position, movement, energy*

**Research & Inquiry Project:** Research a Good, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Three...Two...One... LIFT OFF!* (580L)  
*Hot and Cold in the Kitchen* (660L)  
*Hot and Cold Cooking* (630L)  
*Lily the Robot* (700L)  
*The Ultimate Sandcastle* (630L)

*Playground Physics* (780L)  
*Electric and Magnetic Phenomena* (700L)  
*The Science Behind an Illusion* (840L)  
*Light and Sound* (530L)

**Reader's Theater Scripts:**

*Atsuhg in Alaska*  
*Farflings from Farflung*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Spin, Twist, and Zoom!"	<b>Short Read 1:</b> "Poems of Movement"	"The Science Experiment"	Unaccented Final Syllables -en, -on, -ain, -in	chosen heaven ribbon prison fountain curtain muffin dolphin	unbroken formation multigrain vitamin civilization overlighten bargain bulletin permission commotion	far hold most pretty fell very you you there where	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Distinguish Reader's Point of View from That of the Narrator  Describe Procedural Relationships and Connections in a Text	Use Context Clues to Determine the Meanings of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> grooves commotion predictable observe	Process Writing: Poetry	Use Subordinating Conjunctions to Form Complex Sentences
	<b>Accountable Text:</b> "How Not to Win at Baseball"	<b>Short Read 2:</b> "What Makes Things Move?"												
	<b>Word Study Read:</b> "The Tortoise and the Hare"													
Week 2	<b>Interactive Text:</b> "Nature's Forces: Thunder and Lightning"	<b>Extended Read 1:</b> "The Energy of the Thunder Beings"	"What is a Thunderstorm?"	Suffixes (-ing, -ment, -ness)	amusement improvement settlement happiness encouragement warning building weakness	warning movement fairness unpleasantness encouragement uncertainty distractiveness discontentment disappointment reconnecting cascading	who though am red can run clean too may him	Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Distinguish Reader's Point of View from That of the Narrator  Recount Key Story Details  Compare and Contrast Two Texts on the Same Topic	Use Context Clues to Determine the Meanings of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> peered suspected gust cascading	Process Writing: Poetry	Form and Use Irregular Verbs
	<b>Accountable Text:</b> "Androcles and the Lion"													
	<b>Word Study Read:</b> "The Merchant's Donkey"													
Week 3	<b>Interactive Text:</b> "Solar Eclipse"	<b>Extended Read 2:</b> "Magnetic Fields"	"Mya's Magnet Report"	Introduce Related Words	sacred sacrifice solve solution empty inventor explain explanation	predict prediction operate operation empty employer unemployment invent inventing invention inventor industrial industrialized	why with as get cut let sit had man me		Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Describe Procedural Relationships and Connections in a Text  Draw Inferences  Compare and Contrast Two Texts on the Same Topic	Use Context Clues to Determine the Meanings of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> repel aligns reactions particles	Reflect on Writing	Form and Use Possessives
	<b>Accountable Text:</b> "Arctic Meltdown"	<b>Unit Poem:</b> "The Wind"												
	<b>Word Study Read:</b> "Why Didn't I Think of That?"													



## Grade 4 • Unit 1 • Observing Nature

Essential Question: How do we respond to nature?

## Enduring Understandings:

- Knowledge of the natural world is based on observation and inquiry.
- Plants and animals, including humans, interact with and depend upon each other and their environment.
- Interactions with the natural world bring up strong feelings and emotions in people.
- Nature's beauty and encounters with nature are recurring themes in literature. Characters reveal themselves through their responses to nature.

Build Knowledge Word Bank: *appreciate, encounter, interact, nature, observe, sense/sensory*

Research &amp; Inquiry Project: Research Something in Nature

## Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Inspired by Nature* (710L)  
*Animal Survivors* (790L-820L)  
*Padma's Paddy* (610L)  
*A Wildlife Biologist* (860L)

*Opinions About the Energy Cycle* (900L)  
*Voyage Home* (830L)  
*Animal and Human Senses* (780L-810L)  
*Help Monarch Butterflies* (990L)

## Reader's Theater Scripts:

*The S.H.A. \* Club*  
*Milton the Mole*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Happy Birding!" <b>Accountable Text:</b> "My Dad, Storm Chaser" <b>Word Study Read:</b> "The Birdseed Thief"	<b>Short Read 1:</b> "A Bird's Free Lunch" <b>Short Read 2:</b> "The Reeds and the River"	"Wildlife Outside My Window"	Long a (a, e, ai, ay, ei, ea) and Short a	relate Tuesday maintain animal answer great neighbor generate	remains tablets fancied rambler sapling temperature breakage lastened dismay ramble unwell evacuated beefsteak	of for from said all and both by call the		Read with Characterization and Feeling	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify Understanding	Identify Key Details and Determine a Main Idea Compare and Contrast Narrative Points of View	Recognize and Explain the Meaning of Idioms Explain the Meaning of Similes and Metaphors Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> delight solitary vast haughty	Write to a Text-Based Prompt: Informative/Explanatory Essay Prepositional Phrases Order Adjectives within Phrases
	<b>Interactive Text:</b> "Why Trees Lose Their Leaves" <b>Accountable Text:</b> "Take a Deeper Look" <b>Word Study Read:</b> "Waiting for Spring"	<b>Extended Read 1:</b> "Starting Off"	"My Sidewalk Nature Walk"	Long e (e, ee, ea, ee, ey, ie, ie, e) and Short e	chief defeat monkey whenever easy breast jelly between	incomplete equality liberties odyssey settlement echoing leadership needless communities committee pansley register selfishly industry	was sav- too never wash water no right is into		Confirm or Correct Word Recognition	Metacognitive: Ask Questions	Identify Key Details and Determine a Main Idea Summarize the Text Analyze First-Person Point of View Integrate Information from Multiple Texts to Demonstrate Knowledge	Explain the Meaning of Similes and Metaphors Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> shield strolls shimmering winding	Write to a Text-Based Prompt: Informative/Explanatory Essay Recognize and Correct Inappropriate Fragments
	<b>Interactive Text:</b> "Journal of Joe Case" <b>Accountable Text:</b> "Whoa, Molly!" <b>Word Study Read:</b> "Birch Bark Canoes"	<b>Extended Read 2:</b> "The Secret Spring" <b>Unit Poem:</b> "Delight in Nature"	"The Hidden Lake"	Long o (o, e, oa, ow, oe, o) and Short o	follow oath oldest goes costume stolen online telescope	supposedly blogger problematic approachable knobby indigo ownership roaming comprehend mistletoe wallowing archipelago casserole	one once want also another better bring because if new		Inflection/Intonation: Volume	Metacognitive: Create Mental Images Fix-Up: Read on to Clarify Understanding	Compare and Contrast Narrative Points of View Integrate Information from Multiple Texts to Demonstrate Knowledge Compare and Contrast the Treatment of Themes in Literature Explain Differences between Poetry and Prose	Explain the Meaning of Similes and Metaphors	<b>General Academic Listening &amp; Speaking:</b> javali scrawny vegetation  <b>Domain-Specific Listening &amp; Speaking:</b> stationary	Write to a Text-Based Prompt: Informative/Explanatory Essay Recognize and Correct Inappropriate Fragments Order Adjectives within Phrases

## Grade 4 • Unit 2 • Characters' Actions and Reactions

Essential Question: How do we reveal ourselves to others?

### Enduring Understandings:

- Writers can tell the same story in more than one genre, such as a drama and a novel or short story.
- Characters' actions and reactions influence a story's plot, as well as other characters.
- Real-life actions and reactions have effects on real events and people.
- Writers intentionally choose characters' words and actions to reveal the characters to the reader.

**Build Knowledge Word Bank:** *actions, connect, reactions, communicate, interact, relationships*

**Research & Inquiry Project:** Research a Movie

### Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*The Science of Slipping Up* (700L)  
*The Cooking Gene* (700L)  
*Finding Jacob* (630L)  
*Tyler and Noah* (630L)

*Project Dot* (560L)  
*Naina Shares a Story* (610L)  
*Finn McCool and the Red Giant* (610L)  
*Barrelling Toward Success* (740L)

### Reader's Theater Scripts:

*Invasion of the Anagrams*  
*The Road Bridegroom*



	Weekly Readings			Weekly Skills and Strategies												
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words			Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Bike Trouble"	Short Read 1: "Dorothy Meets the Scarecrow"	"The First Impression"	Long i (i, e, igh, y, ie, ll) and Short i	diet identify cries empire terrified brightness sixty didn't	whining sympathetic comply advisor analysis hypocrite plight iodine tumbling defying undivided require replied mighty	there their they about always my blue away before found			Speed/Pacing: Fast	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Stop and Think About the Author's Purpose	Summarize the Text  Describe a Character in Depth  Make Connections Between a Story and an Oral Presentation of the Text	Understand and Use Words That Signal Actions, Emotions, and States of Being  Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: discounter tumbling tedious earnestly	Write to a Text-Based Prompt: Opinion Essay	Use Words and Phrases for Effect  Correct Comma Usage
	Accountable Text: "Who Is the Trickster?"	Short Read 2: "How Dorothy Saved the Scarecrow"														
	Word Study Read: "The Wonderful World of Oz"															
Week 2	Interactive Text: "Cup of Tea"	Extended Read 1: "Peter Meets Wendy"	"A Family of Ducklings"	Long u (u, e, ue, ew, u) and Short u	usually continued refused adult uncover upset viewpoint document	argumentative rebuke occupants acute grabby snuggle capsule flutter fever subdue execute nephew crushable	could would should ask around number came same out our			Pausing: Short Pauses	Metacognitive: Draw Inferences	Summarize the Text  Describe a Character in Depth  Make Connections Between a Story and an Oral Presentation of the Text	Understand and Use Words That Signal Actions, Emotions, and States of Being  Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: mischievous flutters dejectedly rankling	Write to a Text-Based Prompt: Opinion Essay	Using Modal Auxiliaries
	Accountable Text: "Book Review: Eruption!"															
	Word Study Read: "Peter, the Wild Boy"															
Week 3	Interactive Text: "Princess of Time"	Extended Read 2: "Peter's Shadow"	"My Restaurant Review: The Grill"	Closed Syllables	admit hectic segment tunnel pumpkin princess insect pencil	gossiping discredit hatchet invalid havoc random establish shudder astorish voicemic	again are wash be but after them four just things				Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Summarize the Text  Make Connections Between a Story and an Oral Presentation of the Text	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: appalled sinking feeling contemptuously overrated	Write to a Text-Based Prompt: Opinion Essay	Use Words and Phrases for Effect  Subject/Verb Agreement; Pronoun/Antecedent Agreement
	Accountable Text: "Hattie's Tantrum"	Unit Poem: "You Are Old, Father William"														
	Word Study Read: "Melancton the Crocodile"												Analyze Author's Use of Descriptive Language in a Poem  Compare and Contrast the Treatment of Similar Themes in Stories			



## Grade 4 • Unit 3 • Government in Action

Essential Question: How can government influence the way we live?

### Enduring Understandings:

- Local, state, and federal governments have and share different powers and responsibilities.
- All levels of government provide services that promote the well-being of society, such as education, transportation, and the protection of people's health and safety.
- Elected representatives, government officials, and volunteers work together at all levels of government to solve problems in times of crisis.
- We can learn about power and the role of government not just through nonfiction but also through fiction and fictional scenarios.

**Build Knowledge Word Bank:** *function, powers, solve, levels, services, society*

**Research & Inquiry Project:** Research a Government Service

### Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*The Reversal Debate* (850L)  
*Two Views of Benjamin Franklin* (770L)  
*We Can Make a Difference* (820L)  
*Celebrating the United States* (820L)

*Newsgirl* (650L)  
*Let Freedom Ring!* (970L)  
*State Government in Action* (890L)  
*Becoming a U.S. Citizen* (840L)



#### Reader's Theater Scripts:

*Rights and Wrongs: The Civics Game Show*  
*Paul Revere's Ride*

Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Mayor Sam"	Short Read 1: "Solving Problems"	Open Syllables	<i>become</i>	<i>agency</i>	<i>been</i>		Inflection/ Intonation—Pitch	Metacognitive: Distinguish between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About the Words	Describe the Structure of a Text (Problem/ Solution)  Explain Events or Ideas in a Text (Problems/ Solutions)  Interpret Information Presented Visually: Sidebars, Charts, and Photos  Draw Inferences	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>crisis, adversity</i>  Domain-Specific Listening & Speaking: <i>relief, funds, feasible</i>	Process Writing: Informative/ Explanatory Essay	Use Model Auxiliaries to Express Possibilities
	Accountable Text: "Art Money"	Short Read 2: "The First Town Meeting"		<i>judo</i> <i>media</i> <i>humus</i> <i>recent</i> <i>slogan</i> <i>total</i> <i>vapor</i>	<i>Caribbean</i> <i>inflation</i> <i>demanded</i> <i>relabel</i> <i>financial</i> <i>tiger</i> <i>human</i>	<i>water</i> <i>round</i> <i>then</i> <i>full</i> <i>funny</i> <i>through</i> <i>today</i> <i>together</i>								
	Word Study Read: "Saving Yellowstone"													
Week 2	Interactive Text: "One Giant Leap"	Extended Read 1: "The State Government and Its Citizens"	Vowel Team Syllables	<i>already</i>	<i>blasted</i>	<i>hay</i>		Units of Meaning in Complex Sentences	Metacognitive: Distinguish between Important and Unimportant Information	Describe the Structure of a Text (Problem/ Solution)  Explain Events or Ideas in a Text (Problems/ Solutions)  Interpret Information Presented Visually: Sidebars, Charts, and Photos  Integrate Information from Two Texts  Identify Key Details and Determine the Main Idea	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>delegated, indispensable, liberties</i>  Domain-Specific Listening & Speaking: <i>infrastructure</i>	Process Writing: Informative/ Explanatory Essay	Form and Use the Present Progressive Tense
	Accountable Text: "The Wolves Return"			<i>caution</i> <i>pointed</i> <i>treaty</i> <i>creature</i> <i>believe</i> <i>Monday</i> <i>classroom</i>	<i>officials</i> <i>conceivable</i> <i>ratification</i> <i>discounted</i> <i>region</i> <i>heeded</i> <i>relief</i>	<i>carry</i> <i>were</i> <i>know</i> <i>cold</i> <i>went</i> <i>white</i> <i>does</i> <i>fight</i> <i>goes</i>								
	Word Study Read: "Fifty States Plus"													
Week 3	Interactive Text: "My Museum Visit"	Extended Read 2: "Stanley's Release"	Vowel-E Syllables	<i>bargain</i>	<i>apparently</i>	<i>these</i>		Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Confirm or Clarify Understanding	Draw Inferences  Integrate Information from Two Texts  Identify a Poem's Rhyme Scheme	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>anxious, comprehend, symmetrical, urgency</i>	Process Writing: Informative/ Explanatory Essay	Use Commas and Quotation Marks to Mark Direct Speech and Quotations from a Text	
	Accountable Text: "Papa Joe Retires"	Unit Poem: "A Nation's Strength"		<i>corner</i> <i>farmer</i> <i>flirting</i> <i>urgent</i> <i>important</i> <i>sturdy</i> <i>forty</i>	<i>harsh</i> <i>arid</i> <i>porcelain</i> <i>attorney</i> <i>thermostat</i> <i>berling</i> <i>tyrannical</i> <i>certainly</i> <i>verbose</i>	<i>word</i> <i>only</i> <i>open</i> <i>don't</i> <i>done</i> <i>card</i> <i>every</i> <i>even</i>								
	Word Study Read: "Go Botano"													

## Grade 4 • Unit 4 • Understanding Different Points of View

Essential Question: What do we learn when we look at the world through the eyes of others?

### Enduring Understandings:

- Realistic fiction stories contain characters that could exist in the real world and events that could really happen.
- Every story is narrated from a distinctive literary point of view and offers a unique perspective on events.
- Authors intentionally use point of view and perspective to influence what a reader knows and feels about both the characters and the events in a story.
- People's unique perspectives influence the way they understand both other people and events in the world around them.

**Build Knowledge Word Bank:** *point of view, influence, realistic fiction, perspective, narrator, distinctive*

**Research & Inquiry Project:** Research Animals and Their Literature

### Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Neftian and the Secret Project* (600L)  
*Forever Young* (600L)  
*Pongal in Pennsylvania* (620L)  
*Coyote Tales* (590L)

*The Girl Who Met the Greatest Luronian* (NP)  
*Earth Cakes and Sky Cake* (820L)  
*Through the Storm* (780L)  
*The Divorce Club* (730L)

### Reader's Theater Scripts:

*The Tortoise and the Hare*  
*Anansi the Spider and the Sky King*



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Beach Views"	Short Read 1: "Here Boy"	"Battle of the Carmens"	Compound Words	living room overflowing underground post office high school first-rate worn-out haircut	everywhere store manager never-ending mini-boggling rubber band post office produce department hind legs	that what yellow years write myself much find small such		Expression—Anticipation/Mood	Metacognitive: Ask Questions About Characters and Events  Metacognitive: Create Mental Images of Characters and Events  Fix-Up: Read On to Clarify or Confirm Understanding	Draw Inferences (Focus on Characters)  Analyze Third-Person Point of View  Analyze First-Person Point of View	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: concerned skilled contraption involuntarily	Write to a Text-Based Prompt: Narrative Text	Form and Use the Past Progressive Tense  Form and Use the Present Progressive Tense
	Accountable Text: "Spacewalk: Book or Movie?"	Short Read 2: "Something Unusual in the Air"													
	Word Study Read: "A Dog's Life"														
Week 2	Interactive Text: "Two Farmers"	Extended Read 1: "Ready to Race"	"Why Erus Can't Fly"	Vowel-Consonant-e Syllables	accuse enclave incomplete define recreate soberly olive divide	intruder presuppose trace reinstated incomplete subscribe intruder unlikely ladylike untamed	which this other part own here down her has have		Speed/Pacing—Slow	Metacognitive: Ask Questions About Characters and Events	Draw Inferences (Focus on Characters)  Compare and Contrast Point of View  Summarize the Text  Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases  Demonstrate Understanding of Figurative Language: Similes	General Academic Listening & Speaking: dangled dark rain taken down a peg	Write to a Text-Based Prompt: Narrative Text	Correctly Use Frequently Confused Words
	Accountable Text: "The Elephant and the Blind Men"														
	Word Study Read: "Bolto, A Heroic Dog"														
Week 3	Interactive Text: "A Turkey?"	Extended Read 2: "Training"	"Ballet Shoes"	Consonant-le Syllables	purple single single gobble startle wiggled straggled remarkable	beludged handfers bellittle middle bridle remarkable dappled startled gentleness unscrutable mingle unstable	then when got work wood soon so drink how old		Fix-Up: Stop and Think About the Author's Purpose  Metacognitive: Create Mental Images of Characters	Draw Inferences (Focus on Characters)  Analyze a Free Verse Poem  Compare and Contrast Point of View  Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: accustomed breaking in weariness coating	Write to a Text-Based Prompt: Narrative Text	Correctly Use Frequently Confused Words  Form and Use Prepositional Phrases	
	Accountable Text: "Dog Debate"	Unit Poem: "The Drum"													
	Word Study Read: "After Dark"														



## Grade 4 • Unit 5 • Technology for Tomorrow

Essential Question: How do we make decisions about developing new technology?

### Enduring Understandings:

- Technology can be controversial and have both positive and negative impacts on society.
- We design and develop robots to do many jobs efficiently.
- Automation continues to change how we live and work.
- Society's needs, as well as other motivations, drive the development of new technologies.

**Build Knowledge Word Bank:** automation, efficient/efficiency, society, develop, impact, technology

**Research & Inquiry Project:** Technology Research, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Great Women of Science and Math* (500L)  
*The Only Kid on Mars* (660L)  
*Medical Innovators* (790L)  
*Alternative Homes* (790L)

*Safe Rides* (880L)  
*Opinions About Drones* (980L)  
*Leading the Way with GPS* (830L-860L)  
*How to Save Energy* (910L)

### Reader's Theater Scripts:

*One Giant Leap*  
*Oh, Those Sentence-Changing Mixer-Uppers*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "Water Power" <b>Accountable Text:</b> "Fridge Time" <b>Word Study Read:</b> "Robots in the Restaurant"	<b>Short Read 1:</b> "Human and Robots Can Work Together" <b>Short Read 2:</b> "Robots Will Take Professional Jobs"	"Digital Detective"	Hard and Soft c, g	<i>advance</i> <i>cancel</i> <i>certain</i> <i>except</i> <i>general</i> <i>region</i> <i>sponge</i> <i>gasoline</i>	<i>combine</i> <i>percent</i> <i>ingredients</i> <i>generation</i> <i>manage</i> <i>crucial</i> <i>energy</i> <i>presence</i> <i>robotics</i> <i>technology</i> <i>economically</i> <i>convenience</i>	<i>there</i> <i>where</i> <i>people</i> <i>upon</i> <i>under</i> <i>again</i> <i>are</i> <i>been</i> <i>brown</i> <i>black</i>	Pausing—Full Stops	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read Out Loud to Support Comprehension	Describe the Structure of a Text (Cause/Effect) Explain Events or Ideas in a Text (Cause/Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>retrieve</i> <i>efficiency</i> <i>salary</i> <i>specialized</i>	Process Writing: Opinion Essay	Form and Use the Progressive Verb Tenses
<b>Week 2</b>	<b>Interactive Text:</b> "A Green Roof" <b>Accountable Text:</b> "Train Surprise!" <b>Word Study Read:</b> "The Solar Challenge"	<b>Extended Read 1:</b> "Who's Driving?"	"A.I. Wheels"	r-Controlled Vowels (ar, or, oar, ore)	<i>assorted</i> <i>charming</i> <i>forecast</i> <i>market</i> <i>party</i> <i>rising</i> <i>fortunate</i> <i>before</i>	<i>enlarge</i> <i>forgettable</i> <i>boarded</i> <i>explore</i> <i>Arizona</i> <i>harsh</i> <i>raised</i> <i>support</i> <i>furthermore</i> <i>regarding</i> <i>restored</i> <i>sensors</i> <i>ordinary</i> <i>popular</i>	<i>who</i> <i>through</i> <i>many</i> <i>ate</i> <i>eight</i> <i>different</i> <i>do</i> <i>to</i> <i>long</i> <i>look</i>	Expression—Anticipation/Mood	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read More Slowly and Think About the Words	Describe the Structure of a Text (Cause/Effect) Explain Events or Ideas in a Text (Cause/Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Summarize the Text Integrate Information from Two Texts on the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>impaired</i> <i>precautions</i> <i>pedestrian</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>sensors</i>	Process Writing: Opinion Essay	Use Relative Adverbs
<b>Week 3</b>	<b>Interactive Text:</b> "Let's Go Green!" <b>Accountable Text:</b> "Stargazers" <b>Word Study Read:</b> "A Drone Is Not a Toy"	<b>Extended Read 2:</b> "Rise of the Drones" <b>Unit Poem:</b> "Sun Tracks"	"Riding to Work"	r-Controlled Vowels (er, ir, ur)	<i>concerned</i> <i>dirty</i> <i>disturb</i> <i>entering</i> <i>murder</i> <i>nervous</i> <i>modern</i> <i>firmitly</i>	<i>helicopter</i> <i>purse</i> <i>curb</i> <i>bird-watcher</i> <i>Irma</i> <i>future</i> <i>buyers</i> <i>registered</i> <i>purchase</i> <i>currently</i> <i>strump</i> <i>agricultural</i>	<i>why</i> <i>with</i> <i>though</i> <i>draw</i> <i>eat</i> <i>first</i> <i>hurt</i> <i>little</i> <i>going</i> <i>three</i>	Metacognitive: Distinguish Between Important and Unimportant Information	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read More Slowly and Think About the Words	Describe the Structure of a Text (Problem/Solution) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts on the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>beneficial</i> <i>outweigh</i> <i>inevitably</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>regulated</i>	Process Writing: Opinion Essay	Use Relative Pronouns



## Grade 4 • Unit 6 • Confronting Challenges

Essential Question: How do we overcome obstacles?

### Enduring Understandings:

- A quest is a story in which the main character goes on a difficult journey to accomplish a mission or goal. Many traditional tales are quest tales.
- Every character responds to challenges in different ways, and these actions often reveal a character's traits.
- Different cultures present and explore universal themes and human experiences in their own unique ways.
- Analyzing how characters confront challenges helps reveal a story's theme.

**Build Knowledge Word Bank:** *confront, mission, theme, quest, challenges, obstacles*

**Research & Inquiry Project:** Technology Research, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*Goldilocks on Trial* (NP)  
*Kira's Trek* (620L)  
*The Love of the Game* (650L)  
*Marisol and the Pineapple Drought* (610L)

*Hang on Stage* (660L)  
*The Big Race* (NP)  
*Inspector Digital Detective* (650L)  
*The Secret Language of Elephants* (730L)

#### Reader's Theater Scripts:

*The Fairy Tale Games*  
*At the Onomatopoeia Sound Word Lab*



Weekly Readings			Weekly Skills and Strategies												
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	Interactive Text: "This Land"	Short Read 1: "Sugar Maple and the Woodpecker"	Adverb Suffixes -ly, -ily, -ways, -wise	lightly officially happily readily clockwise sideways easily otherwise	always clockwise happily courageously heartily insensitively likewise scarcely sideways snuggly stuffy unavoidably	of for from think gave give good kind my now		Inflection/ Intonation—Pitch	Metacognitive: Make Connections	Describe the Characters in a Story	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>bored, fatigue, value</i>	Write to a Text-Based Prompt: Narrative	Use Modal Auxiliaries to Convey Various Conditions	
	Accountable Text: "Blizzard"	Short Read 2: "The Valiant Little Tailor"							Metacognitive: Summarize and Synthesize	Infer and Determine the Theme of a Story					Choose Punctuation for Effect
	Word Study Read: "Chi Li and the Serpent"								Fix-Up: Read On to Clarify or Confirm Understanding	Describe Characters, Settings, and Events					Domain-Specific Listening & Speaking: <i>sep</i>
Week 2	Interactive Text: "Athens"	Extended Read 1: "Hercules' Quest"	Variant Vowels /oo/ and /oo/ (oo, ew, ue, odd, ul)	pulley smoothest uncrew soothe couldn't troops overlooked would	shoulder bulletin Italian lagoon moulder moody outgrew overlook renewing smoldering soot wrathfully	was surv or over people put read said seem sing		Expression—Dramatic Expression	Metacognitive: Make Connections	Describe the Characters in a Story	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>worthfully, undertaking, stride, subsided</i>	Write to a Text-Based Prompt: Informative/ Explanatory	Choose Punctuation for Effect	
	Accountable Text: "Protecting Sea Turtles"								Infer and Determine the Theme of a Story	Identify Words with Mythological Allusions					
	Word Study Read: "Kate Shelley: A Young Hero"								Compare and Contrast the Treatment of Similar Themes	Identify Words with Mythological Allusions					
Week 3	Interactive Text: "Murth to Earth"	Extended Read 2: "Estrella and the Emerald Ring"	Adjective Suffixes -ful, -ous, -ible, -able, -some	generous mindful reliable spacious beautiful outable dangerous troublesome	accessible bountiful burdensome furious inflammable inflexible hastous marvelous perishable treacane wholesome wonderful wondrous	one once stop thank were which wait waris was lay			Metacognitive: Summarize and Synthesize	Describe the Characters in a Story	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>animated, attractive, laudatory, glimpse</i>	Write to a Text-Based Prompt: Opinion	Use Relative Adverbs (where, when, why)	
	Accountable Text: "Avalanche Safety"	Unit Poem: "Humanity"							Fix-Up: Reread to Clarify or Confirm Understanding	Infer and Determine the Theme of a Story					Use Suffixes
	Word Study Read: "Paul Bunyan and the Troublesome Mosquitoes"								Fix-Up: Read On to Clarify or Confirm Understanding	Compare and Contrast the Treatment of Similar Themes					Analyze Rhyme, Meter, and Theme in a Poem

## Grade 4 • Unit 7 • The Transcontinental Railroad

Essential Question: How do communities evolve?

### Enduring Understandings:

- A community can be a location or a group that shares common characteristics.
- Many factors shape the United States; immigrant communities play a central role in this process.
- In the 1860s, railroads connected communities across North America, allowing for the settlement and expansion of what is today the United States.
- Innovations in transportation and communication technology reshape and impact communities.
- The expansion of the United States had catastrophic effects on Native American peoples and communities.

**Build Knowledge Word Bank:** *advances, expansion, impact, communities, devastating, settle/settler*

**Research & Inquiry Project:** Research a Community, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Travel the U.S.A.* (770L)  
*City Histories in Maps* (790L)  
*Early American Communities* (840L)  
*Where Two Rivers Meet* (810L)  
*Cross-Country Adventures* (870L)

*Eat Your Way Across the U.S.A.* (920L)  
*Time and Again:  
 Exploring the United States* (690L)  
*Capital Clues* (NP)

### Reader's Theater Scripts:

*Battle for the Ballot*  
*John Henry, An American Tall Tale*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Meeting the President"	<b>Short Read 1:</b> "Rail Tycoons"	"First Day of Work"	Diphthongs /ou/ and /oi/	<i>about</i> <i>avoid</i> <i>choices</i> <i>disappoint</i> <i>grouchy</i> <i>hurdly</i> <i>frained</i> <i>destroy</i>	<i>scoundrel</i> <i>loyalty</i> <i>bolterous</i> <i>mountainous</i> <i>pronouncement</i> <i>traveled</i> <i>moisture</i> <i>rejoined</i> <i>trousers</i> <i>savory</i> <i>discounted</i>	<i>there</i> <i>their</i> <i>they</i> <i>buy</i> <i>best</i> <i>fly</i> <i>ride</i> <i>way</i> <i>well</i> <i>hot</i>		Confirm or Correct Word Recognition and Understanding	Describe the Overall Structure of a Text (Chronological) Explain Events or Ideas in a Text Interpret Information Presented Visually Explain How the Author Uses Reasons and Evidence to Support Points in a Text	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>grueling</i> <i>incentive</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>tycoons</i> <i>transcontinental</i>	Process Writing: Narrative	Use Correct Capitalization Use Correct Punctuation
	<b>Accountable Text:</b> "We Declare Independence!"	<b>Short Read 2:</b> "Building the Transcontinental Railroad"							Fix-Up: Stop and Think About the Author's Purpose					
	<b>Word Study Read:</b> "The Golden Spike"													
Week 2	<b>Interactive Text:</b> "A Train Trip"	<b>Extended Read 1:</b> "The Chinese Railroad Workers"	"Giving Back"	Prefixed trans-, pro-, sub-, super-, inter-	<i>interval</i> <i>proclaim</i> <i>superintendent</i> <i>transfer</i> <i>transport</i> <i>subway</i> <i>superstar</i> <i>interfere</i>	<i>propeller</i> <i>submersible</i> <i>translate</i> <i>superior</i> <i>interstate</i> <i>prolong</i> <i>transplant</i> <i>protested</i> <i>supermarket</i> <i>intersection</i> <i>subzero</i> <i>submarine</i> <i>interactive</i> <i>supernatural</i> <i>transcontinental</i>	<i>could</i> <i>would</i> <i>should</i> <i>of</i> <i>keep</i> <i>day</i> <i>time</i> <i>show</i> <i>like</i> <i>green</i>	Speed/Pacing—Varied	Metacognitive: Apply Strategies	Describe the Overall Structure of a Text (Chronological) Describe the Overall Structure of a Text (Compare/Contrast) Explain Events or Ideas in a Text Interpret Information Presented Visually Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>isolated</i> <i>recruiting</i> <i>set a record</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>testifying</i>	Process Writing: Narrative	Use Prepositional Phrases
	<b>Accountable Text:</b> "The Pony Express"													
	<b>Word Study Read:</b> "The Pony Express"													
Week 3	<b>Interactive Text:</b> "Cattle Drive"	<b>Extended Read 2:</b> "The Railroad's Impact on Native Americans"	"My Family Tree"	Homophones:	<i>bare</i> <i>bear</i> <i>plain</i> <i>plane</i> <i>seen</i> <i>scene</i> <i>sight</i> <i>sire</i> <i>soar</i> <i>sure</i> <i>throw</i> <i>through</i>	<i>peace</i> <i>heard</i> <i>weight</i> <i>flour</i> <i>whether</i> <i>plumes</i> <i>rise</i> <i>they're</i> <i>piece</i> <i>herd</i> <i>wait</i> <i>flower</i> <i>weather</i> <i>plains</i> <i>to</i> <i>too</i> <i>their</i> <i>there</i>	<i>come</i> <i>some</i> <i>done</i> <i>does</i> <i>grove</i> <i>give</i> <i>either</i> <i>many</i> <i>yes</i>		Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Describe the Overall Structure of a Text (Chronological) Describe the Overall Structure of a Text (Compare/Contrast) Explain Events or Ideas in a Text Explain How the Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>roamed</i> <i>plentiful</i> <i>devastating</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>descendants</i>	Process Writing: Narrative	Use Commas before Coordinating Conjunctions in Compound Sentences Choose Words and Phrases to Convey Ideas Precisely
	<b>Accountable Text:</b> "Ahead of Her Time"	Unit Poem: "Concord Hymn"												
	<b>Word Study Read:</b> "My Trip to the Black Hills"													



## Grade 4 • Unit 8 • Earth Changes

Essential Question: How do Earth's natural processes impact our lives?

### Enduring Understandings:

- Earthquakes are caused by shifts in Earth's tectonic plates. The sudden release of energy moves in waves through Earth's crust, shaking Earth's surface.
- Volcanoes form when magma from within Earth's upper mantle works its way through Earth's crust. Eruptions of hot lava, gas, and ash are caused by pressure beneath Earth's surface.
- Natural disasters are sudden and violent events that can threaten people's lives and change Earth's surface.
- People can study the forces that cause natural disasters to better understand them and respond to them.
- Natural disasters are emotional experiences for those who live through them and are often the subject of firsthand accounts.

**Build Knowledge Word Bank:** *destruction, events, pressure, energy, natural disaster, violent*

**Research & Inquiry Project:** Research a Community, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Electricity for Saburo* (610L)  
*The Great Hoodoo Detectives* (690L)  
*Waterfalls* (870L)  
*Aviation* (780L)  
*Natural Disasters* (1000L)

*Mountain Climber* (670L)  
*Race to the North Star* (800L)  
*I Am an Earth Scientist, Astronaut, and Explorer* (960L)

### Reader's Theater Scripts:

*The Three Sisters*  
*Paul Bunyan Builds a Mighty Mountain*



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "A Great Tale"	Short Read 1: "Earthquakes"	"The Signs of a Tsunami"	Negative Prefixes: de-, un-, in-, im-, dis-	discard infected unruly destruction disturbance impossible impractical infect	decode uncertain incomplete impatient distrust unfortunate incorrect independent improper immeasurable dishonest discharging deactivate unnoticed	dare eight made make start place pick try sleep six		Inflection/Intonation—Volume	Metacognitive: Apply Strategies  Metacognitive: Read More Slowly and Think About the Words	Describe the Overall Structure of Events in a Text (Cause/Effect)  Interpret Information Presented Visually  Identify Genre Features: Firsthand Accounts  Compare and Contrast a Firsthand and Secondhand Account of the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases, including Those with Multiple Meanings	General Academic Listening & Speaking: collided magnitude wrenching anxiously	Process Writing: Research Project	Form and Use Prepositional Phrases
	Accountable Text: "Slow and Fast Change"	Short Read 2: "In Mexico City"													
	Word Study Read: "Tsunami!"														
Week 2	Interactive Text: "First Essay"	Extended Read 1: "Volcanoes"	"Bright Colors—Beware!"	Greek and Latin Roots geo, archae, rupt	archaeology archaic disrupted eruption geography interrupt geology	geography archaeology ruptured geologist geographer archaic archaeological archaeologist erupt eruption interrupt	give live have walk with wish will we than first		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Confirm or Correct Word Recognition	Describe the Overall Structure of Events in a Text (Cause/Effect)  Summarize the Text  Integrate Information from Two Texts to Speak Knowledgeably on a Topic  Refer to Details and Examples in Texts to Draw Inferences	Use Context Clues to Determine Meaning of Words and Phrases, including Those with Multiple Meanings	General Academic Listening & Speaking: distances substantially far-reaching hazardous	Process Writing: Research Project	Produce Complete Sentences, Recognizing and Correcting Inappropriate Fragments and Run-Ons
	Accountable Text: "Instant Canyon"														
	Word Study Read: "The Mount St. Helens Volcano"														
Week 3	Interactive Text: "Quaking Earth"	Extended Read 2: "The Eruption of Vesuvius"	"First Day of School"	Variant Vowel /o/ (ou, ol, ow)	because taucet paused walked thawing August down soiled	authority laundromat hallmark mall spreading August halfway yawning already lawyer cautiously awkwardness daunting	these those was must pull out five help why who		Metacognitive: Apply Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Metacognitive: Apply Strategies  Interpret Information Presented Visually  Refer to Details and Examples in Texts to Draw Inferences  Analyze Personification, Repetition, and Theme in a Poem  Compare and Contrast a Firsthand and Secondhand Account of the Same Topic	Interpret Information Presented Visually  Refer to Details and Examples in Texts to Draw Inferences	Use Context Clues to Determine Meaning of Words and Phrases, including Those with Multiple Meanings	General Academic Listening & Speaking: daunting reluctantly inexperienced  Domain-Specific Listening & Speaking: molten	Process Writing: Research Project	Use a Comma with a Coordinating Conjunction in a Compound Sentence
	Accountable Text: "Panuk's Island"	Unit Poem: "Negotiations with a Volcano"													
	Word Study Read: "Escape from Pompeii"														

## Grade 4 • Unit 9 • Resources and Their Impact

Essential Question: How does access to resources influence people's lives?

### Enduring Understandings:

- Economies depend on the resources available for use and how those resources are used.
- Communities are often shaped largely by the resources available to them.
- Protecting resources is important in sustaining long-term availability and use.
- Economic hardship and the struggle to improve workers' lives are common topics in literature.
- Some narrative poetry reimagines important historical events through the use of vivid imagery and figurative language.

**Build Knowledge Word Bank:** resources, economy/economic, access, dependent, protect, sustain

**Research & Inquiry Project:** Research a City's Growth, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*The Film Crew* (810L)  
*Online Research: Entrepreneurs* (670L)  
*Denim Days* (630L)  
*Dream Big* (710L)

*Growth of the Cattle Industry* (890L)  
*The Cost of Green Energy* (890L)  
*The Sioux Chef* (850L)  
*Guide to Fundraising* (900L)

### Reader's Theater Scripts:

*The Two Golden Geese*  
*"Pet Care" Kids*



Weekly Readings			Weekly Skills and Strategies												
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	<b>Interactive Text:</b> "Shipwreck!"	<b>Short Read 1:</b> "Seattle: Up and Down—and Up Again"	"The Controversy of Quinoa"	Noun Suffixes: -dom, -ity, -tion, -ment, -ness	business community equipment kingdom option experiment kindness wisdom	boredom reality location agreement fairness freedom wisdom unity activity protection information excitement government business	that what play us up he got she off back		Inflection/Intonation—Stress	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> crippled agricultural union  <b>Domain-Specific Listening &amp; Speaking:</b> profitable	Multimedia Presentation	Use Correct Capitalization
	<b>Accountable Text:</b> "Take Action for Rain Forests"	<b>Short Read 2:</b> "César: ¡Sí, Se Puede! Yes, We Can!"							Fix-Up: Read On to Clarify or Confirm Understanding	Explain How an Author Uses Reasons and Evidence to Support Points in a Text					
	<b>Word Study Read:</b> "Dolores Huerta"									Explain Events or Concepts in a Social Studies Text	Determine the Theme of a Poem	Refer to the Structural Elements of Poems		Integrate Information from Two Texts to Speak Knowledgeably on a Topic	
Week 2	<b>Interactive Text:</b> "The Buffalo"	<b>Extended Read 1:</b> "Natural Resources and Workers"	"California Gold"	Latin Roots: miss, agri, duct/duct, man	introduce agriculture manufacturer manual mission production produce missile	dismissed agriculture conductor measur transmission missile agriculture agribusiness products introducing manufacturing manuscript overproduction	which those go jump its not saw say see		Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> abundance booming cramped wages	Multimedia Presentation	Choose Words and Phrases to Convey Ideas Precisely
	<b>Accountable Text:</b> "A Brighter Future"									Identify Key Ideas and Determine the Main Idea	Explain How an Author Uses Reasons and Evidence to Support Points in a Text	Explain Events or Concepts in a Social Studies Text		Integrate Information from Two Texts to Speak Knowledgeably on a Topic	
	<b>Word Study Read:</b> "John Henry"														
Week 3	<b>Interactive Text:</b> "Stone Tools"	<b>Extended Read 2:</b> "Dust Dance"	"Gandhi's Stand"	r-Controlled Vowel /3r/(air, are, ear)	aware repaired careful declare rarest stairway stared tearing	repair bare overbearing swimwear gleam airport barefoot lair unaware unbearable chairwoman tearing up	tall his more please take use used yes then when		Metacognitive: Apply Strategies	Compare and Contrast the Treatment of Similar Themes in Two Poems	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> rattled spindly tearing up withered	Multimedia Presentation	Ensure Subject-Verb and Pronoun-Antecedent Agreement	
	<b>Accountable Text:</b> "A Cheer for Solar!"	<b>Unit Poem:</b> "They Were My People"							Fix-Up: Stop and Think About the Author's Purpose	Determine the Theme of a Poem	Refer to the Structural Elements of Poems		Understand Figurative Language in a Poem		
	<b>Word Study Read:</b> "Dust Storm Days"										Integrate Information from Two Texts to Speak Knowledgeably on a Topic				



## Grade 4 • Unit 10 • The Power of Electricity

Essential Question: Where do scientific discoveries lead us?

### Enduring Understandings:

- Energy can be transferred from place to place by sound, light, heat, and electric currents.
- Energy can be converted from one form to another.
- Scientific discoveries build upon one another and can directly impact the way humans live.
- Since the harnessing of AC/DC currents in the late 1800s, many people have grown to rely on electricity in order to function in daily life.
- Although female inventors historically contributed to the field of electricity, they were often denied true recognition in their lifetimes because of their gender.

**Build Knowledge Word Bank:** *invention, generate, energy, experiment, grid, network*

**Research & Inquiry Project:** Research a City's Growth, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

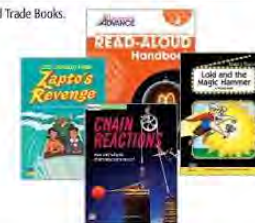
### Knowledge-Building Library:

*Lost at Sea* (620L)  
*Zee Junior High: Zap!o's Revenge* (660L)  
*Opinions About Maple Trees* (870L)  
*Dr. Sato's Blizzard Busters* (890L)

*Potato Power* (860L)  
*Energy: Go with the Flow* (810L)  
*Catch a Wave!* (830L)  
*Chain Reactions* (960L)

### Reader's Theater Scripts:

*Blackout*  
*Loki and the Magic Hammer: A Norse Myth*



	Weekly Readings			Weekly Skills and Strategies												
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	Interactive Text: "Tesla: Ahead of His Time"	Short Read 1: "Power Restored in India"	"What Now?"	Adding Endings with Spelling Changes	<i>applied</i> <i>blurred</i> <i>browsing</i> <i>closing</i> <i>duties</i> <i>families</i> <i>supplies</i> <i>remaking</i>	<i>running</i> <i>restored</i> <i>factories</i> <i>classes</i> <i>trapped</i> <i>struggled</i> <i>competing</i> <i>facilities</i> <i>discoveries</i> <i>switches</i> <i>businesses</i> <i>consuming</i>	<i>lar</i> <i>hold</i> <i>most</i> <i>pretty</i> <i>tail</i> <i>very</i> <i>you</i> <i>your</i> <i>there</i> <i>where</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Explain Events, Ideas, or Concepts in a Scientific Text  Interpret Information Presented Visually	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> <i>snarled</i> <i>outrage</i> <i>influential</i> <i>sandwiched</i>	Process Writing: Poetry	Form and Use the Progressive Verb Tenses	
	Accountable Text: "No More Mules"	Short Read 2: "Benjamin Franklin: The Dawn of Electrical Technology"														
	Word Study Read: "Blackout, 1965"															
Week 2	Interactive Text: "No Power? No Problem!"	Extended Read 1: "The Power of Electricity"	"Developing Code"	Final /ə/ and /ə/	<i>journal</i> <i>dazzle</i> <i>abdomen</i> <i>identical</i> <i>travel</i> <i>kitchen</i> <i>often</i> <i>broken</i>	<i>people</i> <i>particle</i> <i>corruptible</i> <i>material</i> <i>mechanical</i> <i>travel</i> <i>foval</i> <i>kitchen</i> <i>forgotten</i> <i>lesson</i> <i>comparison</i> <i>dolphin</i> <i>Britain</i> <i>American</i>	<i>who</i> <i>through-</i> <i>an</i> <i>red</i> <i>can</i> <i>run</i> <i>clean</i> <i>too</i> <i>may</i> <i>him</i>		Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Interpret Information Presented Visually  Identify Key Details and Determine the Main Idea  Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> <i>misfunctions</i> <i>domino effect</i> <i>continuous</i> <i>faulty</i>	Process Writing: Poetry	Order Adjectives within Sentences According to Conventional Patterns	
	Accountable Text: "Zap"															
	Word Study Read: "Hoover Dam"															
Week 3	Interactive Text: "My Amazing Trip"	Extended Read 2: "Two Forgotten Electrical Inventors"	"Inventing a Better Bulb"	Latin and Greek Roots ven, migr, graph, mix/mess, aud	<i>paragraph</i> <i>biography</i> <i>permit</i> <i>audience</i> <i>migrate</i> <i>venue</i> <i>invested</i> <i>intermittent</i> <i>audio</i> <i>audition</i>	<i>event</i> <i>inventors</i> <i>immigrant</i> <i>migrating</i> <i>graphics</i> <i>telegraph</i> <i>overriding</i> <i>intermittent</i> <i>audio</i> <i>audition</i>	<i>why</i> <i>with</i> <i>as</i> <i>get</i> <i>cut</i> <i>let</i> <i>at</i> <i>had</i> <i>mon</i> <i>me</i>			Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Explain Events, Ideas, or Concepts in a Scientific Text  Integrate Information from Two Texts to Speak Knowledgeably on a Topic  Analyze Meter and Rhyme in a Poem	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> <i>incubated</i> <i>prominent</i> <i>projection</i> <i>sputtering</i>	Reflect on Writing	Choose Words and Phrases to Convey Ideas Precisely	
	Accountable Text: "Shocking!"	Unit Poem: "Simplicity of Electricity"														
	Word Study Read: "A Night in Tesla's Lab"															

## Grade 4 • Unit 1 • Observing Nature

Essential Question: How do we respond to nature?

## Enduring Understandings:

- Knowledge of the natural world is based on observation and inquiry.
- Plants and animals, including humans, interact with and depend upon each other and their environment.
- Interactions with the natural world bring up strong feelings and emotions in people.
- Nature's beauty and encounters with nature are recurring themes in literature. Characters reveal themselves through their responses to nature.

Build Knowledge Word Bank: *appreciate, encounter, interact, nature, observe, sense/sensory*

Research &amp; Inquiry Project: Research Something in Nature

## Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Inspired by Nature* (710L)  
*Animal Survivors* (790L-820L)  
*Padma's Paddy* (610L)  
*A Wildlife Biologist* (860L)

*Opinions About the Energy Cycle* (900L)  
*Voyage Home* (830L)  
*Animal and Human Senses* (780L-810L)  
*Help Monarch Butterflies* (990L)

## Reader's Theater Scripts:

*The S.H.A. \* Club*  
*Milton the Mole*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "Happy Birding!" <b>Accountable Text:</b> "My Dad, Storm Chaser" <b>Word Study Read:</b> "The Birdseed Thief"	<b>Short Read 1:</b> "A Bird's Free Lunch" <b>Short Read 2:</b> "The Reeds and the River"	"Wildlife Outside My Window"	Long a (a, e, ai, ay, ei, ea) and Short a	relate Tuesday maintain animal answer great neighbor generate	remains tablets fancied rambler sapling temperature breakage lastened dismay ramble unwell evacuated beefsteak	of for from said all and both by call the	Read with Characterization and Feeling	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify Understanding	Identify Key Details and Determine a Main Idea Compare and Contrast Narrative Points of View	Recognize and Explain the Meaning of Idioms Explain the Meaning of Similes and Metaphors Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> delight solitary vast haughty	Write to a Text-Based Prompt: Informative/Explanatory Essay	Prepositional Phrases Order Adjectives within Phrases
<b>Week 2</b>	<b>Interactive Text:</b> "Why Trees Lose Their Leaves" <b>Accountable Text:</b> "Take a Deeper Look" <b>Word Study Read:</b> "Waiting for Spring"	<b>Extended Read 1:</b> "Starting Off"	"My Sidewalk Nature Walk"	Long e (e, e, ea, ee, ey, ie, ie, e) and Short e	chief defeat monkey whenever easy breast jelly between	incomplete equality liberties odyssey settlement echoing leadership needless communities committee pansley register selfishly industry	was sav- too never wash water no right is into	Confirm or Correct Word Recognition	Metacognitive: Ask Questions	Identify Key Details and Determine a Main Idea Summarize the Text Analyze First-Person Point of View Integrate Information from Multiple Texts to Demonstrate Knowledge	Explain the Meaning of Similes and Metaphors Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> shield strolls shimmering winding	Write to a Text-Based Prompt: Informative/Explanatory Essay	Recognize and Correct Inappropriate Fragments
<b>Week 3</b>	<b>Interactive Text:</b> "Journal of Joe Case" <b>Accountable Text:</b> "Whoa, Molly!" <b>Word Study Read:</b> "Birch Bark Canoes"	<b>Extended Read 2:</b> "The Secret Spring" <b>Unit Poem:</b> "Delight in Nature"	"The Hidden Lake"	Long o (o, e, oa, ow, oe, o) and Short o	follow oath oldest goes costume stolen online telescope	supposedly blogger problematic approachable knobby indigo ownership roaming comprehend mistletoe wallowing archipelago casserole	one- once want also another better bring because if new	Inflection/Intonation: Volume	Metacognitive: Create Mental Images Fix-Up: Read on to Clarify Understanding	Compare and Contrast Narrative Points of View Integrate Information from Multiple Texts to Demonstrate Knowledge Compare and Contrast the Treatment of Themes in Literature Explain Differences between Poetry and Prose	Explain the Meaning of Similes and Metaphors	<b>General Academic Listening &amp; Speaking:</b> javali scrawny vegetation  <b>Domain-Specific Listening &amp; Speaking:</b> stationary	Write to a Text-Based Prompt: Informative/Explanatory Essay	Recognize and Correct Inappropriate Fragments Order Adjectives within Phrases



## Grade 4 • Unit 2 • Characters' Actions and Reactions

Essential Question: How do we reveal ourselves to others?

### Enduring Understandings:

- Writers can tell the same story in more than one genre, such as a drama and a novel or short story.
- Characters' actions and reactions influence a story's plot, as well as other characters.
- Real-life actions and reactions have effects on real events and people.
- Writers intentionally choose characters' words and actions to reveal the characters to the reader.

**Build Knowledge Word Bank:** *actions, connect, reactions, communicate, interest, relationships*

**Research & Inquiry Project:** Research a Movie

### Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*The Science of Slipping Up* (700L)  
*The Cooking Gene* (700L)  
*Finding Jacob* (630L)  
*Tyler and Noah* (630L)

*Project Dot* (560L)  
*Naina Shares a Story* (610L)  
*Finn McCool and the Red Giant* (610L)  
*Barrelling Toward Success* (740L)

### Reader's Theater Scripts:

*Invasion of the Anagrams*  
*The Road Bridegroom*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Bike Trouble"	Short Read 1: "Dorothy Meets the Scarecrow"	"The First Impression"	Long i (i, e, igh, y, ie, ï) and Short i	diet identify cries empire terrified brightness silly didn't	whining sympathetic comply advisor analysis hypocrite plight iodine tumbling deifying undivided require replied mighty	there their they about always my blue away before found	Speed/Pacing: Fast	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Stop and Think About the Author's Purpose	Summarize the Text  Describe a Character in Depth  Make Connections Between a Story and an Oral Presentation of the Text	Understand and Use Words That Signal Actions, Emotions, and States of Being  Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: discounter tumbling tedious earnestly	Write to a Text-Based Prompt: Opinion Essay	Use Words and Phrases for Effect  Correct Comma Usage
	Accountable Text: "Who Is the Trickster?"	Short Read 2: "How Dorothy Saved the Scarecrow"												
	Word Study Read: "The Wonderful World of Oz"													
Week 2	Interactive Text: "Cup of Tea"	Extended Read 1: "Peter Meets Wendy"	"A Family of Ducklings"	Long u (u, e, ue, ew, u) and Short u	usually continued refused adult uncover upset viewpoint document	argumentative rebuke occupants acute grabby snuggle capsule flutter fever subdue execute nephew crushable	could would should ask around number came same out out	Pausing: Short Pauses	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Summarize the Text  Describe a Character in Depth  Make Connections Between a Story and an Oral Presentation of the Text  Compare and Contrast the Treatment of Similar Themes in Stories	Understand and Use Words That Signal Actions, Emotions, and States of Being  Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: mischievous flutters dejectedly rankling	Write to a Text-Based Prompt: Opinion Essay	Using Modal Auxiliaries
	Accountable Text: "Book Review: Eruption!"													
	Word Study Read: "Peter, the Wild Boy"													
Week 3	Interactive Text: "Princess of Time"	Extended Read 2: "Peter's Shadow"	"My Restaurant Review: The Grill"	Closed Syllables	admit hectic segment tunnel pumpkin princess insect pencil	gossiping discredit hatchet invalid havoc random establish shudder astonish voicemic	again are wash be but after them four just things		Metacognitive: Make Connections  Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Summarize the Text  Make Connections Between a Story and an Oral Presentation of the Text  Analyze Author's Use of Descriptive Language in a Poem  Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: appalled sinking feeling contemptuously overrated	Write to a Text-Based Prompt: Opinion Essay	Use Words and Phrases for Effect  Subject/Verb Agreement; Pronoun/Antecedent Agreement
	Accountable Text: "Hattie's Tantrum"	Unit Poem: "You Are Old, Father William"												
	Word Study Read: "Melancton the Crocodile"													

## Grade 4 • Unit 3 • Government in Action

Essential Question: How can government influence the way we live?

### Enduring Understandings:

- Local, state, and federal governments have and share different powers and responsibilities.
- All levels of government provide services that promote the well-being of society, such as education, transportation, and the protection of people's health and safety.
- Elected representatives, government officials, and volunteers work together at all levels of government to solve problems in times of crisis.
- We can learn about power and the role of government not just through nonfiction but also through fiction and fictional scenarios.

**Build Knowledge Word Bank:** *function, powers, solve, levels, services, society*

**Research & Inquiry Project:** Research a Government Service

### Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*The Reversal Debate* (850L)  
*Two Views of Benjamin Franklin* (770L)  
*We Can Make a Difference* (820L)  
*Celebrating the United States* (820L)

*Newsgirl* (650L)  
*Let Freedom Ring!* (970L)  
*State Government in Action* (890L)  
*Becoming a U.S. Citizen* (840L)



#### Reader's Theater Scripts:

*Rights and Wrongs: The Civics Game Show*  
*Paul Revere's Ride*

Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Mayor Sam"	Short Read 1: "Solving Problems"	Open Syllables	become judo media harious recent slogan total vapor	agency harsh Caribbean inflation demanded relabel financial tiger human	been both water round then full funny through today together		Inflection/ Intonation—Pitch	Metacognitive: Distinguish between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About the Words	Describe the Structure of a Text (Problem/ Solution)  Explain Events or Ideas in a Text (Problems/ Solutions)  Interpret Information Presented Visually: Sidebars, Charts, and Photos  Draw Inferences	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: crisis adversity  Domain-Specific Listening & Speaking: relief funds feasible	Process Writing: Informative/ Explanatory Essay	Use Model Auxiliaries to Express Possibilities
	Accountable Text: "Art Money"	Short Read 2: "The First Town Meeting"												
	Word Study Read: "Saving Yellowstone"													
Week 2	Interactive Text: "One Giant Leap"	Extended Read 1: "The State Government and Its Citizens"	Vowel Team Syllables	already caution pointed treaty creature believe Monday classroom	blasted meaningful complain officials conceivable ratification discounted region heeded relief	hay carry were know cold went white does right goes		Units of Meaning in Complex Sentences	Metacognitive: Distinguish between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Confirm or Clarify Understanding	Describe the Structure of a Text (Problem/ Solution)  Explain Events or Ideas in a Text (Problems/ Solutions)  Interpret Information Presented Visually: Sidebars, Charts, and Photos  Integrate Information from Two Texts  Identify Key Details and Determine the Main Idea	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: delegated indispensable liberties  Domain-Specific Listening & Speaking: infrastructure	Process Writing: Informative/ Explanatory Essay	Form and Use the Present Progressive Tense
	Accountable Text: "The Wolves Return"													
	Word Study Read: "Fifty States Plus"													
Week 3	Interactive Text: "My Museum Visit"	Extended Read 2: "Stanley's Release"	Vowel-E Syllables	bargain corner farmer flirting urgent important sturdy forty	apparently harsh arid porcelain attorney thermostat thierling tyrannical certainly verbose	these thine word only open don't done card every even		Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Confirm or Clarify Understanding	Draw Inferences  Integrate Information from Two Texts  Identify a Poem's Rhyme Scheme	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: anxious comprehend synonymous urgency	Process Writing: Informative/ Explanatory Essay	Use Commas and Quotation Marks to Mark Direct Speech and Quotations from a Text	
	Accountable Text: "Papa Joe Retires"	Unit Poem: "A Nation's Strength"												
	Word Study Read: "Go Botano"													



## Grade 4 • Unit 4 • Understanding Different Points of View

Essential Question: What do we learn when we look at the world through the eyes of others?

### Enduring Understandings:

- Realistic fiction stories contain characters that could exist in the real world and events that could really happen.
- Every story is narrated from a distinctive literary point of view and offers a unique perspective on events.
- Authors intentionally use point of view and perspective to influence what a reader knows and feels about both the characters and the events in a story.
- People's unique perspectives influence the way they understand both other people and events in the world around them.

**Build Knowledge Word Bank:** *point of view, influence, realistic fiction, perspective, narrator, distinctive*

**Research & Inquiry Project:** Research Animals and Their Literature

### Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Neftian and the Secret Project* (600L)  
*Forever Young* (600L)  
*Pongal in Pennsylvania* (620L)  
*Coyote Tales* (590L)

*The Girl Who Met the Greatest Luronian* (NP)  
*Earth Cakes and Sky Cake* (820L)  
*Through the Storm* (780L)  
*The Divorce Club* (730L)

### Reader's Theater Scripts:

*The Tortoise and the Hare*  
*Anansi the Spider and the Sky King*



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Beach Views"	Short Read 1: "Here Boy"	"Battle of the Carmens"	Compound Words	living room overflowing underground post office high school first-rate worn-out haircut	everywhere store manager never-ending mini-boggling rubber band post office produce department hind legs	that what yellow years write myself much find small such		Expression—Anticipation/Mood	Metacognitive: Ask Questions About Characters and Events  Metacognitive: Create Mental Images of Characters and Events  Fix-Up: Read On to Clarify or Confirm Understanding	Draw Inferences (Focus on Characters)  Analyze Third-Person Point of View  Analyze First-Person Point of View	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: concerned skipped contraption involuntarily	Write to a Text-Based Prompt: Narrative Text	Form and Use the Past Progressive Tense  Form and Use the Present Progressive Tense
	Accountable Text: "Spacewalk: Book or Movie?"	Short Read 2: "Something Uneasy in the Air"													
	Word Study Read: "A Dog's Life"														
Week 2	Interactive Text: "Two Farmers"	Extended Read 1: "Ready to Race"	"Why Erus Can't Fly"	Vowel-Consonant-e Syllables	accuse enclave incomplete define require soberly olive divide	intruder presuppose trace reinstated incomplete subscribe intruder unlikely ladylike untamed	which this other part own here down her has have		Speed/Facing—Slow	Metacognitive: Ask Questions About Characters and Events	Draw Inferences (Focus on Characters)  Compare and Contrast Point of View  Summarize the Text  Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases  Demonstrate Understanding of Figurative Language: Similes	General Academic Listening & Speaking: dangled dark- rain taken down a peg	Write to a Text-Based Prompt: Narrative Text	Correctly Use Frequently Confused Words
	Accountable Text: "The Elephant and the Blind Men"														
	Word Study Read: "Bolto, A Heroic Dog"														
Week 3	Interactive Text: "A Turkey?"	Extended Read 2: "Training"	"Ballet Shoes"	Consonant-le Syllables	purple single single gobble startle wiggled straggled remarkable	bedaddled handcuffs bellittle middle bridle remarkable dappled startled gentleness unscrutable mingle unstable	then when put work wood soon so drink how old		Fix-Up: Stop and Think About the Author's Purpose  Metacognitive: Create Mental Images of Characters	Draw Inferences (Focus on Characters)  Analyze a Free Verse Poem  Compare and Contrast Point of View  Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: accustomed breaking in weariness coating	Write to a Text-Based Prompt: Narrative Text	Correctly Use Frequently Confused Words  Form and Use Prepositional Phrases	
	Accountable Text: "Dog Debate"	Unit Poem: "The Drum"													
	Word Study Read: "After Dark"														

## Grade 4 • Unit 5 • Technology for Tomorrow

Essential Question: How do we make decisions about developing new technology?

## Enduring Understandings:

- Technology can be controversial and have both positive and negative impacts on society.
- We design and develop robots to do many jobs efficiently.
- Automation continues to change how we live and work.
- Society's needs, as well as other motivations, drive the development of new technologies.

Build Knowledge Word Bank: automation, efficient/efficiency, society, develop, impact, technology

Research &amp; Inquiry Project: Technology Research, Part 1

## Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

Great Women of Science and Math (500L)  
 The Only Kid on Mars (660L)  
 Medical Innovators (790L)  
 Alternative Homes (790L)

Safe Rides (880L)  
 Opinions About Drones (980L)  
 Leading the Way with GPS (830L-860L)  
 How to Save Energy (910L)

## Reader's Theater Scripts:

One Giant Leap  
 Oh, Those Sentence-Changing Mixer-Uppers



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Water Power"	Short Read 1: "Human and Robots Can Work Together"	"Digital Detective"	Hard and Soft c, g	advance cancel certain except general region energy presence robotics technology economically convenience	combine percent ingredients generation manage crucial again are been brown black		Pausing—Full Stops	Metacognitive: Draw Inferences	Describe the Structure of a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: retrieve efficiency salary specialized	Process Writing: Opinion Essay	Form and Use the Progressive Verb Tenses
	Accountable Text: "Fridge Time"	Short Read 2: "Robots Will Take Professional Jobs"			Metacognitive: Distinguish Between Important and Unimportant Information	Explain Events or Ideas in a Text (Cause/Effect)								
	Word Study Read: "Robots in the Restaurant"							Fix-Up: Read Out Loud to Support Comprehension	Explain How an Author Uses Reasons and Evidence to Support Points in a Text					
Week 2	Interactive Text: "A Green Roof"	Extended Read 1: "Who's Driving?"	"A.I. Wheels"	r-Controlled Vowels (ar, or, oar, ore)	assorted charming forecast market party roaring fortunate before	enlarge forgettable boarded explore Arizona harsh roared support furthermore regarding restored sensors ordinary popular	who through many ate eight different do to long look	Expression—Anticipation/Mood	Metacognitive: Draw Inferences	Describe the Structure of a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: impaired precautions pedestrian	Process Writing: Opinion Essay	Use Relative Adverbs
	Accountable Text: "Train Surprise!"	Word Study Read: "The Solar Challenge"			Metacognitive: Distinguish Between Important and Unimportant Information	Explain Events or Ideas in a Text (Cause/Effect)	Explain How an Author Uses Reasons and Evidence to Support Points in a Text		Summarize the Text					
									Integrate Information from Two Texts on the Same Topic			Domain-Specific Listening & Speaking: sensors		
Week 3	Interactive Text: "Let's Go Green!"	Extended Read 2: "Rise of the Drones"	"Riding to Work"	r-Controlled Vowels (er, ir, ur)	concerned dirty disturb entering murder nervous modern firmly	helicopter pursue curb bird-watcher Irma future buyers registered purchase currently strump agricultural	why with though draw eat first hurt little going three	Metacognitive: Distinguish Between Important and Unimportant Information	Metacognitive: Draw Inferences	Describe the Structure of a Text (Problem/Solution)	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: beneficial outweigh inevitably	Process Writing: Opinion Essay	Use Relative Pronouns
	Accountable Text: "Stargazers"	Unit Poem: "Sun Tracks"			Metacognitive: Distinguish Between Important and Unimportant Information	Explain Events or Ideas in a Text (Cause/Effect)	Explain How an Author Uses Reasons and Evidence to Support Points in a Text		Integrate Information from Two Texts on the Same Topic					
	Word Study Read: "A Drone Is Not a Toy"							Fix-Up: Read More Slowly and Think About the Words	Explain How an Author Uses Reasons and Evidence to Support Points in a Text			Domain-Specific Listening & Speaking: regulated		



## Grade 4 • Unit 6 • Confronting Challenges

Essential Question: How do we overcome obstacles?

### Enduring Understandings:

- A quest is a story in which the main character goes on a difficult journey to accomplish a mission or goal. Many traditional tales are quest tales.
- Every character responds to challenges in different ways, and these actions often reveal a character's traits.
- Different cultures present and explore universal themes and human experiences in their own unique ways.
- Analyzing how characters confront challenges helps reveal a story's theme.

**Build Knowledge Word Bank:** *confront, mission, theme, quest, challenges, obstacles*

**Research & Inquiry Project:** Technology Research, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

#### Knowledge-Building Library:

*Goldilocks on Trial* (NP)  
*Kira's Trek* (620L)  
*The Love of the Game* (650L)  
*Marisol and the Pineapple Drought* (610L)

*Hang on Stage* (660L)  
*The Big Race* (NP)  
*Inspector Digital Detective* (650L)  
*The Secret Language of Elephants* (730L)

#### Reader's Theater Scripts:

*The Fairy Tale Games*  
*At the Onomatopoeia Sound Word Lab*



Weekly Readings			Weekly Skills and Strategies											
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "This Land" <b>Accountable Text:</b> "Blizzard" <b>Word Study Read:</b> "Chi Li and the Serpent"	<b>Short Read 1:</b> "Sugar Maple and the Woodpecker" <b>Short Read 2:</b> "The Valiant Little Tailor"	"Syrup Season"	Adverb Suffixes: -ly, -ly, -ways, -wise <i>lightly, officially, happily, readily, clockwise, heartily, insensitively, easily, scarcely, sideways, snuggly, stuffily, unavoidably</i>	<i>always, clockwise, comically, courageously, heartily, likewise, scarcely, sideways, snuggly, stuffily, unavoidably</i>	<i>of, for, from, think, gave, give, good, kind, my, now</i>		Inflection/Intonation—Pitch	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Characters in a Story Infer and Determine the Theme of a Story Describe Characters, Settings, and Events Compare and Contrast the Treatment of Similar Themes Compare and Contrast Patterns of Events Summarize the Text	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>bored, fatigued, value</i> <b>Domain-Specific Listening &amp; Speaking:</b> <i>serp</i>	Write to a Text-Based Prompt: Narrative	Use Modal Auxiliaries to Convey Various Conditions Choose Punctuation for Effect Use Suffixes
<b>Week 2</b>	<b>Interactive Text:</b> "Athens" <b>Accountable Text:</b> "Protecting Sea Turtles" <b>Word Study Read:</b> "Kate Shelley: A Young Hero"	<b>Extended Read 1:</b> "Hercules' Quest"	"A Hunter in Nature"	Variant Vowels /oo/ and /oo/ (oo, co, to, odd, ul) <i>pulley, smoothest, uncrew, soothe, couldn't, troops, overlooked, would</i>	<i>shoulder, bulletin, Italian, legion, moulder, moody, outgrew, overtook, renewing, smoldering, soot, wrathfully</i>	<i>was, saw, or, over, people, put, read, sand, seven, sing</i>		Expression—Dramatic Expression	Metacognitive: Make Connections	Describe the Characters in a Story Infer and Determine the Theme of a Story Compare and Contrast the Treatment of Similar Themes Compare and Contrast Patterns of Events Summarize the Text	Use Context Clues to Determine Meaning of Words and Phrases Identify Words with Mythological Allusions	<b>General Academic Listening &amp; Speaking:</b> <i>wrathfully, undertaking, stride, subsided</i>	Write to a Text-Based Prompt: Informative/Explanatory	Choose Punctuation for Effect
<b>Week 3</b>	<b>Interactive Text:</b> "Murth to Earth" <b>Accountable Text:</b> "Avalanche Safety" <b>Word Study Read:</b> "Paul Bunyan and the Troublesome Mosquitoes"	<b>Extended Read 2:</b> "Estrella and the Emerald Ring" <b>Unit Poem:</b> "Humanity"	"Recon Connie"	Adjective Suffixes: -ful, -ous, -ible, -able, -some <i>generous, mindful, reliable, spacious, beautiful, audible, dangerous, troublesome</i>	<i>accessible, bountiful, burdensome, furious, inflammable, inflexible, lustrous, marvelous, perishable, treasome, wholesome, wondrous, wondrous</i>	<i>one, once, stop, thank, were, which, wait, warm, was, lay</i>			Metacognitive: Summarize and Synthesize Fix-Up: Reread to Clarify or Confirm Understanding Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Characters in a Story Infer and Determine the Theme of a Story Compare and Contrast the Treatment of Similar Themes Analyze Rhyme, Meter, and Theme in a Poem	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>animated, attentive, lustrous, glimpse</i>	Write to a Text-Based Prompt: Opinion	Use Relative Adverbs (where, when, why) Use Suffixes

## Grade 4 • Unit 7 • The Transcontinental Railroad

Essential Question: How do communities evolve?

### Enduring Understandings:

- A community can be a location or a group that shares common characteristics.
- Many factors shape the United States; immigrant communities play a central role in this process.
- In the 1860s, railroads connected communities across North America, allowing for the settlement and expansion of what is today the United States.
- Innovations in transportation and communication technology reshape and impact communities.
- The expansion of the United States had catastrophic effects on Native American peoples and communities.

**Build Knowledge Word Bank:** *advances, expansion, impact, communities, devastating, settle/settler*

**Research & Inquiry Project:** Research a Community, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Travel the U.S.A.* (770L)  
*City Histories in Maps* (790L)  
*Early American Communities* (840L)  
*Where Two Rivers Meet* (810L)  
*Cross-Country Adventures* (870L)

*Eat Your Way Across the U.S.A.* (920L)  
*Time and Again:  
 Exploring the United States* (690L)  
*Capital Clues* (NP)

### Reader's Theater Scripts:

*Battle for the Ballot*  
*John Henry, An American Tall Tale*



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	<b>Interactive Text:</b> "Meeting the President"  <b>Accountable Text:</b> "We Declare Independence!"  <b>Word Study Read:</b> "The Golden Spike"	<b>Short Read 1:</b> "Rail Tycoons"  <b>Short Read 2:</b> "Building the Transcontinental Railroad"	"First Day of Work"	Diphthongs /ou/ and /oi/	<i>about</i> <i>avoid</i> <i>choices</i> <i>disappoint</i> <i>grouchily</i> <i>hurdly</i> <i>frained</i> <i>destroy</i>	<i>scoundrel</i> <i>loyalty</i> <i>bolterous</i> <i>mountainous</i> <i>pronouncement</i> <i>traveled</i> <i>moisture</i> <i>rejoined</i> <i>trousers</i> <i>savory</i> <i>discounted</i>	<i>there</i> <i>their</i> <i>they</i> <i>buy</i> <i>best</i> <i>fly</i> <i>ride</i> <i>way</i> <i>well</i> <i>hot</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Stop and Think About the Author's Purpose	Describe the Overall Structure of a Text (Chronological)  Explain Events or Ideas in a Text  Interpret Information Presented Visually  Explain How the Author Uses Reasons and Evidence to Support Points in a Text	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>grueling</i> <i>incentive</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>tycoons</i> <i>transcontinental</i>	Process Writing: Narrative	Use Correct Capitalization  Use Correct Punctuation
Week 2	<b>Interactive Text:</b> "A Train Trip"  <b>Accountable Text:</b> "The Pony Express"  <b>Word Study Read:</b> "The Pony Express"	<b>Extended Read 1:</b> "The Chinese Railroad Workers"  <b>Extended Read 2:</b> "The Railroad's Impact on Native Americans"  Unit Poem: "Concord Hymn"	"Giving Back"	Prefixes trans-, pro-, sub-, super-, inter-	<i>interval</i> <i>proclaim</i> <i>superintendent</i> <i>transfer</i> <i>transport</i> <i>subway</i> <i>superstar</i> <i>interfere</i>	<i>propeller</i> <i>submersible</i> <i>translate</i> <i>superior</i> <i>interstate</i> <i>prolong</i> <i>transplant</i> <i>protested</i> <i>supermarket</i> <i>intersection</i> <i>subzero</i> <i>submarine</i> <i>interactive</i> <i>supernatural</i> <i>transcontinental</i>	<i>could</i> <i>would</i> <i>should</i> <i>keep</i> <i>day</i> <i>time</i> <i>show</i> <i>like</i> <i>green</i>	Speed/Pacing—Varied	Metacognitive: Apply Strategies	Describe the Overall Structure of a Text (Chronological)  Describe the Overall Structure of a Text (Compare/Contrast)  Explain Events or Ideas in a Text  Interpret Information Presented Visually  Draw Inferences  Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>isolated</i> <i>recruiting</i> <i>set a record</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>testifying</i>	Process Writing: Narrative	Use Prepositional Phrases	
Week 3	<b>Interactive Text:</b> "Cattle Drive"  <b>Accountable Text:</b> "Ahead of Her Time"  <b>Word Study Read:</b> "My Trip to the Black Hills"	<b>Extended Read 2:</b> "The Railroad's Impact on Native Americans"  Unit Poem: "Concord Hymn"	"My Family Tree"	Homophones:	<i>bare</i> <i>bear</i> <i>plain</i> <i>plane</i> <i>seen</i> <i>scene</i> <i>sight</i> <i>sire</i> <i>soar</i> <i>sure</i> <i>threw</i> <i>through</i>	<i>peace</i> <i>heard</i> <i>weight</i> <i>flour</i> <i>whether</i> <i>plumies</i> <i>rise</i> <i>they're</i> <i>piece</i> <i>herd</i> <i>wait</i> <i>flower</i> <i>weather</i> <i>plains</i> <i>to</i> <i>too</i> <i>their</i> <i>there</i>	<i>come</i> <i>some</i> <i>done</i> <i>does</i> <i>grow</i> <i>live</i> <i>give</i> <i>either</i> <i>many</i> <i>yes</i>		Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Describe the Overall Structure of a Text (Chronological)  Describe the Overall Structure of a Text (Compare/Contrast)  Explain Events or Ideas in a Text  Explain How the Author Uses Reasons and Evidence to Support Points in a Text  Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>roamed</i> <i>plentiful</i> <i>devastating</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>descendants</i>	Process Writing: Narrative	Use Commas before Coordinating Conjunctions in Compound Sentences  Choose Words and Phrases to Convey Ideas Precisely	



## Grade 4 • Unit 8 • Earth Changes

Essential Question: How do Earth's natural processes impact our lives?

### Enduring Understandings:

- Earthquakes are caused by shifts in Earth's tectonic plates. The sudden release of energy moves in waves through Earth's crust, shaking Earth's surface.
- Volcanoes form when magma from within Earth's upper mantle works its way through Earth's crust. Eruptions of hot lava, gas, and ash are caused by pressure beneath Earth's surface.
- Natural disasters are sudden and violent events that can threaten people's lives and change Earth's surface.
- People can study the forces that cause natural disasters to better understand them and respond to them.
- Natural disasters are emotional experiences for those who live through them and are often the subject of firsthand accounts.

**Build Knowledge Word Bank:** *destruction, events, pressure, energy, natural disaster, violent*

**Research & Inquiry Project:** Research a Community, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Electricity for Saburo* (610L)  
*The Great Hoodoo Detectives* (690L)  
*Waterfalls* (870L)  
*Aviation* (780L)  
*Natural Disasters* (1000L)

*Mountain Climber* (670L)  
*Race to the North Star* (800L)  
*I Am an Earth Scientist, Astronaut, and Explorer* (960L)

### Reader's Theater Scripts:

*The Three Sisters*  
*Paul Bunyan Builds a Mighty Mountain*



Weekly Readings			Weekly Skills and Strategies														
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar			
Week 1	Interactive Text: "A Great Tale"	Short Read 1: "Earthquakes"	"The Signs of a Tsunami"	Negative Prefixes: de-, un-, in-, im-, dis-	discard infected unruly destruction disturbance impossible impractical infect	decode uncertain incomplete impatient distrust unfortunate incorrect independent improper immeasurable dishonest discharging deactivate unnoticed	done eight made make start place pick try sleep six	Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases, including Those with Multiple Meanings	General Academic Listening & Speaking: collected magnitude wrenching anxiously	Process Writing: Research Project	Form and Use Prepositional Phrases			
	Accountable Text: "Slow and Fast Change"	Short Read 2: "In Mexico City"							Metacognitive: Read More Slowly and Think About the Words						Interpret Information Presented Visually	Identify Genre Features: Firsthand Accounts	Compare and Contrast a Firsthand and Secondhand Account of the Same Topic
	Word Study Read: "Tsunami!"																
Week 2	Interactive Text: "First Essay"	Extended Read 1: "Volcanoes"	"Bright Colors—Beware!"	Greek and Latin Roots geo, archae, rupt	archaeology archaic disrupted eruption geography interrupt geology	geography archaeology ruptured geologist geographer archaic archaeological archaeologist erupt eruption interrupt	give live have walk with wish will we than fast	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases, including Those with Multiple Meanings	General Academic Listening & Speaking: distasteful substantially far-reaching hazardous	Process Writing: Research Project	Produce Complete Sentences, Recognizing and Correcting Inappropriate Fragments and Run-Ons			
	Accountable Text: "Instant Canyon"								Fix-Up: Confirm or Correct Word Recognition						Summarize the Text	Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Refer to Details and Examples in Texts to Draw Inferences
	Word Study Read: "The Mount St. Helens Volcano"																
Week 3	Interactive Text: "Quaking Earth"	Extended Read 2: "The Eruption of Vesuvius"	"First Day of School"	Variant Vowel /o/ (ou, al, aw)	because taucet paused walked thawing August down soiled	authority laundromat hallmark mall spreading August halfway yawning already lawyer cautiously awkwardness dawning	these those was must pull just five help why who		Metacognitive: Apply Strategies	Interpret Information Presented Visually	Use Context Clues to Determine Meaning of Words and Phrases, including Those with Multiple Meanings	General Academic Listening & Speaking: daunting reluctantly inexperienced	Process Writing: Research Project	Use a Comma with a Coordinating Conjunction in a Compound Sentence			
	Accountable Text: "Panuk's Island"	Unit Poem: "Negotiations with a Volcano"							Fix-Up: Reread to Clarify or Confirm Understanding						Refer to Details and Examples in Texts to Draw Inferences	Analyze Personification, Repetition, and Theme in a Poem	Compare and Contrast a Firsthand and Secondhand Account of the Same Topic
	Word Study Read: "Escape from Pompeii"																

## Grade 4 • Unit 9 • Resources and Their Impact

Essential Question: How does access to resources influence people's lives?

### Enduring Understandings:

- Economies depend on the resources available for use and how those resources are used.
- Communities are often shaped largely by the resources available to them.
- Protecting resources is important in sustaining long-term availability and use.
- Economic hardship and the struggle to improve workers' lives are common topics in literature.
- Some narrative poetry reimagines important historical events through the use of vivid imagery and figurative language.

**Build Knowledge Word Bank:** resources, economy/economic, access, dependent, protect, sustain

**Research & Inquiry Project:** Research a City's Growth, Part 1

### Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*The Film Crew* (810L)  
*Online Research: Entrepreneurs* (670L)  
*Denim Days* (630L)  
*Dream Big* (710L)

*Growth of the Cattle Industry* (890L)  
*The Cost of Green Energy* (890L)  
*The Sioux Chef* (850L)  
*Guide to Fundraising* (900L)

### Reader's Theater Scripts:

*The Two Golden Geese*  
*"Pet Care" Kids*



Weekly Readings			Weekly Skills and Strategies												
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar	
Week 1	<b>Interactive Text:</b> "Shipwreck!"	<b>Short Read 1:</b> "Seattle: Up and Down—and Up Again"	"The Controversy of Quinoa"	Noun Suffixes: -dom, -ity, -ion, -ment, -ness	business community equipment kingdom option experiment kindness wisdom	boredom reality location agreement fairness freedom wisdom unity activity protection information excitement government business	that what play us up he got she off back		Inflection/Intonation—Stress	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> crippled agricultural union  <b>Domain-Specific Listening &amp; Speaking:</b> profitable	Multimedia Presentation	Use Correct Capitalization
	<b>Accountable Text:</b> "Take Action for Rain Forests"	<b>Short Read 2:</b> "César: ¡Sí, Se Puede! Yes, We Can!"							Fix-Up: Read On to Clarify or Confirm Understanding	Explain How an Author Uses Reasons and Evidence to Support Points in a Text					
	<b>Word Study Read:</b> "Dolores Huerta"									Explain Events or Concepts in a Social Studies Text	Determine the Theme of a Poem	Refer to the Structural Elements of Poems		Integrate Information from Two Texts to Speak Knowledgeably on a Topic	
Week 2	<b>Interactive Text:</b> "The Buffalo"	<b>Extended Read 1:</b> "Natural Resources and Workers"	"California Gold"	Latin Roots: miss, agri, duct/duct, man	introduce agriculture manufacturer manual mission production produce missile	dismissed agriculture conductor measur transmission missile agriculture agribusiness products introducing manufacturing manuscript overproduction	which those go jump its not saw say see		Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> abundance booming cramped wages	Multimedia Presentation	Choose Words and Phrases to Convey Ideas Precisely
	<b>Accountable Text:</b> "A Brighter Future"									Identify Key Ideas and Determine the Main Idea	Explain How an Author Uses Reasons and Evidence to Support Points in a Text	Explain Events or Concepts in a Social Studies Text		Integrate Information from Two Texts to Speak Knowledgeably on a Topic	
	<b>Word Study Read:</b> "John Henry"														
Week 3	<b>Interactive Text:</b> "Stone Tools"	<b>Extended Read 2:</b> "Dust Dance"	"Gandhi's Stand"	r-Controlled Vowel /3r/(air, are, ear)	aware repaired careful declare rarest stairway stared tearing	repair bare overbearing swimwear gleam airport barefoot lair unaware unbearable chairwoman tearing up	tall his more please take use used yes then when		Metacognitive: Apply Strategies	Compare and Contrast the Treatment of Similar Themes in Two Poems	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	<b>General Academic Listening &amp; Speaking:</b> rattled spindly tearing up withered	Multimedia Presentation	Ensure Subject-Verb and Pronoun-Antecedent Agreement	
	<b>Accountable Text:</b> "A Cheer for Solar!"	<b>Unit Poem:</b> "They Were My People"							Fix-Up: Stop and Think About the Author's Purpose	Determine the Theme of a Poem	Refer to the Structural Elements of Poems		Understand Figurative Language in a Poem		
	<b>Word Study Read:</b> "Dust Storm Days"										Integrate Information from Two Texts to Speak Knowledgeably on a Topic				



## Grade 4 • Unit 10 • The Power of Electricity

Essential Question: Where do scientific discoveries lead us?

### Enduring Understandings:

- Energy can be transferred from place to place by sound, light, heat, and electric currents.
- Energy can be converted from one form to another.
- Scientific discoveries build upon one another and can directly impact the way humans live.
- Since the harnessing of AC/DC currents in the late 1800s, many people have grown to rely on electricity in order to function in daily life.
- Although female inventors historically contributed to the field of electricity, they were often denied true recognition in their lifetimes because of their gender.

**Build Knowledge Word Bank:** *invention, generate, energy, experiment, grid, network*

**Research & Inquiry Project:** Research a City's Growth, Part 2

### Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

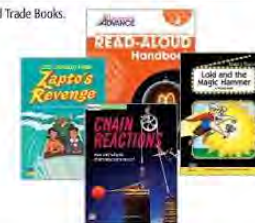
#### Knowledge-Building Library:

*Lost at Sea* (620L)  
*Zee Junior High: Zaplo's Revenge* (660L)  
*Opinions About Maple Trees* (870L)  
*Dr. Sato's Blizzard Busters* (890L)

*Potato Power* (860L)  
*Energy: Go with the Flow* (810L)  
*Catch a Wave* (830L)  
*Chain Reactions* (960L)

#### Reader's Theater Scripts:

*Blackout*  
*Loki and the Magic Hammer: A Norse Myth*



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: "Tesla: Ahead of His Time"	Short Read 1: "Power Restored in India"	"What Now?"	Adding Endings with Spelling Changes	applied blurred browsing closing duties families supplies remaking	running restored factories classes trapped flopping struggled competing facilities discoveries switches businesses consuming	lar hold most pretty tall very you your there where		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Explain Events, Ideas, or Concepts in a Scientific Text  Interpret Information Presented Visually	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	General Academic Listening & Speaking: snarled outrage influential sandwiched	Process Writing: Poetry	Form and Use the Progressive Verb Tenses
	Accountable Text: "No More Mules"	Short Read 2: "Benjamin Franklin: The Dawn of Electrical Technology"													
	Word Study Read: "Blackout, 1965"														
Week 2	Interactive Text: "No Power? No Problem!"	Extended Read 1: "The Power of Electricity"	"Developing Code"	Final /ə/ and /ə/	journal dazzle abdomen identical travel kitchen often broken	people particle corruptible material mechanical travel foetal kitchen forgotten lesson comparison dolphin British American	who through- can red can run clean too may him		Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Interpret Information Presented Visually  Identify Key Details and Determine the Main Idea  Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	General Academic Listening & Speaking: malfunctions domino effect continuous faulty	Process Writing: Poetry	Order Adjectives within Sentences According to Conventional Patterns
	Accountable Text: "Zap"														
	Word Study Read: "Hoover Dam"														
Week 3	Interactive Text: "My Amazing Trip"	Extended Read 2: "Two Forgotten Electrical Inventors"	"Inventing a Better Bulb"	Latin and Greek Roots ven, migr, graph, mix/mess, aud	paragraph biography permit audience migrate venue invested intermittent audio audition	event inventors immigrant migrating graphics telegraph overriding intermittent audio audition	why with as get cut let at had mon me			Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Explain Events, Ideas, or Concepts in a Scientific Text  Integrate Information from Two Texts to Speak Knowledgeably on a Topic  Analyze Meter and Rhyme in a Poem	Use Context Clues to Determine Meaning of Words and Phrases, including Domain-Specific Vocabulary	General Academic Listening & Speaking: incubated prominent projection sputtering	Reflect on Writing	Choose Words and Phrases to Convey Ideas Precisely
	Accountable Text: "Shocking!"	Unit Poem: "Simplicity of Electricity"													
	Word Study Read: "A Night in Tesla's Lab"														



## Grade K • Unit 1 • Plants and Animals Have Needs

**Essential Question:** Why do living things have different needs?

**Enduring Understandings:**

- Animals and plants need certain things, including food, water, air, and space to survive.
- Animals and plants have traits, parts, and structures that keep them alive and help them grow and reproduce.

**Build Knowledge Word Bank:** *grow, need, survive*

**Research & Inquiry Project:** Needs of Living Things

### Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Where Do They Live?* (BR70L)  
*Big Animals* (BR50L)  
*Tasty Fruit* (BR50L)  
*Who Is in the Tree?* (BL)  
*How Dragonflies Change* (150L)

*Where Do Plants Grow?* (240L)  
*Frog and the Forest* (290L)  
*Red the Horse* (300L)  
*The Parts of a Plant* (300L)

**Reader's Theater Scripts:**

*The Giant Turnip*  
*Plants Grow*



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"Bears Eat Honey!"	I Read: "My ABCs"	Mentor Read-Alouds: "Lessons from Mama Bear"	Letter Recognition	Recognize and Produce Rhyme	Primary Skill: alphabet review			Rate and Pausing	Metacognitive: Ask and Answer Questions	Identify Parts and Features of a Book to Predict and Confirm the Topic	Ask and Answer Questions About Unknown Words in a Text	Domain-Specific Listening & Speaking: shelter den fertile soil bloom	Draw, Write, and Share a Message	Use Nouns in Sentences
	"What Animals Need"	Decodable Readers: The ABC Train	"Grow, Pumpkin Grow"	Words Are Separated by Spaces	Syllable Blending			Read and Sing Alphabet Song	Metacognitive: Create Mental Images	Identify Main Topic and Retell Key Details	Describe the Relationship Between Illustrations and the Text				
	"Tommy"	A to Z Animals On the Farm		Directionality: Read Left to Right											
Week 2	"Soil, Water, Air, and Light"	I Read: "I Know My ABCs"	Extended Read-Aloud 1: What Do Plants Need?	Letter Recognition	Phoneme Isolation	Primary Skill: m (initial, final)	/		Rate and Pausing	Metacognitive: Ask and Answer Questions	Identify Parts and Features of a Book to Predict and Confirm the Topic	Ask and Answer Questions About Unknown Words in a Text	Domain-Specific Listening & Speaking: air sunlight water space	Draw, Write, and Share a Message	Use Action Verbs in Sentences
	"Plant Parts"	Decodable Readers: I Can Do It		Words Are Separated by Spaces		Secondary Skill and Word Families: s		Read and Sing Alphabet Song		Describe the Relationship Between Illustrations and the Text	Identify Similarities and Differences Between Two Texts on the Same Topic				
	"Tommy"			Directionality: Read Left to Right		Spiral Review: alphabet review									
Week 3	"Baby Mice"	I Read: "I Like"	Extended Read-Aloud 2: What Do Animals Need?	Directionality: Read Left to Right	Phoneme Isolation	Primary Skill: short a (initial, medial)	like eat		Expression and Intonation	Metacognitive: Ask and Answer Questions	Identify Parts and Features of a Book to Predict and Confirm the Topic	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: energy grow oxygen survive	Draw, Write, and Share a Message	Use Nouns in Sentences
	"Parent and Baby Animals"	Decodable Readers: I Am Big		Sentences Are Represented by Words		Secondary Skill and Word Families: short i				Metacognitive: Create Mental Images	Identify Main Topic and Retell Key Details				Use Action Verbs in Sentences
	"Tommy"					Spiral Review: m					Describe the Relationship Between Illustrations and the Text	Identify Similarities and Differences Between Two Texts on the Same Topic			

## Grade K • Unit 2 • Every Story Has Characters

**Essential Question:** How are characters different?

**Enduring Understandings:**

- Being helpful and hard-working are two important character traits.
- We can appreciate other people more when we understand their perspectives.

**Build Knowledge Word Bank:** *appropriate, perspective, trail*

**Research & Inquiry Project:** Story Characters

### Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*My New Dog* (BR50L)  
*Dad Can* (BR50L)  
*I Play* (BR50L)  
*I See* (BR40L)  
*Yago Helps a Lot* (90L)

*I Can* (70L)  
*Flora the Iguana Can Fly* (330L)  
*Cows of Many Colors* (250L)  
*Who Lives in This Cave?* (270L)

**Reader's Theater Scripts:**

*Tortoise and Hare Run a Race*  
*Meet the Three Bears*



Weekly Readings			Weekly Skills and Strategies											
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"Little Miss Muffet" "Humpty Dumpty" "April Rain Song"	I Read: "Sam" Decodable Readers: <i>Sam Likes the Farm</i>	Mentor Read-Alouds: "The Tortoise and the Hare" "The Little Helper"	Directionality: Read Left to Right Letter Recognition Capitalization	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: s (initial) Secondary Skill and Word Families: m, t, r Spiral Review: m, short a	the we	Expression	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Retell Familiar Stories Using Key Details Compare and Contrast the Adventures and Experiences of Characters in Stories	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: shouted thrilled cried roared	Draw and Write: Narrative Texts	Regular Plural Nouns
	"Little Bo-Peep" "Gregory Griggs" "April Rain Song"	I Read: "Go!" Decodable Readers: <i>We See</i>	Extended Read-Aloud 1: <i>Horrible Bear</i>	Directionality: Read Left to Right Letter Recognition Directionality: Return Sweep Words Represented by Letters, Words Separated by Spaces	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: t (initial, final) Secondary Skill and Word Families: t, h, b Spiral Review: s, m, short a	go see	Expression	Metacognitive: Draw Inferences	Identify and Describe Characters, Setting, and Major Events Identify the Author and Illustrator and Define the Role of Each Compare and Contrast the Adventures and Experiences of Characters in Stories	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: indignant peeked stamped whispered	Draw and Write: Narrative Texts	Question Words
	"The Gingerbread Man" "The Little Red Hen" "April Rain Song"	I Read: "Nat" Decodable Readers: <i>We See</i>	Extended Read-Aloud 2: <i>Dog Days of School</i>		Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: n (initial, final) Secondary Skill and Word Families: w, p, l Spiral Review: t, s, m, short a	go I We see the we was her down	Expression	Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Identify the Author and Illustrator and Define the Role of Each	Ask and Answer Questions About Unknown Words in a Text	General Academic Listening & Speaking: curious explain scolded shivered	Draw and Write: Narrative Texts	Regular Plural Nouns Question Words

## Grade K • Unit 3 • Rules at Home and School

## Essential Question: Why do we have rules?

## Enduring Understandings:

- We can stay safe by following rules at home, at school, and in the community.
- Rules help us act responsibly, get along with others, and make good choices.

**Build Knowledge Word Bank:** *get along, respect, responsible*

**Research & Inquiry Project:** Have Fun with Rules

## Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*A School Day* (BR90L)  
*I Go Downtown* (BR20L)  
*What Is on the Table?* (BR80L)  
*Who Is in My House?* (0L)  
*The Little Dogs and Mom* (90L)

*They Like to Help* (170L)  
*At School* (240L)  
*What Symbols Do You See?* (160L)  
*One Scary Bike Ride* (140L)

## Reader's Theater Scripts:

*Jumping Monkeys*  
*People at School*



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"Let's Be Friends"	I Read: "My Friend Sam"	Mentor Read-Alouds: "Let's Play by the Rules!"  "A New Pet"	Words Represented by Letters	Phoneme Isolation	Primary Skill: short i (initial, medial)	can she		Pausing—Full Stop	Metacognitive: Make Connections	Identify the Reasons an Author Gives to Support Points	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>important enormous responsible</i>  Domain-Specific Listening & Speaking: <i>rules</i>	Draw and Write an Expository Text	Capitalization
	"Good Morning"	Decodable Readers: <i>In School</i>		Capitalization	Substitution	Secondary Skill and Word Families: short a, o			Metacognitive: Summarize and Synthesize	Identify and Describe Characters, Setting, and Major Events (Story Characters)	Describe the Relationship between the Illustrations and the Story				
	"Table Manners"					Spiral Review: n, t, s, m, short a									
Week 2	"I Wiggle"	I Read: "Can We Fit?"	Extended Read-Aloud 1: <i>What Are Some Rules at School</i>	Words Represented by Letters	Phoneme Isolation	Primary Skill: f (initial)	a is		Speed and Pacing	Metacognitive: Make Connections	Identify the Reasons an Author Gives to Support Points	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>pay attention safe</i>  Domain-Specific Listening & Speaking: <i>citizens community</i>	Draw and Write an Expository Text	Use Complete Sentences
	"Rules at Home and School"	Decodable Readers: <i>A Fat Pumpkin</i>		Words Separated by Spaces	Substitution	Secondary Skill and Word Families: c, i, n		Expression	Describe the Relationship between the Illustrations and the Story	Identify Parts and Features of a Book (Table of Contents)	Identify Similarities and Differences Between Two Texts on the Same Topic				
	"Table Manners"			Capitalization	Syllables in Spoken Words	Spiral Review: n, t, s, m, short a, i									
Week 3	"I Can"	I Read: "Pam the Cat"	Extended Read-Aloud 2: <i>Rules Are Cool</i>	Directionality: Return Sweep	Phoneme Isolation	Primary Skill: p (initial, final)	a can go is see she the we friend they		Intonation and Inflection	Metacognitive: Summarize and Synthesize	Identify and Describe Characters, Setting, and Major Events (Story Characters)	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>be nice joined helping hand respect</i>	Draw and Write an Expository Text	Capitalization
	"Stop, Look, and Listen"	Decodable Readers: <i>Pot and Pam</i>		Syllables in Spoken Words	Substitution	Secondary Skill and Word Families: g, d, k			Compare and Contrast the Adventures and Experiences of Characters in Stories	Describe the Relationship between the Illustrations and the Story					
	"Table Manners"					Spiral Review: f, n, t, s, m, short a, i									



## Grade K • Unit 4 • Writers Tell Many Stories

## Essential Question: Why do people tell stories?

## Enduring Understandings:

- Characters and their adventures and experiences can entertain us and teach us lessons.
- Stories can show how families and friends care for one another.

**Build Knowledge Word Bank:** *character, experiences, family*

**Research & Inquiry Project:** Author Study

## Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Who Do You See?* (BR50L)  
*Who Comes Along?* (0L)  
*Where Are the Animals?* (BR50L)  
*I Am Having Fun* (BR70L)  
*May I Go Fly?* (190L)

*A Good Trip* (110L)  
*Dog Reads* (250L)  
*Brave Jim* (250L)  
*Nico Meows* (210L)

## Reader's Theater Scripts:

*The Three Little Pigs and the Wolf*  
*Stone Soup*



Weekly Readings			Weekly Skills and Strategies											
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"I Have Something in My Pocket"	I Read: "The Boy"	Mentor Read-Alouds: "Who Did It?" "The Spider and the Deer"	Directionality: Return Sweep	Phoneme Isolation Blending	Primary Skill: short o (initial, medial)  Secondary Skill and Word Families: short e, u  Spiral Review: p, t, n, l, s, m, short a, i	he has	Rhythm	Metacognitive: Ask and Answer Questions	Identify and Describe Characters, Setting, and Major Events  Describe the Relationship Between the Illustrations and the Story	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: crash, spotted, directed, spun	Draw and Write Opinion Texts	Prepositions
	"A Sailor Went to Sea"	Decodable Readers: It Can Pop							Metacognitive: Create Mental Images					
Week 2	"Itsy, Bitsy Spider"	I Read: "Little Cat"	Extended Read-Aloud 1: Kneffle Bunny	Written Words Match Spoken Words	Phoneme Isolation Blend Onset and Rime	Primary Skill: c (initial)  Secondary Skill and Word Families: v, y, z  Spiral Review: p, t, n, l, s, m, short a, i, o	little play	Phrasing	Metacognitive: Ask and Answer Questions	Identify and Describe Characters, Setting, and Major Events  Describe the Relationship Between the Illustrations and the Story  Compare and Contrast the Adventures and Experiences of Characters in Stories	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: bowled, realized, replied, zoomed	Draw and Write Opinion Texts	End Punctuation
	"What the Animals Say"	Decodable Readers: Cam the Cat							Metacognitive: Create Mental Images					
Week 3	"Stone Soup"	I Read: "Hop, Hop, Hop"	Extended Read-Aloud 2: Wolf Club's Song	Capitalization	Phoneme Isolation Blend Onset and Rime	Primary Skill: h (initial)  Secondary Skill and Word Families: x, qu  Spiral Review: c, p, t, n, l, s, m, short a, i, o	a has he is little play the very out	Expression	Metacognitive: Create Mental Images	Identify and Describe Characters, Setting, and Major Events  Compare and Contrast the Adventures and Experiences of Characters in Stories	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: guided, leaped  Domain-Specific Listening & Speaking: club, wolf pack	Draw and Write Opinion Texts	Prepositions End Punctuation
	"The Three Billy Goats Gruff"	Decodable Readers: It is Hot!							Metacognitive: Create Mental Images					

## Grade K • Unit 5 • Technology at Home and School

## Essential Question: Why do we use technology?

## Enduring Understandings:

- Technology is changing how we work, learn, travel, and live.
- We can use technology to interact with others in new ways.

**Build Knowledge Word Bank:** *computer, interact, technology*

**Research & Inquiry Project:** A Close Look at Technology

## Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Tools for Seeing* (BR)  
*What I Hear* (BR60L)  
*My Story* (BR50L)  
*Bess and Jess* (BR50L)  
*Science Tools* (280L)

*Teachers Are Important* (290L)  
*We Can Move Things* (170L)  
*All About Maps* (200L)  
*Junk Is My Art* (270L)

## Reader's Theater Scripts:

*Looking at the Sky*  
*Mary's Lamb Goes to School*



Weekly Readings			Weekly Skills and Strategies											
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"A Little Piggy Named Bob!" "Technology at School" "Deep in Our Refrigerator"	I Read: "Play Ball!" Decodable Readers: <i>Bob Can Go</i> "I, 2, 3, Blast Off!"	Written Words Match Spoken Words Sentences Represented by Words Words Represented by Letters	Phoneme Isolation Addition Distinguish Syllables in Spoken Words	Primary Skill: b (initial, final) Secondary Skill and Word Families: word family -at Spiral Review: h, c, p, l, n, t, s, short i, o	and you		Characterization/Feelings	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information	Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/Captions) Identify and Describe Characters, Setting, and Major Events	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: <i>future: appeared vanished</i> Domain-Specific Listening & Speaking: <i>outer space</i>	Process Writing: Informational/Expository Texts	Use Pronouns I and Me in Sentences
	"The Wheels on the Bus" "Getting to School" "Deep in Our Refrigerator"	I Read: "The Fun Bus" Decodable Readers: <i>What Is It?</i> Extended Read-Aloud 1: <i>Technology at Home &amp; School Past and Present</i>	Page Sequence Words Represented by Letters Directionality: Read Left to Right	Phoneme Isolation Addition Distinguish Syllables in Spoken Words	Primary Skill: short u (initial, medial) Secondary Skill and Word Families: word family -un Spiral Review: b, h, c, p, l, n, t, s, short i, o	big with		Pacing/Inflection	Metacognitive: Draw Inferences	Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/Captions) Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on Same Topic	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: <i>changed improved long ago</i> Domain-Specific Listening & Speaking: <i>electricity</i>	Process Writing: Informational/Expository Texts	Use Common Being Verbs in Sentences
	"The Toaster" "My Noisy House" "Deep in Our Refrigerator"	I Read: "Ron Has a Robot" Decodable Readers: <i>Rob at School</i> Extended Read-Aloud 2: <i>The No-Tech Day of Play</i>	Directionality: Read Left to Right End Marks	Phoneme Isolation Substitution Distinguish Syllables in Spoken Words	Primary Skill: r (initial) Secondary Skill and Word Families: word family -ip Spiral Review: b, h, c, p, l, n, t, s, short i, o, u	and big has he little play with you good all our		Self-Correct	Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between Illustrations and the Text Compare/Contrast Adventures and Experiences of Characters in Stories	Sort Words into Categories	Domain-Specific Listening & Speaking: <i>charge games plug in text</i>	Process Writing: Informational/Expository Texts	Use Pronouns I and Me in Sentences Use Common Being Verbs in Sentences

## Grade K • Unit 6 • Stories Have a Message

**Essential Question:** How do we know what is right?

**Enduring Understandings:**

- People tell traditional stories, like folktales, to teach important lessons.
- Stories can teach us that ordinary people can accomplish big things, especially when they work together.

**Build Knowledge Word Bank:** *accomplish, lesson, message, work together*

**Research & Inquiry Project:** Comparing Folktale Messages

### Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Today!* (BR30L)  
*We Play Ball* (BR30L)  
*Arctic Animals* (BR30L)  
*Things We Like to Do* (BR30L)  
*It Is Not!* (I20L)

*Jonah Is a Leader* (180L)  
*Rainy Day Adventure* (230L)  
*Bear's Adventure* (60L)  
*The Day the Rooster Slept Late* (270L)

**Reader's Theater Scripts:**

*The Ant and The Grasshopper*  
*The Old Gray Mare Is What She Used to Be*



Weekly Readings			Weekly Skills and Strategies											
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"Goldilocks Learns a Lesson"	I Read: "The Red Hen"	Return Sweep	Phoneme Isolation	Primary Skill: short e (initial, medial)	for no		Inflection/Intonation	Metacognitive: Make Connections	Describe Main Characters, Setting, and Important Events in a Story	Relate Words to Their Opposites	General Academic Listening & Speaking: idea, booming, grinned, planned	Write Opinion Texts	Form and Use Simple Verb Tenses for Regular Verbs
	"Fox and Crow"	Decodable Readers: Red Hens	Read Top to Bottom	Blending	Secondary Skill and Word Families: word family -ot				Metacognitive: Summarize and Synthesize	Compare and Contrast Characters' Experiences				
Week 2	"Good, Better, Best"	I Read: "Good Pig, Bad Pig"	Distinguish Letters from Words	Phoneme Isolation	Primary Skill: g (initial, final)	jump one		Pacing	Metacognitive: Make Connections	Describe Main Characters, Setting, and Important Events in a Story	Relate Words to Their Opposites	General Academic Listening & Speaking: ignored, notice, practiced, represent	Write Opinion Texts	Use Interrogatives to Ask Questions
	"Live Happily Ever After"	Decodable Readers: Meg Likes Bugs	Print Conveys Meaning and Pictures Support Meaning	Substitution	Secondary Skill and Word Families: word family -ot					Retell: Use Main Character(s), Setting, and Important Events				
Week 3	"Chicken Little"	I Read: "Dan's Dog"	Return Sweep	Phoneme Isolation	Primary Skill: d (initial, final)	and jumps one you your get		Expression	Metacognitive: Summarize and Synthesize	Describe Main Characters, Setting, and Important Events in a Story	Ask and Answer Questions about Unfamiliar Words	General Academic Listening & Speaking: brave	Write Opinion Texts	Form and Use Simple Verb Tenses for Regular Verbs
	"Do What's Right"	Decodable Readers: Where Is Dan?		Blending	Secondary Skill and Word Families: word family -an					Compare and Contrast Characters' Experiences		Domain-Specific Listening & Speaking: game, snarls, lipi		Use Interrogatives to Ask Questions
	"Sharing"			Blend Onset and Rime	Spiral Review: r, b, h, c, p, l, n, short i, o, u					Identify and Explain Descriptive Words in a Text				
										Retell: Use Main Character(s), Setting, and Important Events				
										Identify Rhyme in a Poem				



## Grade K • Unit 7 • Holidays and Celebrations

**Essential Question:** Why do we celebrate people and events?

**Enduring Understandings:**

- We honor people who made positive contributions to the world with celebrations and holidays.
- We celebrate holidays with food, parades, and/or being with friends and family.

**Build Knowledge Word Bank:** *celebration, holiday, honor, remember*

**Research & Inquiry Project:** Celebrating Holidays

### Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*Dad's Birthday* (BR30L)  
*The Party* (BR30L)  
*A Party at the Zoo* (BR50L)  
*What I Like to Do* (BR70L)  
*A March Band* (S40L)

*Make a Plan of the Library* (190L)  
*The Best Thanksgiving Ever!* (70L)  
*It's Sunday!* (230L)  
*President's Day* (420L)

**Reader's Theater Scripts:**

*Party Time with Old King Cole*  
*Birthday Parties*



Weekly Readings			Weekly Skills and Strategies											
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"Mr. Turkey"  "Five Waiting Pumpkins"  "November is Upon Us"	I Read: "Summer Fun"  Decodable Readers: <i>We Have Fun</i>	Mentor Read-Alouds: "The Mother of Thanksgiving"  "Let's Celebrate Thomas Edison"	End Punctuation	Phoneme Isolation  Blending  Substitution  Distinguish Syllables	Primary Skill: w (initial)  Secondary Skill and Word Families: word family -in  Spiral Review: d, g, r, b, h, c, p, short o, u, e	<i>are</i> <i>have</i>	Confirm Word Recognition	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details  Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text  Identify Book Parts and Features (captions, illustrations, table of contents)	Relate Words to Their Opposites	General Academic Listening & Speaking: <i>celebrate</i> <i>valued</i> <i>solve problems</i>  Domain-Specific Listening & Speaking: <i>inventor</i>	Process Writing: Narratives	Use Prepositions
	Week 2	"P-E-A-C-E"  "February Celebration!"  "November is Upon Us"	I Read: "What Is It?"  Decodable Readers: <i>Lin Can See</i>	Extended Read-Aloud 1: <i>People We Celebrate</i>	Directionality: Return Sweep  Words Separated by Spaces	Phoneme Isolation  Delete Syllables in Compound Words	Primary Skill: l (initial)  Secondary Skill and Word Families: word family -op  Spiral Review: w, d, g, r, b, h, c, short o, u, e	<i>said</i> <i>two</i>	Inflection, Intonation, and Volume	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details  Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text  Describe the Relationship Between Illustrations and the Text  Identify the Reasons an Author Gives to Support Points	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	General Academic Listening & Speaking: <i>honor</i>  Domain-Specific Listening & Speaking: <i>civil rights</i> <i>loves</i> <i>leader</i>	Process Writing: Narratives
Week 3		"Happy Birthday, U.S.A!"  "June is the Best Month!"  "November is Upon Us"	I Read: "I Am Happy!"  Decodable Readers: <i>Jim and Jan Have Fun</i>	Extended Read-Aloud 2: <i>In My Opinion... These Are the Best Ways to Celebrate Holidays</i>	Directionality: Return Sweep  Read Text Top to Bottom	Phoneme Isolation  Delete Syllables in Compound Words	Primary Skill: j (initial)  Secondary Skill and Word Families: word family -ug  Spiral Review: l, w, d, g, r, b, h, short o, u, e	<i>are</i> <i>for</i> <i>have</i> <i>jump</i> <i>no</i> <i>one</i> <i>said</i> <i>two</i> <i>when</i> <i>love</i>	Rate and Pacing	Metacognitive: Apply Strategies	Identify Similarities/Differences Between Two Texts on the Same Topic  Describe the Relationship Between Illustrations and the Text  Identify the Reasons an Author Gives to Support Points	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	General Academic Listening & Speaking: <i>remember</i>  Domain-Specific Listening & Speaking: <i>patriotic</i> <i>serve the country</i> <i>thankful</i>	Process Writing: Narratives



## Grade K • Unit 8 • Weather and Seasons

**Essential Question:** How do our lives change with the seasons?

**Enduring Understandings:**

- Weather and temperature change with the seasons.
- The clothes we wear and the things we do are affected by weather and seasons.

**Build Knowledge Word Bank:** *change, season, temperature, weather*

**Research & Inquiry Project:** Weather and the Seasons

### Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*The Boat Trip* (BR90L)  
*What Can I See?* (BR70L)  
*My Friend the Sun* (20L)  
*The Sun* (BR90L)  
*Water* (30L)

*My Weather Log* (BR)  
*The Puddle* (190L)  
*Let's Check the Weather* (360L)  
*A World Without Water* (290L)

**Reader's Theater Scripts:**

*All Kinds of Weather*  
*One Raining, Pouring Morning*



Weekly Readings			Weekly Skills and Strategies											
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"The Weather Song"	<b>I Read:</b> "Kim's Day"	Words Made of Letters	Phoneme Isolation	<b>Primary Skill:</b> k (initial)	<i>look me</i>		Pitch	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>cool (colloquial) blanketed</i>	Process Writing: Shared Research Report	Produce and Expand Complete Sentences
	"Cap, Mittens, Shoes, and Socks"	<b>Decodable Readers:</b> <i>Kids Have Fun</i>	End Punctuation	Addition	<b>Secondary Skill and Word Families:</b> word family -it					Identify and Describe Story Characters, Setting, and Major Events		<b>Domain-Specific Listening &amp; Speaking:</b> <i>cool (scientific) melt blizzard</i>		
	"Snow City"	<b>Mentor Read-Alouds:</b> "The Coolest Vacation" "The Great Blizzard"		Blend Onset and Rhyme	<b>Spiral Review:</b> j, l, w, d, g, r, b, short o, u, e					Describe the Relationship Between the Illustrations and the Text				
Week 2	"Fall"	<b>I Read:</b> "Yip-Yap"	Words Made of Letters	Phoneme Isolation	<b>Primary Skill:</b> y (initial)	<i>come here</i>		Self-Monitor For Accuracy	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>lowest ruin</i>	Process Writing: Shared Research Report	Use Common Verbs
	"Spring is Coming"	<b>Decodable Readers:</b> <i>Mom and the Cubs</i>		Substitution	<b>Secondary Skill and Word Families:</b> word family -ap					Describe the Relationship Between the Illustrations and the Text		<b>Domain-Specific Listening &amp; Speaking:</b> <i>temperatures thunderstorms</i>		
	"Snow City"	<b>Extended Read-Aloud 1:</b> <i>Weather and the Seasons</i>		Blend Onset and Rhyme	<b>Spiral Review:</b> k, j, l, w, d, g, r, short o, u, e					Identify Similarities and Differences Between Two Texts on the Same Topic				
Week 3	"Hide-and-Seek in Fall"	<b>I Read:</b> "Come Quick!"	Recognize Sequential Order of Pages	Phoneme Isolation	<b>Primary Skill:</b> v (initial), qu (initial)	<i>are come have here look me said two away yellow</i>		Pause at Full Stops	Metacognitive: Apply Strategies	Identify and Describe Story Characters, Setting, and Major Events	Distinguish Shades of Meaning Among Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>grumbled shield oneself squeaked</i>	Process Writing: Shared Research Report	Produce and Expand Complete Sentences
	"Rain, Rain, Stay a Day"	<b>Decodable Readers:</b> <i>Vat and Vic</i>	End Punctuation	Blending	<b>Secondary Skill and Word Families:</b> word family -ick					Retell Familiar Stories Including Key Details		<b>Domain-Specific Listening &amp; Speaking:</b> <i>snowstorm</i>		Use Common Verbs
	"Snow City"	<b>Extended Read-Aloud 2:</b> <i>Two Wool Gloves</i>		Blend Onset and Rhyme	<b>Spiral Review:</b> y, k, j, l, w, d, g, short o, u, e					Compare and Contrast the Adventures and Experiences of Characters				

## Grade K • Unit 9 • Meeting Our Needs and Wants

## Essential Question: Why do we make choices?

## Enduring Understandings:

- People work to earn and save money to pay for things they need and want.
- People make choices about what to buy to meet their needs and wants.

**Build Knowledge Word Bank:** *choice, money, need, want*

**Research & Inquiry Project:** Meeting Our Needs

## Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Healthy Habits* (BR60L)  
*They Eat Well* (BR30L)  
*Food on the Ranch* (BR50L)  
*Fun at the Playground* (BR30L)  
*What Can They Do?* (S0L)

*Our Favorite Meal* (190L)  
*A Busy Bear* (310L)  
*What Do You Like to Do?* (190L)  
*Clean Up! Our Earth Day Project* (10L)

## Reader's Theater Scripts:

*We Have Coins*  
*Baa Baa Black Sheep Sells Her Wool*



Weekly Readings			Weekly Skills and Strategies												
Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar	
Week 1	"My Choices"	I Read: "The Two Boxes"	Mentor Read-Alouds: "Firefighters at Work"	Words Made of Letters	Phoneme Isolation Blending Addition Substitution	Primary Skill: x (final), z (initial)  Secondary Skill and Word Families: word family -ock  Spiral Review: v, qu, y, k, l, l, w, short o, u, e	my to		Accuracy	Metacognitive: Apply Strategies	Identify and Describe Characters, Setting, and Major Events  Describe the Relationship Between the Illustrations and the Text  Identify the Reasons an Author Gives to Support Points	Sort Words into Categories	General Academic Listening & Speaking: resourceful  Domain-Specific Listening & Speaking: gear shift corn	Process Writing: Opinion	Produce and Expand Complete Sentences
	"Three Jars"	Decodable Readers: Mr. Max's Job													
	"Covers"														
Week 2	"Tiny Tim"	I Read: "What Am I?"	Extended Read-Aloud 1: Needs and Wants	Directionality: Return Sweep	Phoneme Isolation Blending Deletion Substitution	Primary Skill: long a (a_e)  Secondary Skill and Word Families: word family -ame  Spiral Review: x, z, v, qu, y, k, l, short o, u, e	at what		Intonation and Inflection	Metacognitive: Apply Strategies	Describe the Relationship Between the Illustrations and the Text  Identify Parts and Features of a Book (Labels, Illustrations, Captions)  Identify the Reasons an Author Gives to Support Points  Identify the Main Topic and Retell Key Details of a Text	Sort Words into Categories	Domain-Specific Listening & Speaking: afford price purchase save	Process Writing: Opinion	Understand and Use Question Words
	"Meeting Needs in Different Ways"	Decodable Readers: At Work													
	"Covers"														
Week 3	"What Do I Want?"	I Read: "Vote!"	Extended Read-Aloud 2: Jaylen's Juice Box	Relationship Between Spoken and Written Words	Phoneme Isolation Blending Deletion Substitution	Primary Skill: long o (o_e)  Secondary Skill and Word Families: word family -ope  Spiral Review: x, z, v, qu, y, k, l, long a, short u, e	come here look me my of to what happy		Expression	Metacognitive: Apply Strategies	Identify and Describe Characters, Setting, and Major Events  Describe the Relationship Between the Illustrations and the Text  Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories	Domain-Specific Listening & Speaking: change customers business orders	Process Writing: Opinion	Produce and Expand Complete Sentences  Understand and Use Question Words
	"Choose Happiness"	Decodable Readers: Mr. and Mrs. Mole													
	"Covers"														

## Grade K • Unit 10 • Forces and Motion

## Essential Question: What makes things move?

## Enduring Understandings:

- Objects are in motion all around us.
- We use forces and motion to help us in our daily lives.

**Build Knowledge Word Bank:** *force, motion, pull, push*

**Research & Inquiry Project:** Investigating Motion

## Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

## Knowledge-Building Library:

*Changing Colors* (BR50L)  
*They Are Big!* (BR60L)  
*What Is Heavier?* (BR30L)  
*Science Outside* (70L)  
*Look at This* (200L)

*Pony's Cart* (190L)  
*A Hot Day* (240L)  
*I Like Energy* (210L)  
*Push and Pull in the Garden* (180L)

## Reader's Theater Scripts:

*Look at It Go!*  
*Tim Rows a Boat Gently Down the Stream*



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	"The Elephant Goes"	I Read: "Do You Want?"	Mentor Read-Alouds: "The True Story of Balto, the Sled Dog"	Words Made of Letters	Phoneme Isolation	Primary Skill: long i (i, e)	put want		Inflection/Intonation: Stress	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text	Relate Words to Their Opposites	Domain-Specific Listening & Speaking: dogged relay rise sink	Process Writing: Poetry	Produce and Expand Complete Sentences
	"Stretching Fun"	Decodable Readers: It Is Time to Tug		End Punctuation	Addition	Secondary Skill and Word Families: word family -ide					Identify Similarities and Differences Between Two Texts on Same Topic				
	"The Swing"		"Up in the Air"		Substitution	Spiral Review: x, z, v, qu, y, k, j, long a, o, short e									
Week 2	"Count and Move"	I Read: "I Saw This Box"	Extended Read-Aloud 1: Forces	Spoken Words Match Written Words	Phoneme Isolation	Primary Skill: long u (u, e)	saw this		Pacing	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: friction gravity machines opposite	Process Writing: Poetry	Use Prepositions
	"Yoga for Kids"	Decodable Readers: Ned Makes a Home		Directionality: Return Sweep	Blending	Secondary Skill and Word Families: _o (so, no, go)					Identify Similarities and Differences Between Two Texts on Same Topic				
	"The Swing"				Deletion	Spiral Review: x, z, v, qu, y, k, j, long a, l, o					Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text				
Week 3	"The Three Little Pigs Go Out to Play"	I Read: "Pete and Eve"	Extended Read-Aloud 2: Motion	Pages Follow a Sequential Order	Phoneme Isolation	Primary Skill: long e (e, e)	my at put saw this to want what how over		Expression	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: direction path position speed	Writing Reflection	Produce and Expand Complete Sentences
	"The Thirsty Bird Gets a Drink"	Decodable Readers: It Can Go Up!			Deletion	Secondary Skill and Word Families: _e (be, me, he, we, she)					Identify Similarities and Differences Between Two Texts on Same Topic				Use Prepositions
	"The Swing"					Spiral Review: x, z, v, qu, y, k, j, long a, i, o, u					Identify Parts and Features of a Book				



## Grade K

Kindergarten Phonics & Word Study lessons are built around a strong scope and sequence that progresses from simple to complex with built-in review and repetition to ensure mastery of skills over time.

## Grade K • Phonics Scope and Sequence

UNIT 1 Plants and Animals Have Needs			UNIT 2 Every Story Has Characters		
Week	1	2	1	2	3
Phonological Awareness	recognize and produce rhyme; syllable blending; phoneme isolation	phoneme isolation; phoneme categorization	phoneme isolation; phoneme categorization; recognize and produce rhyme and alliteration; phoneme addition and deletion	phoneme isolation; phoneme categorization; blend onset and rime	phoneme isolation; phoneme categorization; blend onset and rime
Primary Skill	alphabet review	m (initial, final)	s (initial)	t (initial, final)	n (initial, final)
Spiral Skills		alphabet review	m	m, short a	s, m, short a
Preview Skills and Word Families		s	short i	t, n	f, h, b
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)		/	the, pie Challenge: eat	go, see	go, I like, see, the, we Challenge: was, for, down

UNIT 6 Stories Have a Message			UNIT 7 Holidays and Celebrations		
Week	1	2	1	2	3
Phonological Awareness	phoneme isolation; phoneme segmenting and blending; recognize and produce rhyme	phoneme isolation; phoneme substitution; segment and blend onset and rime	phoneme isolation; phoneme segmenting and blending; segment and blend onset and rime; recognize and produce rhyme	phoneme isolation; phoneme segmenting and blending; segment and blend onset and rime	phoneme isolation; phoneme segmenting and blending; segment and blend onset and rime
Primary Skill	short e (initial, medial)	g (initial, final)	d (initial, final)	w (initial)	i (initial)
Spiral Skills	c, b, h, c, p, f, n, t, s, m short a, i, o, u, e	c, b, h, c, p, f, n, t, s, m short a, i, o, u, e	g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	w, d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e
Preview Skills and Word Families	word family -et	word family -ot	word family -in	word family -op	word family -ig
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	for, in	jump, one	for, up, jump, one, and, you, big, with Challenge: your, off	are, have	said, two are, for, have, jump, no, one, said, two Challenge: when, live

UNIT 3 Rules at Home and School			UNIT 4 Writers Tell Many Stories			UNIT 5 Technology at Home and School		
1	2	3	1	2	3	1	2	3
phoneme isolation; recognize and produce rhyme; phoneme blending	phoneme isolation; phoneme substitution; blend and segment syllables	phoneme isolation; phoneme blending; recognize and produce rhyme; phoneme categorization	phoneme isolation; phoneme blending; recognize and produce rhyme; phoneme categorization	phoneme isolation; blend onset and rime; recognize and produce rhyme; phoneme categorization	phoneme isolation; phoneme categorization; recognize and produce rhyme; phoneme substitution	phoneme isolation; phoneme addition and deletion; segment and blend syllables	phoneme isolation; phoneme addition and deletion; segment and blend syllables	phoneme isolation; phoneme addition and deletion; segment and blend syllables
short i (initial, medial)	t (initial)	p (initial, final)	short o (initial, medial)	c (initial)	n (initial)	b (initial, final)	short u (initial, medial)	r (initial)
n, t, s, m short a	n, t, s, m short a, i	f, n, t, s, m short a, i	p, f, n, t, s, m short e, i	p, f, n, t, s, m short a, i, o	c, p, f, n, t, s, m short a, i, o	h, c, p, f, n, t, s, m short a, i, o	b, h, c, p, f, n, t, s, m short a, i, o	b, h, c, p, f, n, t, s, m short a, i, o, u
short o	c, i, n	g, d, h	short e	v, y, z	x, q	word family -at	word family -up	word family -in
can, she	a, b	a, can, go, it, one, she, the, we Challenge: friend, eat	he, has	little, play	a, has, he, b, little, play, she Challenge: very, out	and, you	big, with	and, big, has, he, little, play, with, you Challenge: good, all, car

UNIT 8 Weather and Seasons			UNIT 9 Meeting Our Needs and Wants			UNIT 10 Forces and Motion		
1	2	3	1	2	3	1	2	3
phoneme isolation; phoneme addition and deletion; recognize and produce rhyme	phoneme isolation; phoneme substitution; segment and blend onset and rime; segment and blend syllables	phoneme isolation; segment and blend onset and rime	phoneme isolation; phoneme segmenting and blending; phoneme addition and deletion	phoneme isolation; phoneme segmenting and blending; phoneme addition and deletion	phoneme isolation; phoneme segmenting and blending; phoneme addition and deletion	phoneme isolation; phoneme addition and deletion; phoneme segmenting and blending; segment and blend onset and rime	phoneme isolation; phoneme segmenting and blending; phoneme substitution; phoneme addition and deletion	phoneme isolation; phoneme segmenting and blending; phoneme substitution
k (initial)	syllables y (initial)	v (initial) q (initial)	x (initial) z (initial)	long a (a_e)	long o (o_e)	long i (i_e)	long u (u_e)	long e (e_e)
j, l, w, d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	j, k, l, w, d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	v, e, y, k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	x, z, v, e, y, k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m short a, i, o, u, e	x, z, v, e, y, k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m long a, i, o, short a, i, o, u, e	x, z, v, e, y, k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m long a, i, o, short a, i, o, u, e	x, z, v, e, y, k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m long a, i, o, u, short a, i, o, u, e	x, z, v, e, y, k, j, l, w, d, g, r, b, h, c, p, f, n, t, s, m long a, i, o, u, e
word family -it	word family -ap	word family -ick	word family -ock	word family -one	word family -ope	word family -ide	word family -ide	word family -ide
look, me	come, here	one, come, have, here, look, me, said, two Challenge: away, yellow	my, to	of, what	come, here, look, one, my, of, to, what Challenge: happy	put, word	saw, the	my, of, and, saw, this, to, want, what Challenge: how, over

## Grade 1

Grade 1 Phonics & Word Study lessons are built around a strong scope and sequence that introduces and allows for spiral review of phonics elements over time. High-frequency words and secondary skills are introduced and applied to authentic text.

UNIT 1				UNIT 2		
Plants and Animals Grow and Change				Many Kinds of Characters		
Week	1	2	3	1	2	3
Phonological Awareness	recognize and produce rhyming words; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	phoneme blending; phoneme segmentation	recognize and produce rhyming words; phoneme blending; phoneme segmentation	recognize and produce rhyming words; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme addition
Primary Skill	short a	short i	short o	short e	short u	i-blends
Secondary Skill and Word Families	s /z/, ck /k/, -at, -ed, -an	plural nouns (-s); -in, -it, -ip	double final consonants; -op, -og, -ot	possessive nouns; -et, -en, -el	inflectional ending (-s); -ug, -up, -un	alphabetical order; -ob, -ot, -ock
Spiral Review	consonants	consonants short a; s /z/, ck /k/	short a, i, plural nouns (-s)	short a, i, o; double final consonants; plural nouns (-s)	short a, i, o, p; double final consonants	medial short vowels; inflectional ending (-s); double final consonants
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	and, go, the, see, she	little, play, you, with	have, jump, no, one, for	book, are, said, to, my	come, here, to, of	put, what, went, this, are

UNIT 6				UNIT 7		
Stories Teach Many Lessons				Past, Present, and Future		
Week	1	2	3	1	2	3
Phonological Awareness	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme isolation; phoneme blending; phoneme categorization	phoneme categorization; phoneme blending; phoneme substitution	phoneme isolation; phoneme blending; phoneme substitution
Primary Skill	long i (final -e)	long e (final -e); long u (final -e)	long o vowel teams (a, ai, ay)	long o spellings (o, oa, ow, oe)	long e spellings (e, ee, ea, ie)	long i spellings (i, y, igh)
Secondary Skill and Word Families	VcC syllables; -ine, -ile, -ide	inflectional endings (-ed, -ing, dropping final -e); -ole, -ane, -une	inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay	alphabetical order to two letters; -ow, -out, -old	prefixes un-, re-, -est, -est, -eed	open syllables; -ight, -ice, -ile
Spiral Review	soft c and g; contractions with "n't"; long vowels a, o (final -e); short vowels	soft c and g; long VcC syllables with a, i, o; short vowels	long VcC syllables with a, i, o, e, and u; inflectional endings (drop -e); short vowels	long o vowel teams; final e long vowel sound-spellings	long o and a vowel teams; final e long vowel sound-spellings	long o, a, and e vowel teams
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	after, call, large, her	house, long, off, small	brown, work, year, live	found, four, know, always	all, people, where, draw	again, round, they, country

UNIT 3			UNIT 4			UNIT 5		
Being a Good Community Member			Stories Have a Narrator			Technology at Work		
1	2	3	1	2	3	1	2	3
phoneme categorization; phoneme blending	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme identification; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme addition	phoneme categorization; phoneme blending; phoneme addition	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution
r-blends	s-blends	final consonant blends	consonant digraphs th, sh, -ng	consonant digraphs ch, sh, wh	three-letter blends (spl, spr, squ, str)	long a (final -e)	long o (final -e)	soft c, g
abbreviations; -im, -il, -ick	contractions (-s); -ap, -am, -ag	inflectional ending (-ed, no spelling change); -est, -est	inflectional ending (-ing, no spelling change); -ang, -ing, -ink	closed syllables (rabbit, kitten); -unk, -ump, -uck	plural endings (-es); -ash, -ack	approximate sounds; -ame, -ake	contractions with "n't"; -ope, -ape	contractions with "n't"; -ace, -age
i-blends; medial short vowels	A, i-blends; short vowels	initial/final consonant blends; inflectional ending (-ed); short vowels	consonant digraphs th, sh, -ng; inflectional endings (-ed, -ing); short vowels	consonant digraphs th, sh, -ng; closed syllables; short vowels	long vowel a (final -e); short vowel a; consonant blends and digraphs	long vowels o, a (final -e); short vowels o, a	long vowels o, a (final -e); short vowels o, a	long vowels o, a (final -e); short vowels o, a
now, do, which, and	was, there, then, out	who, good, by, then	our, there, were, could	once, hurt, upon, that	when, because, from, their	why, many, right, start	find, how, over, under	try, give, to, too

UNIT 8			UNIT 9			UNIT 10		
Observing the Sky			We Use Goods and Services			Exploring Sound, Light, and Heat		
1	2	3	1	2	3	1	2	3
phoneme identification; phoneme blending	phoneme identification; phoneme blending; phoneme substitution	phoneme identification; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme segmentation	phoneme isolation; phoneme blending; phoneme categorization	phoneme isolation; phoneme blending; phoneme categorization	phoneme categorization; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	phoneme isolation; phoneme blending; phoneme categorization
r-controlled vowel /ar/ (farm)	r-controlled vowel /ar/ (far, are, car)	r-controlled vowel /ar/ (girl, hard, start)	vowel digraphing sound-spellings /au/ (house, down)	vowel digraphing sound-spellings /oi/ (join, boy)	vowel sound-spellings /oo/ (broom, book)	silent letters (wr, kn, gn)	vowel sound-spellings /e/ (me, as, at, night)	long e (y, ey)
compound words; -ar, -ell	approximate sounds; -om, -ore, -oar	r-controlled syllables; -ern, -uin	comparative inflectional endings -er, -est, -out, -ouse, -oat	suffix -ly; -oil, -oin	vowel team syllables; -oam, -ood	inflectional endings (change y to i); -oon, -ool	suffixes -ful, -less; -aw, -went	consonant -le syllables; -nep, -ey
open syllables; long o, a, e, and i vowel sound-spellings	r-controlled words with /ar/; long o, a, e, and i vowel sound-spellings	long vowel sound-spellings with /ar/; /or/; /ir/; long vowel sound-spellings with /er/; /er/	r-controlled vowel sound-spellings with /ar/; /or/; /ir/; long vowel sound-spellings with /er/; /er/	r-controlled vowel sound-spellings with /ar/; /or/; /ir/; vowel teams with /ou/	r-controlled vowel sound-spellings with /ou/; /oo/; /oo/; suffix -y	vowel sound-spellings with /ou/; /oo/; /oo/; suffix -y	vowel digraphing sound-spellings; silent letters	vowel sound-spellings; silent letters; suffixes; vowel digraphing sound-spellings
four, great, boy, city	rough, move, change, away	ever, near, school, earth	before, alone, about, even	walk, buy, only, through	does, another, wash, some	better, carry, better, very	mother, father, never, below	blue, on-time, eight, any



## Grade 2

Grade 2 Phonics & Word Study lessons are built around a strong scope and sequence that transitions from single-syllable words to multisyllable words that support the phonics element and link to meaning.

UNIT 1 Plants and Animals in Their Habitats			UNIT 2 Characters Facing Challenges		
Week	1	2	1	2	3
Phonological Awareness	oral blending and segmenting on words; substitute medial vowel sounds	oral blending and segmenting on words; blend and segment multisyllable words by syllable	oral blending and segmenting words with initial blends; delete initial sound in a blend	oral blending and segmenting words with initial blends; delete initial sound in a blend	oral blending and segmenting words with initial blends; delete initial sound in a blend
Primary Skill	short vowels; one-syllable words; initial and final blends; consonant digraphs	closed syllable patterns; open syllable patterns	long o vowel team syllable patterns (o, oa, ow, oe, o_e)	long e vowel team syllable patterns (e, a_e, ee, ea, y, ey, ie)	long i vowel team syllable patterns (i, ie, y, igh, i_e)
Secondary Skill		initial 3-letter blends		plurals -s, -es	
Transition to Multisyllable Words	closed syllable types; inflectional endings -ing (e.g., frozen, trusting, asking)	open and closed syllable types (e.g., frozen, zero, cabin, kitten)	vowel team syllable type (long o); compound words and inflectional endings (e.g., homeowner, raincoat, holding)	vowel team syllable type (long e); inflectional endings -ing (e.g., taming, briefly, peanut)	vowel team syllable type (long i); inflectional endings -ing (e.g., frightening, spying)
Spiral Review	consonant review	initial and final blends; consonant digraphs	long o vowel team syllable patterns	long e vowel team syllable patterns	long i vowel team syllable patterns
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	at, and, can, come, any, for, big, go, has, I	have, is, June, my, one, put, she, want, what, you	he, like, little, no, of, saw, this, to, we, with	here, look, me, play, said, see, she, try, about, because	other, between, roll, do, words, father, give, her, know, large

UNIT 6 Tales to Live By			UNIT 7 Investigating the Past		
Week	1	2	1	2	3
Phonological Awareness	delete initial and final sounds; delete final sound in a blend	delete initial and final sounds; sound in a blend	add initial and final sounds; blend and segment multisyllable words by syllable	substitute initial, medial, and final sounds; substitute multisyllable words (blends in the final position)	delete initial and final sounds; delete final sound in a blend
Primary Skill	/oi/ vowel team syllable patterns (oi, oi, ew, ue, u, ou, oe, u_e)	/oo/ vowel team syllable patterns (oo, u)	/oi/ vowel team syllable patterns (oi, oi, al, au, au)	compound words; silent letters (vr, kn, gn)	related root words
Secondary Skill		homophones		inflectional endings with spelling changes (drop final -e, double final consonant)	related root words (e.g., addition, additional, friendly, friendship)
Transition to Multisyllable Words	vowel team syllable type (/oi/); compound words (e.g., seafloor, rooftop, grapefruit)	vowel team syllable type (/oo/); compound words (e.g., football, cookbook)	vowel team syllable type (/oi/); compound words (e.g., drawing, saty, laundry)	compound words (e.g., notebook, handshake, doorknob)	related root words (e.g., addition, additional, friendly, friendship)
Spiral Review	/oi/ vowel team syllable patterns (oi, oi)	/oo/ vowel team syllable patterns (oo, u, ew, ue, u, ou, oe, u_e)	consonant-le syllable pattern	closed syllable patterns	/oi/ vowel team syllable patterns
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	about, door, field, know, morning, certain, early, heard, likes, several	again, close, food, hear, left, between, example, group, home, mountain, world	ask, back, important, open, sound, along, children, letter, own, talk	drink, around, color, farm, light, animal, body, eye, high, story	arms, complete, happened, problems, study, become, during, hundred, toward, wind

## Grade 2 • Phonics Scope and Sequence

UNIT 3 Government at Work			UNIT 4 Many Characters, Many Points of View			UNIT 5 Solving Problems Through Technology		
1	2	3	1	2	3	1	2	3
add initial and final sounds; substitute medial vowel sounds	substitute medial vowel sounds; substitute medial vowel sounds	delete initial, final sounds; blend and segment multisyllable words by syllable	add initial and final sounds; delete initial sound in a blend	substitute initial and final sounds; substitute medial vowel sounds	substitute initial and final sounds; substitute medial vowel sounds	blend and segment multisyllable words by syllable; add initial and final sounds	delete initial and final sounds; delete final sound in a blend	delete initial and final sounds; delete initial sound in a blend
long u vowel team syllable patterns (u, ue, ue, u_e)	r-controlled /u/ syllable patterns (ur, ir, ur)	r-controlled /u/ syllable patterns (ur, ir, ur)	r-controlled /u/ syllable patterns (ur, or, ore)	r-controlled /u/ syllable patterns (ur, or, ore)	r-controlled /u/ syllable patterns (ur, or, ore)	VCE syllable patterns; consonant-le syllable patterns	/oi/ vowel team syllable patterns (oi, oy)	/oi/ vowel team syllable patterns (oi, oy)
	inflectional endings -ed, -ing (no spelling change)			contractions 's, 't			inflectional endings -es (with changing y to i)	
vowel team syllable type (long u); comparative and superlative suffixes -er, -est (e.g., easier, lowest)	r-controlled vowel syllable type (/u/); inflectional endings -ed, -ing (e.g., twisting, curling, perfect)	r-controlled vowel syllable type (/u/); inflectional endings -ed, -ing (e.g., twisting, curling, perfect)	r-controlled vowel syllable type (/u/); compound words (e.g., airport, upstairs, anyone)	r-controlled vowel syllable type (/u/); compound words (e.g., airport, upstairs, anyone)	r-controlled vowel syllable type (/u/); compound words (e.g., airport, upstairs, anyone)	VCE syllable type and consonant-le syllable type (e.g., eagle, canoe, inside)	vowel team syllable type (/oi/); compound words (e.g., cowboy, joining)	vowel team syllable type (/oi/); compound words (e.g., doghouse, downtown, lookout)
long i vowel team syllable patterns	long i vowel team syllable patterns	r-controlled /u/ syllable patterns (ur, or, ore)	r-controlled /u/ syllable patterns (ur, or, ore)	r-controlled /u/ syllable patterns (ur, or, ore)	r-controlled /u/ syllable patterns (ur, or, ore)	r-controlled /u/ syllable patterns (ur, or, ore)	VCE syllable patterns	/oi/ vowel team syllable patterns (oi, oy)
again, below, carry, does, eight, find, house, laugh, mother, school	move, never, once, round, small, there, too, walk, where, year	all, away, better, by, change, done, even, found, learn, only	long, now, our, some, them, through, upon, uses, when, work	always, any, blue, boy, city, draw, four, great, how, like	another, box, could, every, far, from, hurt, over, out, these	answer, country, then, wish, who, brown, start, there, went, your	above, different, how, they, which, began, enough, grow, were, why	below, head, kind, make, often, oil, lose, near, not, paper

UNIT 8 Wind and Water Change Earth			UNIT 9 Buyers and Sellers			UNIT 10 States of Matter		
1	2	3	1	2	3	1	2	3
substitute initial and final sounds; substitute medial vowel sounds	substitute initial, medial, and final sounds; substitute multisyllable words (blends in the final position)	add initial, final sounds; blend and segment multisyllable words by syllable	substitute initial and final sounds; substitute medial vowel sounds	add initial, final sounds; blend and segment multisyllable words by syllable	substitute initial and final sounds; substitute medial vowel sounds	substitute initial and final sounds; substitute medial vowel sounds	add initial, final sounds; blend and segment multisyllable words by syllable	add initial and final sounds; blend and segment multisyllable words by syllable
irregular plural nouns	-er, -or endings	comparative -er, -est	suffixes -y, -ly	schwa	silent letters /n/ gn, kn; /r/ wr, /m/ mb	possessive nouns (singular and plural)	prefixes un-, re-, dis-	suffixes -ful, -less
	homographs		irregular plural nouns	initial schwa syllables (e.g., amusement, awareness, untrained)	silent letters (e.g., designer, knowledge, rewritten)	possessive nouns (e.g., children's, people's, buildings)	prefixes un-, re-, dis- (e.g., replaceable, disagreement, uneasy)	suffixes -ful, -less (e.g., hopeless, successful, disgraceful)
irregular plurals (e.g., townspeople, housewives, children)	suffixes -er, -or (e.g., gardener, visitor, dressmaker)	comparative and superlative suffixes -er, -est (e.g., sillier, silliest, narrower)	suffixes -y, -ly (e.g., unhappily, beautifully, sleepily)	comparative and superlative suffixes -er, -est	silent letters (e.g., designer, knowledge, rewritten)	possessive nouns (e.g., children's, people's, buildings)	prefixes un-, re-, dis- (e.g., replaceable, disagreement, uneasy)	suffixes -ful, -less (e.g., hopeless, successful, disgraceful)
r-controlled vowel syllables	possessives	irregular plural nouns	inflectional endings with spelling changes	comparative and superlative suffixes -er, -est	schwa	suffixes -y, -ly	silent letters /n/ gn, kn; /r/ wr, /m/ mb	prefixes un-, re-, dis-
agility, door, field, know, morning, certain, early, heard, likes, several	area, hours, noble, place, today, ever, measure, order, short, true	covered, figure, money, questions, usually, cried, horse, products, since, vote	able, carefully, away, remember, vowel behind, common, text, sure, whole	again, half, pick, scientist, understood, government, machine, quickly, thousand, wheel	driving, circle, finally, include, special, building, decided, heavy, nothing, wheel	brought, front, inches, now, strong, controls, give, material, across, verb	built, inside, language, person, system, correct, blind, oh, street, warm	dark, English, minutes, plane, produce, clear, force, object, power, surface

## Grade 3

Grade 3 Word Study lessons address multisyllabic words and syllable types, taught in context of complex text.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<b>Week 1</b> <i>Skill</i>	Short Vowels	Long e (Ven, ea, ee, ey, y, ie, e)	r-Controlled Vowels (/ar/, /or/)	Open Syllable Pattern	VCe Syllable Pattern
<b>Week 1</b> <i>Word Study &amp; Spelling</i>	product; contact; address; bread; upset; helpful; ant; listen	really; either; cheese; monkey; only; piece; compete; medium	alarm; charge; starving; forgot; import; ornament; forward; carnivore	because; decrease; future; locate; open; receive; unit; potatoes	desire; enclose; surprise; recognize; whole; huge; telephone; extreme
<b>Week 2</b> <i>Skill</i>	Long a (VCe, ai, ay, a)	Long i (i, e, igh, u, ie, i)	r-Controlled Vowels (/er/, /ir/, /ur/)	Consonantable Syllable Pattern	Vowel-r Syllable Pattern
<b>Week 2</b> <i>Word Study &amp; Spelling</i>	able; afraid; indicate; explained; became; raise; Tuesday; hooray	myself; final; write; science; tries; bright; provided; island	circus; summer; serve; occur; return; thirteen; dangerous; caterpillar	handle; needle; triple; tackle; bicycle; terrible; table; gentle	force; pattern; perfect; squint; sturdy; mother; over; perform
<b>Week 3</b> <i>Skill</i>	Long o (VCe, oo, ow, o); Long u (VCe, ue, ew, u)	Compound Words	Closed Syllable Pattern	Vowel Team Syllable Patterns	Inflectional Endings (-ed, -ing)
<b>Week 3</b> <i>Word Study &amp; Spelling</i>	boat broken; obey; tomorrow; fear; united; continue; contribute	underline; everyone; sometimes; whatever; underwater; firefighter; something; cardboard	button; collect; lesson; problem; subject; suddenly; except; basket	coach; exhausted; release; remaining; toilet; youth; highlight; oatmeal	studying; feeling; pointed; recommended; scratching; waited; carried; using

UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
Irregular Plurals	Suffixes -er, -or in Context	Hard and Soft c	Suffixes (-able, -ful, -less)	Unaccented Final Syllables (-en, -on, -oin, -in)
leaves; women; people; wolves; fungi; lives; geese; themselves	emperor; character; visitor; inventor; soldier; actors; painters; players	accent; accident; cancel; concerned; certain; computer; innocent; scarf	useful; reckless; wonderful; truthful; wireless; valuable; sizable; worthless	chosen; heaven; ribbon; prison; fountain; curtain; muffin; dolphin
Long oo and Short oo	Homophones	Hard and Soft g	Prefixes (dis-, un-)	Derivational Suffixes (-ing, -ment, -ness)
choose; loose; soup; fruit; foolish; good; lose; through	board; bored; do; dye; tail; tale; wood; would; wear; where; eight; ate	change; damage; gadget; again; germs; great; manage; revenge	disagree; distract; unable; unveil; disappear; unhappy; unused; dislike	amusement; improvement; settlement; happiness; sadness; warning; building; weakness
/ou/ es in How and Out (ow, ou)	Variant Vowel /ô/	Diphthongs (oy, oi, ow, ou)	Prefixes (pre-, re-)	Introduce Related Words
announce; around; about; however; Bower; crowd; found; brown	crowl; ought; pause; straws; pitfall; thawing; called; taught	annoying; appointment; broese; mountain; outside; powerful; sprout; moisture	prediction; previous; remarked; reverse; preorder; recycled; reuse; prebake	sacred; sacrifice; solve; solution; invent; invention; explain; explanation



## Grade 4

Grade 4 Word Study lessons address syllable types and morphology, taught in context of complex text.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<b>Week 1 Skill</b>	Long a (VCa, ai, ay, ei, ea) and Short a	Long i (VCi, igh, y, ie, i) and Short i	Open Syllable Pattern	Compound Words	Hard and Soft c, g
<b>Week 1 Word Study &amp; Spelling</b>	<i>Tuesday; maintain; animal; answer; great; neighbor; generate; relate</i>	<i>diet; identify; cries; empire; terrified; brightness; sorry; didn't</i>	<i>become; judo; media; famous; recent; slogan; total; vapor</i>	<i>living room; overflowing; underground; post office; high school; first rate; worn out; haircut</i>	<i>advance; cancel; certain; except; general; region; sponge; gasoline</i>
<b>Week 2 Skill</b>	Long e (VCe, ea, ee, ey, y, ie, e) and Short e	Long u (VCu, ue, ew, u) and Short u	Vowel Team Syllables	Vowel-Consonant-e Syllable Pattern	r-Controlled Vowels (ar, or, oar, ore)
<b>Week 2 Word Study &amp; Spelling</b>	<i>chief; defeat; monkey; whenever; easy; breeze; jelly; between</i>	<i>usually; continued; refused; adult; uncover; upset; viewpoint; document</i>	<i>already; caution; pointed; pretty; creature; believe; Monday; classroom</i>	<i>accuse; enclose; incomplete; define; require; safely; alive; divide</i>	<i>assorted; charming; forecast; market; partly; roaring; fortunate; before</i>
<b>Week 3 Skill</b>	Long o (VCe, oa, ow, oe, o) and Short o	Closed Syllable Pattern	Apply Vowel-r Syllable Patterns	Consonant-le Syllable Pattern	r-Controlled Vowels (er, ir, ur)
<b>Week 3 Word Study &amp; Spelling</b>	<i>follow; oath; oldest; goes; costume; stolen; online; telescope</i>	<i>admit; hectic; segment; tunnel; pumpkin; princess; insect; pencil</i>	<i>bargain; corner; former; fishing; urgent; important; study; forty</i>	<i>purple; simple; single; bubble; starke; veggie; struggled; remarkable</i>	<i>concerned; dirty; distant; entering; murder; nervous; modern; family</i>

UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
Adverb Suffixes (-ly, -ily, -ways, -wise)	Introduce /ou/ and /oi/	Negative Prefixes (de-, un-, in-, im-, dis-)	Noun Suffixes (-dom, -ity, -tion, -ment, -ness)	Adding Endings with Spelling Changes
<i>lightly; officially; happily; readily; clockwise; sideways; easily; otherwise</i>	<i>about; avoid; choices; disappoint; grouchy; loudly; frowned; destroy</i>	<i>discard; infected; unruly; destruction; dishonor; impossible; impractical; infect</i>	<i>business; community; equipment; kingdom; option; experiment; kindness; wisdom</i>	<i>applied; blurred; browsing; closing; duties; families; supplies; remaking</i>
Introduce /oo/ and /ou/ (oo, ew, ould, ul)	Prefixes (trans-, pro-, sub-, super-, inter-)	Greek and Latin Roots (geo-, archae-, rupt-)	Latin Roots (miss, agri, duc/duct, man)	Words with Final /a/ and /an/ Sounds
<i>pulley; smoothest; unscrew; soothe; couldn't; troops; overlook; would</i>	<i>interval; transport; proclaim; subway; superintendent; superstar; transfer; interfere</i>	<i>archaeology; archaic; disrupted; geography; interrupt; erupt; geology</i>	<i>induce; agriculture; manufacture; manual; mission; production; produce; missile</i>	<i>journal; dazzle; abdomen; identical; travel; kitchen; often; broken</i>
Adjective Suffixes (-ful, -ous, -ible, -ible)	Homophones	Variant Vowel /s/ (au, al, aw)	Variant Vowel /ir/ (air, are, ear)	Introduce Latin and Greek Roots (ve, mag-, graph, mit, aud)
<i>generous; mindful; reliable; spacious; beautiful; audible; dangerous; troublesome</i>	<i>bore; bear; plain; plane; scene; seven; sight; site; soar; sore; threw; through</i>	<i>because; facet; paused; walked; throwing; August; down; salted</i>	<i>aware; repaired; careful; declare; rarest; stairway; stared; tearing</i>	<i>paragraph; biography; permit; audience; migrate; venue; invented; immigrant</i>

## Grade 5

Grade 5 Word Study lessons address advanced morphology and Greek and Latin roots, taught in context of complex text.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<b>Week 1 Skill</b>	Review Short Vowel Syllable Pattern	r-Controlled Vowels /ɜr/, /ɜr/, /ɜr/ (air, are, ar, or, our, ore)	r-Controlled Vowel Syllables	Vowel-Consonant-e Syllable Pattern	Noun Suffixes (-ology, -ant, -er, -or, -ery)
<b>Week 1 Word Study &amp; Spelling</b>	<i>already; contest; difficult; fraction; planet; president; problem; public</i>	<i>upstairs; square; carefully; harvest; forward important; fourteen chores</i>	<i>depart; garden; forty; favorite; different; dessert; circulate; current</i>	<i>arrive; widespread; complete; refuse; hopeless; telephone; excuse; separate</i>	<i>technology; participant; machinery; believer; narrator; contestant; bravery; survivor</i>
<b>Week 2 Skill</b>	Review Long Vowel Syllable Pattern	Closed Syllable Pattern	Vowel Team	Homographs	Latin Roots (spec, lier, vent, struct)
<b>Week 2 Word Study &amp; Spelling</b>	<i>bright; explained; explode; freedom; human; reason; replied; weigh</i>	<i>suggest; perhaps; express; respond; function; interrupt; happiest victim</i>	<i>teaspoon; unknown; increase; enjoyment; disappoint; straight; beautiful; although</i>	<i>object; project; record; wound; abuse; present; produce; subject</i>	<i>instructions; spectacular; literature; adventure; structure; construction; invention; inspected</i>
<b>Week 3 Skill</b>	r-Controlled Vowels er, ur (er, ear, ere, ir, ur, ure)	Open Syllable Pattern	Consonant-le Syllable Pattern	Variant Vowels /oo/ and /ou/ (oo, ew, ouid, ul)	Homophones
<b>Week 3 Word Study &amp; Spelling</b>	<i>desert; determine; earned; first; future; person; surprise; thirsty</i>	<i>beginning finally; minor; quietly because; solution; photo equation</i>	<i>errible; circle; jungle; possible; puzzle; single; example; invisible</i>	<i>loose; should; newspaper; goodness; pulled; regretfully; afternoon; couldn't</i>	<i>piece; scent; hire; hoarse; whether; weigh; mourning; capital</i>

UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
Variant Vowel /o/ (al, alk, all, ou, ew)	Final /ə/ and /ər/	/ou/ and /o/	Irregular Past Tense Verbs	Spelling Changes/Irregulars
<i>all right; awkward; fault; scowly; launched; always; stalk; awesome</i>	<i>medical; another; honor; hospital; signal; model; fossil; mirror</i>	<i>mountain; powerful; moisture; joyously; loyal; noisy; amount; coward</i>	<i>thought; brought; threw; blew; rang; stood; grew; knew</i>	<i>people; teeth; children; bodies; heroes; tomatoes; stories; women</i>
Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	Prefixes (re-, pre-, dis-, mis-)	Latin Roots (aud, vis, form, cede)	Inflectional Endings with Spelling Changes	Science Roots (se, mech, cycle, phys, chem)
<i>occasion; government; vegetation; illness; tentily; exhaustion; wilderness; treatment</i>	<i>reunited; precautions; misguided; rebuild; disagree; misspell; preorder; prehistoric</i>	<i>audience; audible; visualize; vision; transformed; uniform; recode; proceed</i>	<i>required; creating; assembled; referred; taking; troubled; stopping; planned</i>	<i>mechanic; recycle; physician; chemical; secure; secrete; physical; bicycle</i>
Compound Words (Hyphenated and Open)	Silent Letters (kn, wr, gh, gn, wh)	Adjective Suffixes (-y, -ent, -ive, -ic, -ful)	Prefixes That Describe Where (pro-, em-, en-, per-, im-)	Prefixes (re-, bio-, im-, ex-, micro-)
<i>short-handed; in-depth; self-discipline; nat-biter; ready-made; polar region; each other; well-being</i>	<i>assignment; whole; eighteen; written; know; ghost; knowledge; design</i>	<i>independent; impressive; confident; historic; peaceful; healthy; excellent; optimistic</i>	<i>promote; program; enable; percent; permitted; embarrass; import; encourage</i>	<i>biologist; reaction; immigrant; excavate; microscope; microwave; biography; exterior</i>

## Grade 6

Grade 6 Word Study lessons address advanced morphology and Greek and Latin roots, taught in context of complex text.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<b>Week 1 Skill</b>	Big Words Strategy	Long Vowels	r-Controlled Vowels /ā/, /ā/, /ā/ (air, are, ear; ur, ear; or, our, ore)	Consonant-Syllable Pattern	Adjective Suffixes (-ous, -ive, -able, -al, -al, -less)
<b>Week 1 Word Study &amp; Spelling</b>	<i>advantageous</i> *, affirmation; astonishment; exaggerate; fundamental; hypothesis*; incredible; negligent; phenomenon; predicament*; questionnaire; unfortunate	<i>appropriate</i> *; barbecue; compose; concede; embark; ferocious*; highlight; irrigate; obsolete; plight*; portray; thesis	<i>caregiver</i> ; enormous; exploration; formation; garment; glaringly*; harvest; ignorance*; ordinarily*; staircase; tornadoes; unbearable	<i>battle</i> ; chronicle*; chuckle; constructible*; cubicle; icicle; muffler; recognizable*; spectacle; swindle; understandable; vehicle	<i>adventurous</i> ; anonymous; decompress; entrepreneurial*; extinguishable*; horizontal; humorous; marginal; nevertheless; quantitative*; representative; unrecognizable
<b>Week 2 Skill</b>	Short Vowels	Open Syllables	r-Controlled Vowels or, ir, ur (er, ear, ere, ir, ur, ure)	Variant Vowel /ō/ (au, ai, aw, alt, alk, all, ough)	Greek Roots (bio, hydro, atmo, photo)
<b>Week 2 Word Study &amp; Spelling</b>	<i>capitalization</i> *; characterize; distribution; eligibility; equivalence*; estimable; immaculate; imitation; penicillin*; ridiculous; suspension; treacherous	<i>administration</i> *; ambulance; amusing*; antelope; eruption; financial; foundation; helicopter; pneumonia*; signature; turbulence*; unbelievable*	<i>atmosphere</i> ; configure; cooperate*; courtesy; culture; exclusion; manufacture; misadventure*; occurrence; perpetual; skirmish*; thirteenth	<i>applause</i> ; audacious*; coughed; decelerate; dinosaur; exalt; fought*; gawking*; sprawling; vaulted	<i>atmospherically</i> *; biographic; bioboard*; biological; bioethics; hydrochloric; hydrologist; hydrolysis; photosynthesis*; photosynthetic*; subatmospheric*
<b>Week 3 Skill</b>	Closed Syllables	Vowel-Consonant	Vowel-Syllable Pattern	Vowel Team Syllables	Noun Suffixes (-ology, -ist, -er)
<b>Week 3 Word Study &amp; Spelling</b>	<i>centennial</i> ; convenient; destiny; disassemble*; enduring; expertise; fascinate*; hypnotic*; intervention; malfunction; participant; punctuate	<i>activate</i> ; admire; aptitude*; communicate; costume; discrete*; episode; humane; ignore; incinerate*; terminate; underline	<i>ceramic</i> *; circular; demeanor*; dormitory; engorged; forthright; hurdle; merger; moderate; porous*; sparkling; tiresome	<i>accountant</i> *; bassoon*; bruise; courier; cruising; fruitful; kangaroo; monsoon; prosthesis; routine*; snowshoe; unsuitable	<i>chronology</i> *; conservationist; economist; geographer; immunology*; microbiology; mythology; preservationist*; ring-leader; shareholder; sociologist; thermometer

\* Challenge words

UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
Silent Letters (wr, kn, gn, h, w)	Vowel Sound /ou/ and /oi/	Vowel Patterns: /oo/ (ew) and /oo/ (oo, o, ould)	Irregular Past Tense Verbs	Homographs
<i>exhibition</i> *; foreign; gnarled; gnawlike*; kneecap; knighthood; knuckles resign; rhinoceros; sovereign*; sword; wretched	<i>adroit</i> ; announcement; astound; brotherlessness*; boundaries; drought; exploitation*; invoice; paramount; pronounce; reappoint; unavoidable*	<i>bookkeeper</i> ; bulletin*; cashed; milder*; neighborhood; removable; shouldn't; steward*; troubleshoot; undertook; would-be*	<i>arose</i> ; brought*; dove; froze; knelt; sought*; spoke; taught; understood; upheld; wrote	<i>content</i> ; coordinates*; digest; enhance; hedge; incense*; moped; network; document; present; progress; refuse
Noun Suffixes (-ty, -tion, -sion, -ery, -ment)	Latin Roots (aqua, amphi, liter, struct, spec, aud)	Words with Final /el/ and /er/	Introduce Compound Words (hyphenated and open)	Suffixes: -ic (relating to), -ful (full of), -ism, -ism, -dom (state or quality of)
<i>accompaniment</i> ; charity; citation*; comprehension; establishment; maturity; modesty*; overpopulation*; rediscovery; shuliner*; synchronization; transmission	<i>amphibious</i> *; amphibater; aquamarine*; aquatist*; auditor; constructive; deconstruction; literally; literature; obstruction; spectacles; spectacular	<i>bacterial</i> ; biographer; communal; extracurricular*; multifunctional*; sentinel*; squirrel; superior; transmitter; unconventional*; vascular	<i>accident-prone</i> *; afterthought; custom-built; foreword*; headstrong; quick-thinking; real estate; self-conscious*; side effect; social security; trial and error; voice mail; water table	<i>characteristic</i> *; symbolism; disrespectful; diversity; doubtful; electromagnetic*; humanitarianism*; individually; modernism; remorseful; journalism; mechanism
Negation Prefixes (il-, im-, in-, dis-, in-, mis-, un-)	Homophones	Latin Roots (sur, sub, inter, dorm, vis)	Latin Roots (migr, fac, gret, luna)	Prefixes (bi-, tri-, cent-, inter-, em-, ex-)
<i>dissatisfied</i> ; illegitimate; illiterate; imperfection; incommunicative*; incomparable; intransitive*; miscalculate; misrepresent; uncooperative; underestimate	<i>bazaar</i> *; bizarre; colonel; cymbal; kernel; muscle; mussel; principal; principle; prophecy*; prophesy*; symbol	<i>dominant</i> ; dormer; intercept*; intersection; subdivision*; subscribing; substation; surcharge; surpass; viability; visitation; visualization*	<i>harm</i> ; dissatisfaction; facilitate; facsimile; factor; gratitude; ingratiate*; integrate; gratuity; lunacy; migratory; transmigration*; lunar	<i>bifunctional</i> *; binoculars; confederate; centipede*; embarrassment; empathize; emerge; expression; interchangeable*; intermediate; triangular; zillion



STANDARD CODE	STANDARD	WHERE ADDRESSED
Reading Standards for Literature: Key Ideas and Details		
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.5, 1.6, 1.14, 1.15, 1.16, Unit 2: Activities 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.17</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 6, Workshop 4A: Activity 6, Workshop 4B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, 1.5, 1.8, 1.12, 1.13, 1.14, Unit 2: Activities 2.3, 2.9, 2.14, Unit 3: Activities 3.1, 3.9, Unit 4: Activities 4.1, 4.3, 4.4, 4.8, 4.9, 4.12, 4.13, 4.14</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 5, 6, Workshop 1B: Activities 5, 6, Workshop 2A: Activities 2, 5, EA, Workshop 4A: Activity 5, EA, Workshop 4B: Activity 5, EA</p> <p><b>Writing Workshops:</b> Workshop 5</p>
RL.6.2	Determine a theme or 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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.9, 1.12, 1.13, 1.16, Unit 2: Activities 2.3, 2.6, 2.9, 2.10, 2.11, Unit 4: Activities 4.3, 4.9, 4.14, 4.15</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 5, Workshop 1B: Activity 5, Workshop 2A: Activities 2, 5, Workshop 4A: Activity 5, Workshop 4B: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.8, 1.15, 1.17, Unit 2: Activities 2.12, 2.13, Unit 4: Activities 4.2, 4.4, 4.11</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 2A: Activity 6, Workshop 4A: Activity 6</p> <p><b>Writing Workshops:</b> Workshops 8, 9</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.6, 1.12, 1.13, 1.14, 1.15, 1.16, Unit 2: Activities 2.3, 2.5, 2.10, 2.11, 2.17, Unit 4: Activities 4.12, 4.13, 4.14, 4.15</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.5, Unit 2: Activities 2.12, 2.13, Unit 4: Activity 4.11</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 2A: EA, Workshop 4B: Activities 5, 6, EA</p> <p><b>Writing Workshops:</b> Workshop 5</p>
Reading Standards for Literature: Craft and Structure		
RL.6.4	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.6, 1.16, Unit 3: Activity 3.13, Unit 4: Activities 4.4, 4.9, 4.13</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 4: Activity 4.12</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 5, 6, Workshop 1B: Activities 5, 6, Workshop 2A: Activities 4, 5, 6, Workshop 2B: Activity 5, Workshop 4A: Activity 6, Workshop 4B: EA</p> <p><b>Writing Workshops:</b> Workshops 8, 9</p>
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.5, 1.6, 1.12, 1.14, 1.15, 1.16, Unit 2: Activities 2.5, 2.9, 2.10, 2.17, Unit 4: Activities 4.2, 4.4, 4.9, 4.11, 4.13, 4.14, 4.15, EA2</p> <p><b>Language Workshops:</b> Workshop 4B: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>English Language Arts:</b> Unit 1: Activities 1.2, 1.8, Unit 2: Activities 2.12, 2.13, Unit 4: Activity 4.3 <b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 4A: Activities 5, 6, Workshop 4B: Activity 6, EA
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, 1.5, 1.6, 1.12, 1.15, 1.16, Unit 2: Activity 2.9, Unit 4: Activities 4.3, 4.9, 4.12, 4.13, 4.14 <b>Language Workshops:</b> Workshop 1B: Activity 6 <b>Close Reading Workshops:</b> Workshops 3, 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 4: Activities 4.2, 4.4 <b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 2A: Activity 6, Workshop 4A: Activity 6
Reading Standards for Literature: Integration of Knowledge and Ideas		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 4: Activities 4.11, 4.13, 4.14, 4.15 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activities 4.3, 4.12 <b>Close Reading Workshops:</b> Workshop 4
RL.6.8	(Not applicable to literature)	(Not applicable to literature)
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.12, 1.14, Unit 2: Activity 2.9, Unit 4: Activity 4.12
Reading Standards for Literature: Range of Reading and Level of Text Complexity		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.3



STANDARD CODE	STANDARD	WHERE ADDRESSED
	complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Close Reading Workshops:</b> Workshops 3, 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.5, 1.14, Unit 2: Activities 2.3, 2.9, 2.14, Unit 3: Activities 3.1, 3.9, Unit 4: Activities 4.1, 4.8
Reading Standards for Informational Text: Key Ideas and Details		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.3, Unit 3: EA1, Activity 3.11 <b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 1B: Activity 2, Workshop 2B: Activities 2, 6, Workshop 3A: Activity 2, Workshop 3B: Activities 2, 6 <b>Close Reading Workshops:</b> Workshops 1, 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activities 2.14, 2.18, 2.19, Unit 3: Activities 3.1, 3.3, 3.4, 3.8, 3.9, 3.10, Unit 4: Activities 4.1, 4.5, 4.8 <b>Language Workshops:</b> Workshop 2B: Activity 5, Workshop 3A: Activity 6, Workshop 3B: Activity 5, EA, Workshop 4A: Activity 2, Workshop 4B: Activity 2 <b>Close Reading Workshops:</b> Workshops 5, 6
RI.6.2	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.19, Unit 3: Activity 3.7 <b>Language Workshops:</b> Workshop 2B: Activity 5, Workshop 3A: Activity 5, Workshop 3B: Activity 5, Workshop 4A: Activity 2 <b>Close Reading Workshops:</b> Workshops 1, 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activity 2.18, Unit 3: Activity 3.8, Unit 4: Activity 4.5

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 2B: Activities 2, 6, Workshop 3A: Activity 6, Workshop 4B: Activity 2 <b>Close Reading Workshops:</b> Workshop 6
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.19, Unit 3: Activities 3.4, 3.7 <b>Language Workshops:</b> Workshop 3A: Activities 2, 6, Workshop 4B: Activity 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 3: Activity 3.3 <b>Language Workshops:</b> Workshop 2B: Activity 2, Workshop 3A: Activity 5, Workshop 3B: Activity 5, Workshop 4A: Activity 2 <b>Close Reading Workshops:</b> Workshops 1, 5, 6
Reading Standards for Informational Text: Craft and Style		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.13, Unit 4: Activity 4.5 <b>Close Reading Workshops:</b> Workshops 1, 2, 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.18, 2.19 <b>Language Workshops:</b> Workshop 1B: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activities 2, 4, 6, Workshop 3B: Activities 2, 4, Workshop 4B: Activity 2 <b>Close Reading Workshops:</b> Workshop 6
RI.6.5	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.19, Unit 3: Activities 3.4, 3.11 <b>Language Workshops:</b> Workshop 4A: Activity 2 <b>Close Reading Workshops:</b> Workshop 1

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.18, Unit 3: Activity 3.10, Unit 4: Activity 4.5 <b>Language Workshops:</b> Workshop 2B: Activity 6, Workshop 3A: Activities 2, 5, Workshop 3B: Activity 2 <b>Close Reading Workshops:</b> Workshops 5, 6
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activity 2.19, Unit 3: Activities 3.3, 3.4, 3.11 <b>Language Workshops:</b> Workshop 3B: Activity 2 <b>Close Reading Workshops:</b> Workshops 1, 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.5 <b>Language Workshops:</b> Workshop 2B: Activity 6, Workshop 3A: Activity 6, Workshop 3B: Activity 6 <b>Close Reading Workshops:</b> Workshop 5
Reading Standards for Informational Text: Integration of Knowledge and Ideas		
RI.6.7	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.4, 3.7, EA1 <b>Close Reading Workshops:</b> Workshops 1, 2, 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.4, 3.8 <b>Language Workshops:</b> Workshop 3B: EA
RI.6.8	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.3, 3.4, 3.11 <b>Close Reading Workshops:</b> Workshop 2



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.8, 3.10, Unit 4: Activity 4.5 <b>Language Workshops:</b> Workshop 3A: Activity 5, Workshop 3B: Activity 6, EA <b>Close Reading Workshops:</b> Workshops 1, 5, 6
RI.6.9	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).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activity 2.19, Unit 4: Activity 4.5 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.18, Unit 3: Activity 3.8 <b>Close Reading Workshops:</b> Workshop 5
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity		
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.3 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.14, 2.19, Unit 3: Activities 3.1, 3.9, Unit 4: Activities 4.1, 4.8
Writing Standards: Text Types and Purposes		
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 1B: Activity 2, Workshop 3B: EA <b>Writing Workshops:</b> Workshop 2
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.6, 3.7, 3.10, 3.14, EA2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.11

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 3B: EA
W.6.1b	Write arguments to support claims with clear reasons and relevant evidence.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.6, 3.7, 3.10, 3.12, 3.13, 3.14, EA2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.11 <b>Language Workshops:</b> Workshop 3B: EA
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.6, 3.10, 3.14, EA2 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 3B: EA
W.6.1d	Write arguments to support claims with clear reasons and relevant evidence.  d. Establish and maintain a formal style.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.6, 3.7, 3.10, 3.14, EA2 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 3B: EA
W.6.1e	Write arguments to support claims with clear reasons and relevant evidence.  e. Provide a concluding statement or section that follows from the argument presented.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.14 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 3B: EA
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 2A: Activity 2, EA, Workshop 2B: Activity 2, EA, Workshop 4B: Activity 2 <b>Writing Workshops:</b> Workshop 3 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 3A: Activity 2, Workshop 3B: Activity 2



STANDARD CODE	STANDARD	WHERE ADDRESSED
W.6.2a	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activities 2.2, 2.4, EA1, 2.15, 2.16, 2.19, EA2  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activities 4.11, 4.15 <b>Language Workshops:</b> Workshop 2A: EA, Workshop 2B: EA, Workshop 3A: Activity 2, Workshop 3B: Activity 2
W.6.2b	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activities 2.2, EA1, 2.16, 2.19, EA2 <b>Writing Workshops:</b> Workshop 5  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.6, 2.15, Unit 4: Activities 4.11, 4.15 <b>Language Workshops:</b> Workshop 2A: Activity 2, EA, Workshop 2B: Activity 2, EA, Workshop 3A: Activity 2, Workshop 3B: Activity 2
W.6.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.4, EA1, 2.16, EA2  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.15 <b>Language Workshops:</b> Workshop 2A: EA, Workshop 2B: Activity 2, EA, Workshop 4B: Activity 2
W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: EA1, Activity 2.16, EA2  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.4



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 2A: EA, Workshop 2B: Activity 2, EA, Workshop 3A: Activity 2
W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.2, 2.4, EA1, 2.19, EA2 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 2A: Activity 2, EA, Workshop 2B: EA
W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from the information or explanation presented.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: EA1, Activity 2.16, EA2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.15 <b>Language Workshops:</b> Workshop 2A: EA, Workshop 2B: EA
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA <b>Writing Workshops:</b> Workshops 4, 7
W.6.3a	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>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.5, 1.7, 1.8, 1.9, EA1, 1.17, EA2 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA
W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.5, 1.7, 1.8, 1.9, EA1, 1.17, EA2 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA

STANDARD CODE	STANDARD	WHERE ADDRESSED
W.6.3c	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.7, 1.8, 1.9, EA1, 1.17, EA2 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA
W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.8, EA1, 1.17, EA2 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 2A: Activity 6
W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  e. Provide a conclusion that follows from the narrated experiences or events.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.7, 1.8, EA1, 1.17, EA2 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.9 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA
<b>Writing Standards: Production and Distribution of Writing</b>		
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.7, 1.8, 1.9, 1.12, 1.15, Unit 2: Activities 2.2, 2.3, 2.4, 2.15, Unit 3: Activities 3.12, 3.13, 3.14, 3.15 <b>Language Workshops:</b> Workshop 1A: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 3, 6, 10 <b>Additional Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>English Language Arts:</b> Unit 1: EA1, EA2, Unit 2: Activities 2.6, EA1, 2.16, 2.19, EA2, Unit 4: Activities 4.6, 4.7, 4.14  <b>Language Workshops:</b> Workshop 1A: Activities 1, 2, 3, EA, Workshop 1B: Activities 1, 3, EA, Workshop 2A: Activities 1, 3, 6, EA, Workshop 2B: Activities 1, 2, 3, EA, Workshop 3A: Activities 1, 3, Workshop 3B: Activities 1, 3, 7, EA, Workshop 4A: Activities 1, 3, 7, Workshop 4B: Activities 1, 3
W.6.5	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities LC1.5, 1.7, 1.8, 1.9, EA1, 1.12, 1.13, 1.14, 1.17, EA2, Unit 2: Activities 2.2, LC2.3, 2.4, LC2.4, 2.6, 2.15, Unit 3: Activities 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, EA2  <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 2A: EA, Workshop 2B: EA, Workshop 3B: EA  <b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: EA1, Activity 2.16, EA2, Unit 3: Activity 3.6, Unit 4: Activities 4.4, 4.6, 4.7, LC4.9, 4.15  <b>Language Workshops:</b> Workshop 1B: Activity 7, Workshop 2B: Activity 7, Workshop 3B: Activity 7, Workshop 4A: Activity 7
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: EA1, EA2, Unit 3: EA2, Unit 4: Activity 4.7, EA1  <b>Writing Workshops:</b> Workshop 6  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.16, EA2
<b>Writing Standards: Research to Build and Present Knowledge</b>		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.18, Unit 3: Activity 3.12, EA2, Unit 4: Activity 4.6

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.5
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.18, Unit 3: Activities 3.5, 3.12, EA2, Unit 4: Activities 4.5, 4.6 <b>Language Workshops:</b> Workshop 4A: EA <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: EA2, Unit 4: Activities 4.5, 4.9 <b>Language Workshops:</b> Workshop 3B: EA
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: EA1, Activity 2.18, EA2 <b>Writing Workshops:</b> Workshop 6
W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.11
W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.3, Unit 4: Activity 4.6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.4
Writing Standards: Range of Writing		



STANDARD CODE	STANDARD	WHERE ADDRESSED
W.6.10	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.	<p><b>Focus Standard</b></p> <p><b>Writing Workshops:</b> Workshops 8, 9</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.5, 1.6, 1.7, 1.8, EA1, 1.11, 1.15, 1.17, EA2, Unit 2: Activities 2.3, 2.6, 2.10, 2.13, Unit 3: Activity 3.7, Unit 4: Activities 4.4, 4.6, 4.7</p> <p><b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 10</p>
Speaking and Listening Standards: Comprehension and Collaboration		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.7</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 5, 6, Workshop 1B: Activities 1, 5, Workshop 2A: Activities 1, 5, 6, Workshop 2B: Activities 1, 5, 6, Workshop 3A: Activities 1, 5, 6, Workshop 3B: Activities 1, 5, 6, Workshop 4A: Activities 1, 5, 6, Workshop 4B: Activities 1, 6, EA</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity LC1.5, Unit 4: Activity 4.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 3, Workshop 1B: Activities 3, 6, 7, Workshop 2A: Activities 3, 4, 5, EA, Workshop 2B: Activities 2, 3, 4, EA, Workshop 3A: Activities 3, 4, 7, EA, Workshop 3B: Activities 2, 3, 4, Workshop 4A: Activities 3, 4, Workshop 4B: Activities 2, 3, 4, 5</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2, 3, 4</p> <p><b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
SL.6.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.16, Unit 2: Activities 2.7, 2.11, Unit 3: Activity 3.4, Unit 4: EA2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activity 4.14</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
	referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>Language Workshops:</b> Workshop 1B: Activity 6, Workshop 2B: Activity 6, Workshop 3A: Activity 6, Workshop 3B: Activity 6, Workshop 4A: Activity 6 <b>Writing Workshops:</b> Workshops 4, 6
SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 2: Activities 2.7, 2.12, 2.13, Unit 3: Activity 3.4, Unit 4: Activity 4.10  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 3: Activity 3.3, Unit 4: Activity 4.14  <b>Language Workshops:</b> Workshop 1B: Activity 6, Workshop 4A: EA, Workshop 4B: EA
SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 1: Activity 1.1, Unit 2: Activities 2.1, 2.5, 2.7, 2.12, 2.13, 2.14, Unit 3: Activities 3.2, 3.16, Unit 4: EA1, Activity 4.10  <b>Language Workshops:</b> Workshop 1B: Activity 6  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 1: Activities 1.7, 1.12, Unit 4: Activity 4.7  <b>Language Workshops:</b> Workshop 1A: Activities 1, 7, Workshop 1B: Activity 1, Workshop 2A: Activity 1, Workshop 2B: Activities 1, 6, Workshop 3A: Activities 1, 5, 6, Workshop 3B: Activities 1, 6, Workshop 4A: Activities 1, 6, EA, Workshop 4B: Activity 1, EA
SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.13, Unit 3: Activity 3.16, Unit 4: EA1, Activity 4.10  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 2: Activity 2.7, Unit 4: Activities 4.7, 4.14  <b>Language Workshops:</b> Workshop 1A: Activities 1, 5, Workshop 1B: Activities 1, 6, Workshop 2A: Activity 1, Workshop 2B: Activity 1,



STANDARD CODE	STANDARD	WHERE ADDRESSED
		Workshop 3A: Activity 1, Workshop 3B: Activity 1, Workshop 4A: Activity 1, Workshop 4B: Activity 1
SL.6.2	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.14, Unit 2: Activities 2.2, 2.10, 2.12, EA2, Unit 3: Activity 3.7, EA1, Unit 4: Activities 4.7, EA1, 4.10, 4.11, EA2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.14 <b>Close Reading Workshops:</b> Workshops 2, 4
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.6, 3.8 <b>Language Workshops:</b> Workshop 3A: EA
Speaking and Listening Standards: Presentation of Knowledge and Ideas		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.8, EA1, Unit 4: Activity 4.7, EA1 <b>Language Workshops:</b> Workshop 3A: EA <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.17 <b>Language Workshops:</b> Workshop 1A: Activity 5, Workshop 1B: Activity 6, Workshop 2A: Activity 2
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.7, 3.8, EA1, Unit 4: Activity 4.7, EA1 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.3

STANDARD CODE	STANDARD	WHERE ADDRESSED
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.8, EA1, Unit 4: Activities 4.2, 4.3, EA1, 4.10, EA2</p> <p><b>Language Workshops:</b> Workshop 4A: EA, Workshop 4B: EA</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.17</p> <p><b>Language Workshops:</b> Workshop 3A: EA, Workshop 4A: Activities 1, 6, Workshop 4B: Activity 1</p>
Language Standards: Conventions of Standard English		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities LC2.3, LC2.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 7, Workshop 1B: Activity 7, Workshop 2A: Activity 7, Workshop 3A: Activity 7, Workshop 3B: Activity 7, Workshop 4A: Activity 7, Workshop 4B: Activity 7</p> <p><b>Writing Workshops:</b> Workshops 1, 2, 3, 10</p> <p><b>Additional Standard</b></p> <p><b>Language Workshops:</b> Workshop 1A: Activities 3, 4, EA, Workshop 1B: Activities 3, 4, EA, Workshop 2A: Activities 3, 4, EA, Workshop 2B: Activities 3, 4, 7, EA, Workshop 3A: Activities 3, 4, EA, Workshop 3B: Activities 3, 4, Workshop 4A: Activity 3, EA, Workshop 4B: Activities 3, 4, EA</p> <p><b>Writing Workshops:</b> Workshops 4, 5, 6, 7, 8, 9</p>
L.6.1a	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).	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.12</p> <p><b>Additional Standard</b></p> <p><b>Language Workshops:</b> Workshop 1B: Activity 7</p>
L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Focus Standard</b></p>



STANDARD CODE	STANDARD	WHERE ADDRESSED
	b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	English Language Arts: Unit 1: Activity 1.5
L.6.1c	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.	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 1B: Activity 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.9 <b>Language Workshops:</b> Workshop 1B: Activity 7
L.6.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.9 <b>Language Workshops:</b> Workshop 1B: Activity 7
L.6.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.*	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 3B: Activity 7, Workshop 4A: Activity 7, Workshop 4B: Activity 7 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.3 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: Activity 7, Workshop 2A: Activity 7, Workshop 3A: Activity 7
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 2B: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 3, 5, 6, 10 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: Activities 3, 7, EA, Workshop 1B: Activity 3, EA, Workshop 2A: Activities 3, 7, EA, Workshop 2B: Activity 3, EA, Workshop 3A: Activities 3, 7, EA, Workshop 3B: Activities 3, 7, Workshop 4A: Activities 3, 7, Workshop 4B: Activities 3, 4, 7 <b>Writing Workshops:</b> Workshops 4, 7, 8, 9

STANDARD CODE	STANDARD	WHERE ADDRESSED
L.6.2a	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>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity LC3.11, Unit 4: Activity LC4.9 <b>Writing Workshops:</b> Workshops 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.8, 1.9, EA1, EA2, Unit 2: Activities 2.4, 2.19, EA2 <b>Language Workshops:</b> Workshop 1A: Activity 7
L.6.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA1, EA2, Unit 2: Activity 2.19, EA2 <b>Language Workshops:</b> Workshop 1A: Activity 7
Language Standards: Knowledge of Language		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshops 1, 3, 10 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: Activity 7, Workshop 1B: EA, Workshop 2A: Activity 7, EA, Workshop 2B: Activity 7, EA, Workshop 3A: Activity 7, EA, Workshop 3B: Activity 7, Workshop 4A: Activity 7, EA, Workshop 4B: Activities 6, 7, EA
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.*	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities LC1.5, 1.8, 1.14, Unit 4: Activity LC4.9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.9, EA1, 1.15, EA2, Unit 4: Activity 4.15



STANDARD CODE	STANDARD	WHERE ADDRESSED
L.6.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Maintain consistency in style and tone.*	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA1, EA2, Unit 4: Activity 4.2
Language Standards: Vocabulary Acquisition and Use		
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	<b>Focus Standard</b> <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.1 <b>Language Workshops:</b> Workshop 1A: Activities 3, 5, Workshop 1B: Activities 3, 5, Workshop 2A: Activities 3, 5, Workshop 2B: Activities 3, 5, Workshop 3A: Activities 3, 5, Workshop 3B: Activities 3, 5, Workshop 4A: Activities 3, 5, EA, Workshop 4B: Activities 3, 5, 6, EA <b>Close Reading Workshops:</b> Workshops 1, 2
L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , 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>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.8 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, 1.5, 1.6, 1.12, 1.14, 1.15, 1.16, Unit 3: Activities 3.3, 3.4, 3.7, 3.8, 3.11, Unit 4: Activities 4.2, 4.3, 4.4, 4.5, 4.12, 4.13, 4.15 <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activities 2, 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4

STANDARD CODE	STANDARD	WHERE ADDRESSED
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.7  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, 1.5, 1.6, 1.12, 1.14, 1.15, 1.16, Unit 3: Activities 3.3, 3.4, 3.7, 3.8, 3.11, Unit 4: Activities 4.2, 4.3, 4.4, 4.5, 4.9, 4.12, 4.13, 4.15
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.  c. Consult 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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.2, 3.6  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, 1.5, 1.6, 1.12, 1.15, 1.16, Unit 2: Activities 2.8, 2.17, Unit 3: Activities 3.3, 3.4, 3.7, 3.8, 3.11, Unit 4: Activities 4.2, 4.3, 4.4, 4.5, 4.9, 4.12, 4.13, 4.15  <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activities 2, 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.  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).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.13, Unit 2: Activity 2.8  <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1B: Activity 2, Workshop 4A: Activity 4, Workshop 4B: Activity 4
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshops 7, 8, 9  <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: Activity 4, EA, Workshop 1B: Activities 2, 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 6



STANDARD CODE	STANDARD	WHERE ADDRESSED
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.5, 1.6, 1.16, Unit 2: Activity 2.8 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.9, 2.12, 2.13, Unit 4: Activities 4.2, 4.3 <b>Language Workshops:</b> Workshop 1B: Activity 2
L.6.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words(e.g., cause/effect, part/whole, item/category)to better understand each of the words.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.4, Unit 3: Activities 3.1, 3.13, Unit 4: Activities 4.1, 4.8 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.4
L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.15, Unit 3: Activity 3.2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.5, Unit 3: Activity 3.11, Unit 4: Activity 4.15
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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.1, 1.2, 1.10, Unit 2: Activity 2.14, Unit 3: Activity 3.9 <b>Language Workshops:</b> Workshop 1A: Activities 1, 3, Workshop 1B: Activities 1, 3, 4, Workshop 2A: Activities 1, 3, 4, Workshop 2B: Activities 1, 3, 4, Workshop 3A: Activities 1, 3, 4, Workshop 3B: Activities 1, 3, 4, Workshop 4A: Activities 1, 3, 4, Workshop 4B: Activities 1, 3, 4 <b>Writing Workshops:</b> Workshops 8, 9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.2, 2.9, 2.17, Unit 4: Activity 4.11, EA2

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 1B: Activity 5, Workshop 2A: Activity 5, Workshop 2B: Activity 5, Workshop 3A: EA, Workshop 3B: Activity 5

STANDARD CODE	STANDARD	WHERE ADDRESSED
Reading Standards for Literature: Key Ideas and Details		
RL.7.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.2, 1.4, 1.13, Unit 3: Activities 3.2, 3.3, 3.4</p> <p><b>Language Workshops:</b> Workshop 1B: Activity 5, Workshop 4B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.12, 1.13, 1.14, 1.15, Unit 3: Activities 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, EA1, 3.16, Unit 4: Activities 4.2, 4.6, 4.7, 4.8, 4.9</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 3A: Activities 5, 6, Workshop 4A: Activity 6</p>
RL.7.2	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.3, Unit 3: Activities 3.6, 3.11</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 5, Workshop 1B: Activities 5, 6, Workshop 4A: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.11, 1.12, 1.13, 1.14, 1.15, Unit 3: Activities 3.4, 3.5, 3.10, 3.17, Unit 4: Activities 4.2, 4.5, 4.7, 4.9, 4.15</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 3A: Activities 5, 6, Workshop 4A: Activity 5</p> <p><b>Writing Workshops:</b> Workshops 8, 9</p>
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.11, 1.12, 1.13, 1.14, 1.15, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.11, Unit 4: Activities 4.10, 4.11, 4.12, 4.13, 4.14, 4.15</p>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 3A: Activities 5, 6, Workshop 4B: Activity 5 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: EA1, Unit 4: EA2 <b>Language Workshops:</b> Workshop 1B: Activities 5, 6, Workshop 4B: Activity 6, EA <b>Close Reading Workshops:</b> Workshop 4
Reading Standards for Literature: Craft and Structure		
RL.7.4	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.11, 1.12, 1.14, 1.15, Unit 3: Activities 3.3, 3.8, 3.10, Unit 4: Activities 4.2, 4.3, 4.5, 4.7, 4.9, 4.13 <b>Close Reading Workshops:</b> Workshops 3, 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.12, 1.13, Unit 3: Activities 3.4, 3.6, 3.16, 3.17, Unit 4: Activities 4.4, 4.6, 4.11, 4.15, EA2 <b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 3A: Activity 5, Workshop 4A: Activity 6, Workshop 4B: Activity 6, EA <b>Writing Workshops:</b> Workshops 8, 9
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.10, Unit 4: Activities 4.3, 4.9, 4.12 <b>Close Reading Workshops:</b> Workshops 3, 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.17, Unit 4: Activities 4.2, 4.5, 4.6, 4.7, 4.15 <b>Language Workshops:</b> Workshop 4A: Activity 6

STANDARD CODE	STANDARD	WHERE ADDRESSED
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.3, 3.4, 3.5, 3.8, Unit 4: Activity 4.13 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.12, Unit 3: Activities 3.10, 3.11, EA1, 3.17, Unit 4: Activities 4.4, 4.5, 4.6, 4.15 <b>Close Reading Workshops:</b> Workshops 3, 4
Reading Standards for Literature: Integration of Knowledge and Ideas		
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.17, Unit 4: Activities 4.4, 4.6, 4.11, 4.15 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.3
RL.7.8	(Not applicable to literature)	(Not applicable to literature)
RL.7.9	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.16, 3.17, Unit 4: Activity 4.7
Reading Standards for Literature: Range of Reading and Level of Text Complexity		
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.13 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.8
Reading Standards for Informational Text: Key Ideas and Details		
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 4: Activity 4.11

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<p><b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 2A: Activities 5, 6, Workshop 4A: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.4, 1.5, 1.15, Unit 2: Activities 2.2, 2.3, 2.8, 2.12, 2.13, 2.15, Unit 3: Activities 3.14, 3.17, 3.18</p> <p><b>Language Workshops:</b> Workshop 2A: Activity 2, Workshop 2B: Activities 5, 6, Workshop 3A: Activity 2, Workshop 3B: Activities 2, 5, 6, Workshop 4A: Activity 2, Workshop 4B: Activity 2</p> <p><b>Writing Workshops:</b> Workshop 5</p>
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.12</p> <p><b>Language Workshops:</b> Workshop 1B: Activity 2, Workshop 2A: Activities 2, 5, Workshop 2B: Activities 2, 5, Workshop 3A: Activity 2, Workshop 3B: Activity 2, Workshop 4A: Activity 2, Workshop 4B: Activity 2</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.5, 1.15, Unit 2: Activity 2.2, Unit 3: Activity 3.14, Unit 4: Activity 4.11</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 2B: Activity 6, Workshop 3B: Activity 5</p>
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.5, Unit 2: Activities 2.6, 2.12, Unit 3: Activity 3.14</p> <p><b>Language Workshops:</b> Workshop 3B: Activities 5, 6</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.8, Unit 3: Activity 3.17</p> <p><b>Language Workshops:</b> Workshop 3B: Activity 2, Workshop 4A: Activity 2</p>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		Close Reading Workshops: Workshop 1
Reading Standards for Informational Text: Craft and Style		
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 3: Activity 3.18</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.5, Unit 2: Activities 2.2, 2.3, 2.6, 2.8, 2.12, 2.13, 2.14, 2.15, 2.16, Unit 3: Activities 3.16, 3.17, Unit 4: Activity 4.11</p> <p><b>Language Workshops:</b> Workshop 2B: Activity 2, Workshop 3A: Activity 2</p>
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.5, Unit 2: Activity 2.3, Unit 3: Activity 3.16</p> <p><b>Close Reading Workshops:</b> Workshops 1</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.7, 1.8, 1.9, Unit 2: Activities 2.2, 2.8, 2.12, 2.14, 2.16</p> <p><b>Close Reading Workshops:</b> Workshop 2</p> <p><b>Writing Workshops:</b> Workshop 3</p>
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.9, Unit 2: Activities 2.4, 2.5, 2.13, 2.15, Unit 3: Activity 3.18</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.8, Unit 2: Activities 2.2, 2.3, 2.6, 2.12, 2.14, Unit 3: Activity 3.17</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 2B: Activities 2, 5, 6, Workshop 3A: Activity 2 <b>Writing Workshops:</b>
Reading Standards for Informational Text: Integration of Knowledge and Ideas		
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.2, 2.14 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.17
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.2, 2.4, 2.6, 2.8, 2.12, 2.13, 2.14, 2.15, 2.16 <b>Language Workshops:</b> Workshop 2B: Activity 6 <b>Close Reading Workshops:</b> Workshop 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.10, 2.16
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.15, Unit 3: Activity 3.14 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.3
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity		
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.4
Writing Standards: Text Types and Purposes		



STANDARD CODE	STANDARD	WHERE ADDRESSED
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.11, 2.12, 2.16, EA2 <b>Language Workshops:</b> Workshop 2B: EA <b>Writing Workshops:</b> Workshop 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.10, 2.12, 2.13, Unit 3: Activity 3.15, Unit 4: Activity 4.7 <b>Language Workshops:</b> Workshop 2B: Activity 6
W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.13, 2.14, 2.15, 2.16, EA2 <b>Language Workshops:</b> Workshop 2B: EA, Workshop 3B: EA
W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.13, 2.14, 2.16, EA2 <b>Language Workshops:</b> Workshop 2B: EA, Workshop 3B: EA
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.13, 2.16, EA2 <b>Language Workshops:</b> Workshop 3B: EA
W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.16, EA2 <b>Language Workshops:</b> Workshop 2B: EA
W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.13, 2.16, EA2 <b>Language Workshops:</b> Workshop 3B: EA

STANDARD CODE	STANDARD	WHERE ADDRESSED
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.5, EA1, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, EA1</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 2A: EA, Workshop 2B: Activity 2, Workshop 3A: EA, Workshop 3B: Activity 2, EA, Workshop 4A: Activity 2, Workshop 4B: Activity 2</p> <p><b>Writing Workshops:</b> Workshops 3, 5</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.3, 2.8, Unit 3: Activities 3.1, 3.12, EA2, Unit 4: Activities 4.2, 4.5</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 2A: Activity 6, Workshop 3A: Activity 2, Workshop 3B: Activity 6, Workshop 4A: Activity 6</p>
W.7.2a	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 clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.4, Unit 3: Activities 3.11, 3.16</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: EA1, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, EA1, Unit 4: Activity 4.2</p> <p><b>Language Workshops:</b> Workshop 4A: Activity 2, Workshop 4B: Activity 2</p>
W.7.2b	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.	<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.3, 2.5, EA1, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, EA1, Unit 4: Activities 4.2, 4.5</p> <p><b>Language Workshops:</b> Workshop 3B: Activities 2, 6, Workshop 4A: Activity 2, Workshop 4B: Activity 2</p>
W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.5</p> <p><b>Additional Standard</b></p>



STANDARD CODE	STANDARD	WHERE ADDRESSED
	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>English Language Arts:</b> Unit 2: Activities 2.5, 2.8, EA1, Unit 3: Activities 3.5, 3.6, 3.7, EA1 <b>Language Workshops:</b> Workshop 3B: Activities 2, 6, Workshop 4B: Activity 2
W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.8, EA1, Unit 3: Activity 3.5, EA1 <b>Language Workshops:</b> Workshop 3B: Activity 6
W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  e. Establish and maintain a formal style.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.6, 2.8, Unit 3: EA1 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.9, EA1, Unit 3: Activity 3.5 <b>Language Workshops:</b> Workshop 3B: Activity 6
W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.5, EA1, Unit 3: EA1
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.5, EA1, EA2, Unit 4: Activities 4.3, 4.7, EA1 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 4A: EA <b>Writing Workshops:</b> Workshops 4, 7 <b>Additional Standard</b>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		English Language Arts: Unit 1: Activities 1.6, 1.7, 1.8
W.7.3a	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>Focus Standard</b>  English Language Arts: Unit 1: Activity 1.7  Writing Workshops: Workshop 4  <b>Additional Standard</b>  English Language Arts: Unit 1: EA1, EA2, Unit 4: Activities 4.3, 4.4, 4.6, 4.7, EA1  Language Workshops: Workshop 1A: EA, Workshop 1B: EA, Workshop 4A: EA
W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>Focus Standard</b>  English Language Arts: Unit 1: Activity 1.7  Writing Workshops: Workshop 4  <b>Additional Standard</b>  English Language Arts: Unit 1: EA1, EA2, Unit 4: EA1  Language Workshops: Workshop 1A: EA, Workshop 4A: EA
W.7.3c	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.	<b>Focus Standard</b>  English Language Arts: Unit 1: Activity 1.6, EA1  Writing Workshops: Workshop 4  <b>Additional Standard</b>  English Language Arts: Unit 1: EA2, Unit 4: EA1  Language Workshops: Workshop 1A: EA, Workshop 1B: EA, Workshop 4A: EA
W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>Focus Standard</b>  English Language Arts: Unit 1: Activity 1.8  Writing Workshops: Workshop 4  <b>Additional Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>English Language Arts:</b> Unit 1: Activities 1.7, 1.9, EA1, EA2, Unit 4: Activities 4.3, 4.4, 4.6, EA1 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: Activity 2, Workshop 2A: EA, Workshop 4A: EA
W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.9 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA1, EA2, Unit 4: EA1 <b>Language Workshops:</b> Workshop 1B: EA, Workshop 4A: EA
<b>Writing Standards: Production and Distribution of Writing</b>		
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: EA2, Unit 2: Activity 2.16, EA2, Unit 3: EA2 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: Activity 2, EA, Workshop 2A: Activity 2, EA, Workshop 2B: EA, Workshop 3A: EA <b>Writing Workshops:</b> Workshops 1, 2, 3, 5, 6, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.10, 3.15, 3.16, 3.17 <b>Language Workshops:</b> Workshop 1A: Activities 2, 3, 7, Workshop 1B: Activities 2, 3, 6, Workshop 2A: Activity 3, Workshop 2B: Activity 2, EA, Workshop 3A: Activities 3, 4, 6, 7, Workshop 3B: Activity 2, EA, Workshop 4A: Activity 2, Workshop 4B: Activity 2 <b>Close Reading Workshops:</b> Workshop 2
W.7.5	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities LC1.4, 1.6, 1.7, 1.8, 1.9, EA1, 1.10, EA2, Unit 2: Activities 2.5, 2.9, EA1, 2.10, 2.11, LC2.12, 2.16, LC2.16, EA2, Unit 3: Activities 3.1, EA1, 3.12, LC3.17, EA2, Unit 4: Activities 4.1, LC4.5, EA1

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 1A: Activity 7, Workshop 3A: Activity 7, Workshop 3B: Activity 7, Workshop 4A: Activity 7, EA, Workshop 4B: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 4, 5, 6, 7, 8, 9, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.1, 1.3, 1.4, 1.5, Unit 2: Activities 2.1, 2.2, 2.3, 2.6, 2.8, 2.12, 2.13, 2.14, Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.18 <b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: Activity 7, EA, Workshop 2A: EA, Workshop 2B: Activity 7, Workshop 3B: EA
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.5, Unit 4: Activity 4.10 <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 3B: EA
<b>Writing Standards: Research to Build and Present Knowledge</b>		
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.3, 2.7, 2.13, Unit 3: Activities 3.13, 3.15, 3.18, EA2 <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.9
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.6, 2.7, 2.8, 2.13, Unit 3: Activity 3.15, EA2 <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		English Language Arts: Unit 2: Activities 2.3, 2.9
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.13, Unit 3: EA1, Unit 4: Activities 4.5, 4.7
W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "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").	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: EA1 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, Unit 4: Activities 4.2, 4.5 <b>Language Workshops:</b> Workshop 1B: Activity 6
W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.13, 2.14
Writing Standards: Range of Writing		
W.7.10	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2 <b>Writing Workshops:</b> Workshops 8, 9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA2, Unit 2: EA2 <b>Language Workshops:</b> Workshop 1B: EA <b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 10

STANDARD CODE	STANDARD	WHERE ADDRESSED
Speaking and Listening Standards: Comprehension and Collaboration		
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.10, Unit 2: Activities 2.2, 2.5, EA1, Unit 3: Activities 3.2, 3.15, Unit 4: Activity 4.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 6, Workshop 1B: Activities 1, 6, Workshop 2A: Activities 1, 6, Workshop 2B: Activities 1, 6, EA, Workshop 3A: Activities 1, 6, EA, Workshop 3B: Activities 1, 6, Workshop 4A: Activities 1, 6, Workshop 4B: Activities 1, 5, 6</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.11, 2.13, Unit 3: Activities 3.5, 3.13, 3.16, Unit 4: Activities 4.3, 4.6, EA1, 4.10, 4.11, 4.12, 4.13, 4.14, EA2</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 3, 5, EA, Workshop 1B: Activities 3, 5, EA, Workshop 2A: Activities 3, 7, EA, Workshop 2B: Activities 3, 4, 5, 7, Workshop 3A: Activities 3, 4, Workshop 3B: Activities 2, 3, 4, 5, 7, EA, Workshop 4A: Activities 2, 3, 4, 5, 7, EA, Workshop 4B: Activities 2, 4, 7, EA</p> <p><b>Close Reading Workshops:</b> Workshop 1, 4</p> <p><b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.13, Unit 3: Activity 3.18</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.7, EA1, Unit 3: Activities 3.2, 3.13, 3.15, Unit 4: Activity 4.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 5, Workshop 1B: Activities 2, 5, 6, Workshop 2A: Activities 5, 6, Workshop 2B: Activities 1, 2, 6, Workshop 3A: Activity 6, EA, Workshop 3B: Activities 3, 6, Workshop 4B: Activity 5, EA</p> <p><b>Writing Workshops:</b> Workshops 4, 6</p>
SL.7.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	<b>Focus Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
	<p><i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and dead- lines, and define individual roles as needed.</p>	<p><b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.7, Unit 3: Activity 3.13</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: EA1, Unit 3: Activities 3.2, 3.15, Unit 4: Activity 4.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 7, Workshop 1B: Activity 1, Workshop 2A: Activities 1, 7, Workshop 2B: Activity 1, Workshop 3A: EA, Workshop 4B: EA</p>
SL.7.1c	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.7, EA1, Unit 3: Activities 3.2, 3.15, Unit 4: Activity 4.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 6, 7, Workshop 2A: Activities 1, 3, 6, 7, Workshop 2B: Activity 6, EA, Workshop 3A: Activities 1, 5, 6, EA, Workshop 3B: Activity 6, EA, Workshop 4A: Activities 1, 6, Workshop 4B: Activities 1, 6</p>
SL.7.1d	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.7, EA1, Unit 3: Activities 3.2, 3.15, Unit 4: Activity 4.4</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 1, 7, Workshop 1B: Activity 1, Workshop 2A: Activities 1, 7, Workshop 2B: Activity 6, Workshop 3A: Activity 6, EA, Workshop 3B: Activity 6, Workshop 4A: Activity 6, Workshop 4B: Activity 6, EA</p>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activities 3.13, 3.16, 3.17, Unit 4: Activity 4.3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.2, Unit 4: Activities 4.4, 4.6, 4.10, 4.11, 4.12</p> <p><b>Language Workshops:</b> Workshop 3B: EA, Workshop 4A: EA, Workshop 4B: EA</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Close Reading Workshops:</b> Workshop 1, 3, 4
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.7, 2.11, 2.15 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 3B: EA
<b>Speaking and Listening Standards: Presentation of Knowledge and Ideas</b>		
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.15, Unit 3: Activities 3.9, 3.15, EA2, Unit 4: EA1, EA2 <b>Language Workshops:</b> Workshop 3B: EA <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.17, Unit 4: Activities 4.1, 4.4, 4.6, 4.10 <b>Language Workshops:</b> Workshop 3A: EA, Workshop 4A: EA, Workshop 4B: Activity 5, EA
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: EA2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.16 <b>Language Workshops:</b> Workshop 4B: EA
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.9, EA2, Unit 4: Activities 4.6, EA1, 4.10, 4.11, 4.12, 4.13, 4.14, EA2 <b>Language Workshops:</b> Workshop 4B: EA <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.1



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 1B: Activity 1, Workshop 2B: EA, Workshop 3A: Activity 1, EA, Workshop 3B: Activity 1, EA, Workshop 4A: Activity 1, EA, Workshop 4B: Activity 1
Language Standards: Conventions of Standard English		
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity LC2.12, Unit 3: Activity LC3.17 <b>Language Workshops:</b> Workshop 1A: Activity 7, Workshop 1B: Activity 7, Workshop 2A: Activity 7, Workshop 2B: Activity 7, Workshop 3B: Activity 7, Workshop 4A: Activity 7, Workshop 4B: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 6, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA1, EA2, Unit 2: EA2, Unit 3: Activity 3.9, EA1, Unit 4: Activity LC4.5 <b>Language Workshops:</b> Workshop 1A: Activity 3, Workshop 1B: Activity 3, Workshop 2A: Activity 3, Workshop 3A: Activities 3, 4, 7, EA, Workshop 4B: Activity 6 <b>Writing Workshops:</b> Workshops 4, 5, 7, 8, 9
L.7.1a	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>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity LC2.16, Unit 3: Activities 3.3, 3.6, 3.14, Unit 4: Activity LC4.5 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 2: Activities 2.8, 2.13 <b>Language Workshops:</b> Workshop 3B: Activity 7
L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.4 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 2: EA2, Unit 3: Activities 3.3, 3.5, Unit 4: EA1 <b>Language Workshops:</b> Workshop 3B: Activity 7, Workshop 4A: EA
L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity LC2.16, Unit 3: Activity 3.18, Unit 4: Activity 4.3 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.6, Unit 2: Activity 2.16, Unit 4: Activities 4.4, LC4.5
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity LC1.4, Unit 2: Activity LC2.12, Unit 4: Activity 4.4 <b>Language Workshops:</b> Workshop 3A: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 5, 6, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.8, Unit 2: EA1, Activities 2.12, LC2.16, EA2, Unit 3: EA1, Activity 3.14, Unit 4: EA1 <b>Language Workshops:</b> Workshop 1A: Activity 3, Workshop 1B: Activity 3, Workshop 2A: Activity 3, Workshop 2B: Activity 3, Workshop 3B: Activity 3, Workshop 4A: Activity 3, EA, Workshop 4B: Activities 3, 7 <b>Writing Workshops:</b> Workshops 3, 4, 7, 8, 9
L.7.2a	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>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.8, EA2
L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity LC1.4, Unit 3: EA1

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Additional Standard</b> English Language Arts: Unit 2: EA2
Language Standards: Knowledge of Language		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.8 <b>Language Workshops:</b> Workshop 2B: EA, Workshop 3B: EA <b>Writing Workshops:</b> Workshops 1, 2, 5, 6, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.6, 2.12, Unit 3: Activities 3.9, LC3.17 <b>Language Workshops:</b> Workshop 1A: Activity 5, EA, Workshop 1B: Activities 3, 7, EA, Workshop 2A: Activity 5, EA, Workshop 2B: Activities 3, 7, Workshop 3A: EA, Workshop 3B: Activities 3, 7, Workshop 4A: Activities 3, 7, Workshop 4B: Activity 6
L.7.3a	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.*	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.6, Unit 3: Activity LC3.17, Unit 4: Activity 4.4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.8, Unit 3: Activities 3.5, 3.6
Language Standards: Vocabulary Acquisition and Use		
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.15 <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activities 4, 5, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4 <b>Additional Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<p><b>English Language Arts:</b> Unit 1: Activities 1.3, 1.4, Unit 2: Activities 2.6, 2.14, Unit 3: Activities 3.6, 3.10, 3.14, 3.16, 3.17, 3.18, Unit 4: Activities 4.2, 4.4, 4.5, 4.6</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 3, 5, Workshop 1B: Activity 3, Workshop 2A: Activity 3, Workshop 2B: Activity 3, Workshop 3B: Activity 3, Workshop 4B: Activity 3</p> <p><b>Close Reading Workshops:</b> Workshops 1, 3, 4</p>
L.7.4a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.12, 1.14</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.15, Unit 2: Activities 2.2, 2.3, 2.8, 2.12, 2.13, 2.14, Unit 3: Activity 3.14, Unit 4: Activity 4.15</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 4, 5, Workshop 1B: Activity 4, Workshop 2A: Activities 4, 5, Workshop 2B: Activity 4, Workshop 3A: Activities 4, 5, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4</p>
L.7.4b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.4, 1.14, Unit 3: Activity 3.2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.5, Unit 2: Activities 2.11, 2.12, 2.14, Unit 4: Activities 4.2, 4.3</p>
L.7.4c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.5, 1.14</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 4, 5, Workshop 1B: Activity 4, Workshop 2A: Activities 4, 5, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
L.7.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.  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).	<b>Additional Standard</b>  <b>Language Workshops:</b> Workshop 1A: Activities 4, 5, Workshop 1B: Activity 4, Workshop 2A: Activities 4, 5, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.14, Unit 3: Activities 3.8, 3.10, Unit 4: Activities 4.5, 4.6, 4.7, EA1, 4.9  <b>Writing Workshops:</b> Workshops 7, 8, 9  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 1: Activity 1.12, Unit 2: Activity 2.12, Unit 3: Activities 3.14, 3.17, 3.18  <b>Language Workshops:</b> Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, EA, Workshop 4B: Activity 4  <b>Close Reading Workshops:</b> Workshop 4
L.7.5a	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>Focus Standard</b>  <b>English Language Arts:</b> Unit 1: Activity 1.11, Unit 3: Activity 3.8, Unit 4: Activities 4.5, 4.6, 4.7, 4.9  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 2: Activity 2.14, Unit 4: Activity 4.13
L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>Additional Standard</b>  <b>English Language Arts:</b> Unit 1: Activity 1.12
L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 3: Activity 3.3, Unit 4: Activity 4.5



STANDARD CODE	STANDARD	WHERE ADDRESSED
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.16
L.7.6	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.1, 1.3, 1.10, Unit 2: Activities 2.1, 2.2, 2.10, Unit 3: Activities 3.1, 3.12, Unit 4: Activities 4.1, 4.8 <b>Language Workshops:</b> Workshop 1A: Activities 1, 3, 4, Workshop 1B: Activities 1, 3, 4, Workshop 2A: Activities 1, 3, 4, Workshop 2B: Activities 1, 3, 4, Workshop 3A: Activities 1, 3, 4, Workshop 3B: Activities 1, 3, 4, Workshop 4A: Activities 1, 3, 4, Workshop 4B: Activities 1, 3, 4 <b>Writing Workshops:</b> Workshops 8, 9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.15 <b>Language Workshops:</b> Workshop 1A: Activity 6, Workshop 1B: Activity 6, Workshop 2A: Activity 6, Workshop 3A: EA

STANDARD CODE	STANDARD	WHERE ADDRESSED
Reading Standards for Literature: Key Ideas and Details		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.4, 1.8, Unit 2: Activity 2.4, Unit 4: Activities 4.7, 4.8, 4.19</p> <p><b>Language Workshops:</b> Workshop 1A: Activities 5, 6, Workshop 1B: Activity 5, Workshop 2A: Activities 5, 6, Workshop 3A: Activities 5, 6</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.7, Unit 2: Activity 2.3, Unit 3: Activity 3.12, Unit 4: Activity 4.9</p>
RL.8.2	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.3, Unit 2: Activities 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, Unit 3: Activities 3.4, 3.11, Unit 4: Activity 4.17</p> <p><b>Language Workshops:</b> Workshop 1B: Activity 6, Workshop 3A: EA</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: EA1, Unit 3: Activity 3.10, Unit 4: Activities 4.10, 4.13</p> <p><b>Language Workshops:</b> Workshop 1B: Activity 5, Workshop 2A: Activity 6, Workshop 3A: Activities 5, 6</p> <p><b>Writing Workshops:</b> Workshops 8, 9</p>
RL.8.3	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.6, 1.7, Unit 2: Activities 2.3, 2.8, Unit 3: Activity 3.10, Unit 4: Activities 4.7, 4.8, 4.16, 4.17</p> <p><b>Language Workshops:</b> Workshop 4B: Activity 5</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.11, Unit 4: Activity 4.13</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 3A: Activity 6, Workshop 4B: EA
Reading Standards for Literature: Craft and Structure		
RL.8.4	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.1, 1.5, Unit 3: Activity 3.12, EA1, Unit 4: Activities 4.9, 4.10, 4.15, 4.16</p> <p><b>Language Workshops:</b> Workshop 4B: Activity 6</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.12, Unit 3: Activity 3.4, Unit 4: Activities 4.7, 4.8</p> <p><b>Language Workshops:</b> Workshop 3A: Activities 5, 6, EA, Workshop 4B: EA</p> <p><b>Close Reading Workshops:</b> Workshop 5</p> <p><b>Writing Workshops:</b> Workshops 8, 9</p>
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.7, 1.12, Unit 3: Activities 3.4, 3.5</p> <p><b>Close Reading Workshops:</b> Workshop 3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.6, Unit 3: Activity 3.12, EA1</p>
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.5, 2.9, Unit 4: Activity 4.13</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 3: Activity 3.4, Unit 4: Activities 4.8, 4.14</p>
Reading Standards for Literature: Integration of Knowledge and Ideas		



STANDARD CODE	STANDARD	WHERE ADDRESSED
RL.8.7	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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.20
RL.8.8	(Not applicable to literature)	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.5, Unit 2: Activity 2.9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.8, Unit 2: Activity 2.3
Reading Standards for Literature: Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.4 <b>Close Reading Workshops:</b> Workshops 3, 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activity 4.9
Reading Standards for Informational Text: Key Ideas and Details		
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.1, Unit 4: Activity 4.18 <b>Language Workshops:</b> Workshop 3B: Activity 5, Workshop 4A: Activities 2, 5, 6 <b>Close Reading Workshops:</b> Workshops 1, 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.2, 2.11, 2.15, Unit 3: Activity 3.2, Unit 4: Activity 4.4 <b>Language Workshops:</b> Workshop 3A: Activity 2 <b>Close Reading Workshops:</b> Workshops 5, 6 <b>Writing Workshops:</b> Workshops 5

STANDARD CODE	STANDARD	WHERE ADDRESSED
RI.8.2	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.12, Unit 3: Activities 3.9, 3.17, Unit 4: Activity 4.2</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 1B: Activity 2, Workshop 2A: Activity 2, Workshop 2B: Activities 2, 5, Workshop 3A: Activity 2, Workshop 3B: Activities 2, 5, 6, Workshop 4B: Activity 2</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.3, 2.13, 2.15, 2.16, Unit 3: Activities 3.6, 3.15, 3.19, Unit 4: Activities 4.4, 4.11</p> <p><b>Close Reading Workshops:</b> Workshops 5, 6</p> <p><b>Writing Workshops:</b> Workshops 5</p>
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activity 4.3</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.14, Unit 2: Activity 2.2, Unit 3: Activity 3.17, Unit 4: Activity 4.5</p> <p><b>Language Workshops:</b> Workshop 3A: Activity 2, Workshop 3B: Activity 2</p>
Reading Standards for Informational Text: Craft and Style		
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.11, Unit 4: Activities 4.2, 4.4, 4.5, 4.6, 4.11</p> <p><b>Language Workshops:</b> Workshop 4A: Activity 5</p> <p><b>Close Reading Workshops:</b> Workshops 1, 2</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.16, Unit 2: Activities 2.3, 2.16, Unit 3: Activity 3.17, Unit 4: Activity 4.18</p>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 3A: Activity 2, Workshop 4A: Activity 6
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.14 <b>Close Reading Workshops:</b> Workshop 1 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.19, Unit 4: Activities 4.2, 4.6, 4.11 <b>Close Reading Workshops:</b> Workshops 2
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.11 <b>Language Workshops:</b> Workshop 2B: Activity 6 <b>Close Reading Workshops:</b> Workshops 1, 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.13, 2.15, 2.16, Unit 4: Activities 4.5, 4.18 <b>Language Workshops:</b> Workshop 2B: Activity 5 <b>Close Reading Workshops:</b> Workshops 6
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.14, 3.18, Unit 4: Activity 4.3 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.3, Unit 3: EA2
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.11, 2.13, Unit 3: Activities 3.16, 3.19 <b>Close Reading Workshops:</b> Workshop 2

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.15, 2.16, Unit 3: Activity 3.17 <b>Close Reading Workshops:</b> Workshop 6
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.13, Unit 4: Activity 4.18 <b>Additional Standard</b> <b>Close Reading Workshops:</b> Workshop 2
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity		
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.1 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.11
Writing Standards: Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.10, EA2, Unit 3: Activity 3.15 <b>Language Workshops:</b> Workshop 2B: EA, Workshop 3A: Activity 2, Workshop 3B: Activity 2 <b>Writing Workshops:</b> Workshop 2 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.14, 2.15, 2.16, 2.17
W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.15, 2.16, 2.17, EA2, Unit 3: Activity 3.15 <b>Language Workshops:</b> Workshop 2B: EA



STANDARD CODE	STANDARD	WHERE ADDRESSED
W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.14, 2.17 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.3, 2.12, 2.15, 2.16, EA2, Unit 3: Activity 3.15 <b>Language Workshops:</b> Workshop 2B: EA
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.15, 2.16, 2.17, EA2, Unit 3: Activity 3.15 <b>Language Workshops:</b> Workshop 3B: Activity 2
W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.15, 2.16, 2.17, EA2, Unit 3: Activity 3.15 <b>Language Workshops:</b> Workshop 2B: EA
W.8.1e	Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.15, 2.16, 2.17, EA2, Unit 3: Activity 3.15
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.13, 1.14, EA2, Unit 2: Activity 2.2, EA1, Unit 3: Activities 3.7, 3.9, Unit 4: Activity 4.11, EA1 <b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 1B: Activity 2, EA, Workshop 2A: Activity 2, EA, Workshop 2B: Activity 2, Workshop 4A: Activity 2, EA, Workshop 4B: Activity 2 <b>Writing Workshops:</b> Workshops 3, 5 <b>Additional Standard</b>

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>English Language Arts:</b> Unit 1: Activities 1.15, 1.16, 1.17, Unit 2: Activities 2.9, 2.11
W.8.2a	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 clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.17, Unit 2: Activity 2.2  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA2, Unit 3: Activity 3.7, Unit 4: Activity 4.11, EA1 <b>Language Workshops:</b> Workshop 1B: EA, Workshop 2A: EA, Workshop 4A: EA
W.8.2b	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, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.13, 1.15, 1.17  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: EA1 <b>Language Workshops:</b> Workshop 1B: EA, Workshop 2A: EA, Workshop 4A: EA
W.8.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.15, Unit 2: Activity 2.7, Unit 4: Activity 4.6  <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.17, EA2 <b>Language Workshops:</b> Workshop 1B: Activity 2, EA, Workshop 2A: EA, Workshop 4B: Activity 2
W.8.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.14, 1.15, EA2, Unit 2: EA1 <b>Language Workshops:</b> Workshop 2A: EA



STANDARD CODE	STANDARD	WHERE ADDRESSED
W.8.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.14, Unit 4: Activity 4.11, EA1 <b>Language Workshops:</b> Workshop 4A: EA
W.8.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA2, Unit 2: Activity 2.13, Unit 4: Activity 4.11, EA1 <b>Language Workshops:</b> Workshop 1B: EA, Workshop 4A: EA
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.4, 1.7, EA1, Unit 3: Activity 3.8, Unit 4: Activity 4.13 <b>Language Workshops:</b> Workshop 1A: EA <b>Writing Workshops:</b> Workshops 4, 7 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.8
W.8.3a	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>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.6, 1.9, EA1 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA
W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.6 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.7, 1.8



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 1A: EA
W.8.3c	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, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.7, LC1.8, 1.9, EA1 <b>Language Workshops:</b> Workshop 1A: EA
W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA
W.8.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.8, EA1 <b>Writing Workshops:</b> Workshop 4
<b>Writing Standards: Production and Distribution of Writing</b>		
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.14, Unit 4: Activity 4.10 <b>Language Workshops:</b> Workshop 2B: EA <b>Writing Workshops:</b> Workshops 1, 2, 3, 5, 6, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.9, 2.13, 2.17, EA2, Unit 3: Activity 3.15 <b>Language Workshops:</b> Workshop 1A: Activity 2, Workshop 1B: Activity 2, Workshop 2A: Activities 1, 2, 6, EA, Workshop 2B: Activities 1, 2, 6,

**Common Core State Standards for  
English Language Arts, Grade 8**

STANDARD CODE	STANDARD	WHERE ADDRESSED
		Workshop 3A: Activities 1, 2, 7, Workshop 3B: Activities 1, 2, 6, Workshop 4A: Activities 1, 2, 6, EA, Workshop 4B: Activities 1, 2, EA
W.8.5	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities LC1.8, 1.9, Unit 2: Activity 2.17, Unit 3: Activities 3.12, EA1, LC3.19</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 7, Workshop 1B: Activity 7, Workshop 2A: Activity 7, Workshop 2B: Activity 7, Workshop 3A: Activity 7, Workshop 3B: Activity 7, Workshop 4A: Activity 7, Workshop 4B: Activity 7</p> <p><b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.1</p> <p><b>Language Workshops:</b> Workshop 1A: EA, Workshop 1B: EA, Workshop 2A: EA, Workshop 2B: EA, Workshop 4A: EA, Workshop 4B: EA</p>
W.8.6	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 3: EA2, Unit 4: EA1</p> <p><b>Writing Workshops:</b> Workshop 6</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activity 4.11</p> <p><b>Language Workshops:</b> Workshop 1B: EA, Workshop 2A: EA, Workshop 3B: EA</p>
<b>Writing Standards: Research to Build and Present Knowledge</b>		
W.8.7	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.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.15, 2.17, EA2, Unit 3: Activity 3.8, Unit 4: Activity 4.14</p> <p><b>Writing Workshops:</b> Workshop 6</p> <p><b>Additional Standard</b></p>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 2B: EA
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.15, 2.16, EA2 <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.15, EA2, Unit 3: Activity 3.19 <b>Language Workshops:</b> Workshop 2B: EA
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: EA2 <b>Writing Workshops:</b> Workshop 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: EA1, EA2 <b>Language Workshops:</b> Workshop 2A: EA
W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.3 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.5, 1.8, Unit 2: Activity 2.3 <b>Language Workshops:</b> Workshop 1B: Activity 6, Workshop 2A: Activity 6, Workshop 3A: Activity 6
W.8.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.12, 2.13, 2.15, Unit 3: Activity 3.19
Writing Standards: Range of Writing		

STANDARD CODE	STANDARD	WHERE ADDRESSED
W.8.10	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.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshops 8, 9 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 2: Activity 2.13 <b>Language Workshops:</b> Workshop 1B: EA, Workshop 2A: EA, Workshop 3A: Activity 6 <b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 5, 6, 7, 10
Speaking and Listening Standards: Comprehension and Collaboration		
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.2, 1.10, Unit 2: Activities 2.1, 2.6, Unit 3: Activities 3.2, 3.3, 3.4, 3.6, 3.13, EA2, Unit 4: Activity 4.1 <b>Language Workshops:</b> Workshop 1A: Activities 1, 6, Workshop 1B: Activities 1, 6, Workshop 2A: Activities 1, 6, Workshop 2B: Activities 1, 6, Workshop 3A: Activities 1, 6, Workshop 3B: Activities 1, 6, Workshop 4A: Activities 1, 6, Workshop 4B: Activities 1, 6 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.1, 1.14, Unit 2: Activity 2.10, Unit 3: Activities 3.11, 3.19 <b>Language Workshops:</b> Workshop 1A: Activities 3, 7, EA, Workshop 1B: Activities 2, 3, 4, 5, 7, EA, Workshop 2A: Activities 2, 3, 4, 5, 7, EA, Workshop 2B: Activities 2, 3, 4, 5, 7, EA, Workshop 3A: Activities 3, 5, 7, Workshop 3B: Activities 2, 3, 4, 5, 7, EA, Workshop 4A: Activities 2, 3, 4, 5, 7, EA, Workshop 4B: Activities 2, 3, 4, 5, 7, EA <b>Close Reading Workshops:</b> Workshops 1, 2, 3, 4 <b>Writing Workshops:</b> Workshops 1, 2, 3, 4, 6, 7, 8, 9, 10
SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.12 <b>Additional Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>English Language Arts:</b> Unit 3: Activities 3.2, 3.19, EA2 <b>Language Workshops:</b> Workshop 1A: Activities 5, 6, Workshop 1B: Activity 6, Workshop 2A: Activity 6, Workshop 3A: Activity 6, EA, Workshop 3B: EA <b>Writing Workshops:</b> Workshops 4, 6
SL.8.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.3 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.2, 3.7, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, EA2 <b>Language Workshops:</b> Workshop 3A: EA, Workshop 3B: EA
SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.12, Unit 3: Activity 3.2, Unit 4: Activity 4.5 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19 <b>Language Workshops:</b> Workshop 1A: Activities 1, 6, Workshop 1B: Activities 1, 6, Workshop 2A: Activity 6, Workshop 2B: Activities 1, 6, Workshop 3A: Activities 1, 5, 6, Workshop 3B: Activities 1, 6, Workshop 4A: Activities 1, 6, Workshop 4B: Activity 1
SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.3 <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 2A: Activity 6, Workshop 2B: Activity 6, Workshop 3A: Activities 1, 4, 6, Workshop 3B: Activity 6, Workshop 4A: Activity 6
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate	<b>Focus Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
	the motives (e.g., social, commercial, political) behind its presentation.	<b>English Language Arts:</b> Unit 2: Activity 2.16, Unit 3: Activities 3.5, 3.18, Unit 4: Activity 4.16 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.6, Unit 3: Activities 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.16, 3.18, 3.19 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.12 <b>Close Reading Workshops:</b> Workshops 2, 3, 4
Speaking and Listening Standards: Presentation of Knowledge and Ideas		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.7, 3.11, 3.15, 3.16, 3.17 <b>Language Workshops:</b> Workshop 3B: EA <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 3: Activities 3.14, 3.19 <b>Language Workshops:</b> Workshop 3A: EA
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.14, 3.17, EA2, Unit 4: Activities 4.19, 4.21, EA2 <b>Language Workshops:</b> Workshop 3B: EA <b>Additional Standard</b> <b>Language Workshops:</b> Workshop 1A: EA, Workshop 4B: EA
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activities 3.5, 3.9, Unit 4: Activities 4.4, 4.12, 4.13, 4.15, 4.17, 4.18, EA2

STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 3A: EA, Workshop 4B: EA <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.2, Unit 3: Activities 3.12, EA1, 3.17, EA2, Unit 4: Activity 4.19 <b>Language Workshops:</b> Workshop 1A: Activity 1, Workshop 2A: Activity 1
Language Standards: Conventions of Standard English		
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity LC2.3, Unit 3: Activity LC3.19, Unit 4: Activity LC4.8 <b>Language Workshops:</b> Workshop 1A: Activity 7, Workshop 1B: Activity 7, Workshop 2A: Activity 7, Workshop 3A: Activity 7, Workshop 3B: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 3, 5, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.8, Unit 2: EA1, EA2, Unit 4: Activity 4.10 <b>Language Workshops:</b> Workshop 3A: Activity 3, EA <b>Writing Workshops:</b> Workshops 4, 6, 7, 8, 9
L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>Focus Standard</b> <b>Writing Workshops:</b> Workshop 7 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 4: Activities 4.4, 4.8
L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.9, Unit 3: EA2, Unit 4: Activity 4.6 <b>Language Workshops:</b> Workshop 3B: Activity 7
L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.8



STANDARD CODE	STANDARD	WHERE ADDRESSED
	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb voice and mood.*	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.19, Unit 4: Activity 4.6
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity LC3.10 <b>Language Workshops:</b> Workshop 2B: Activity 7, Workshop 4A: Activity 7, Workshop 4B: Activity 7 <b>Writing Workshops:</b> Workshops 1, 2, 3, 6, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.8, EA1, 1.10, Unit 2: Activity 2.3 <b>Language Workshops:</b> Workshop 1A: Activity 3, Workshop 1B: Activity 3, Workshop 2A: Activity 3, Workshop 2B: Activity 3, Workshop 3A: Activity 3, Workshop 3B: Activity 3, Workshop 4A: Activity 3, Workshop 4B: Activity 3 <b>Writing Workshops:</b> Workshops 4, 5, 7, 8, 9
L.8.2a	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>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity LC3.10 <b>Writing Workshops:</b> Workshop 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: EA1, Activity 1.10, Unit 2: Activity 2.3
L.8.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use an ellipsis to indicate an omission.	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 2: Activities 2.3, 2.13, Unit 3: Activity 3.10
L.8.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Additional Standard</b>

STANDARD CODE	STANDARD	WHERE ADDRESSED
	c. Spell correctly.	English Language Arts: Unit 1: Activity 1.9, Unit 4: Activities 4.8, 4.14
Language Standards: Knowledge of Language		
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity LC1.8, Unit 2: Activity LC2.3 <b>Language Workshops:</b> Workshop 4B: Activity 5 <b>Writing Workshops:</b> Workshops 1, 2, 3, 10 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.10, 1.17, Unit 2: Activity 2.3, Unit 3: Activities 3.3, 3.4, 3.15 <b>Language Workshops:</b> Workshop 1B: Activities 3, 7, Workshop 2A: Activities 3, 7, Workshop 2B: Activities 3, 7, Workshop 3A: Activity 7, Workshop 3B: Activity 7, Workshop 4A: Activities 3, 7, Workshop 4B: Activity 3
L.8.3a	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).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.8
Language Standards: Vocabulary Acquisition and Use		
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.16 <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activity 4 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activity 1.10, Unit 3: Activity 3.6



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<b>Language Workshops:</b> Workshop 1A: Activities 3, 5, Workshop 1B: Activities 3, 5, Workshop 2B: Activity 3, Workshop 3A: Activities 2, 3, 5, Workshop 3B: Activity 3, Workshop 4A: Activity 3 <b>Close Reading Workshops:</b> Workshops 1, 2, 3, 4, 6
L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , 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>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.6, 1.7, 1.8, Unit 2: Activities 2.13, 2.15, Unit 3: Activities 3.4, 3.12, 3.15, Unit 4: Activities 4.2, 4.7, 4.8 <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activity 4, Workshop 2B: Activity 4, Workshop 3A: Activities 4, 5, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activities 4, 6
L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	<b>Additional Standard</b> <b>English Language Arts:</b> Unit 1: Activities 1.3, 1.8, Unit 2: Activity 2.3 <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activities 3, 4, Workshop 4A: Activity 4
L.8.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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.	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.13, Unit 4: Activities 4.12, 4.14 <b>Additional Standard</b> <b>English Language Arts:</b> Unit 3: Activity 3.6, EA2 <b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activities 3, 4, Workshop 2B: Activities 3, 4, Workshop 3A: Activity 4, Workshop 3B: Activities 3, 4, Workshop 4A: Activities 3, 4, Workshop 4B: Activities 3, 4
L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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).	<b>Focus Standard</b> <b>English Language Arts:</b> Unit 2: Activity 2.10 <b>Additional Standard</b>



STANDARD CODE	STANDARD	WHERE ADDRESSED
		<p><b>English Language Arts:</b> Unit 1: Activities 1.6, 1.7, Unit 2: Activities 2.4, 2.5, 2.13, 2.16</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 1B: Activity 4, Workshop 2A: Activity 3, Workshop 2B: Activities 3, 4, Workshop 3A: Activity 4, Workshop 3B: Activities 3, 4, Workshop 4A: Activities 3, 4, Workshop 4B: Activities 3, 4</p>
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activity 1.11, Unit 3: Activities 3.6, 3.12, EA1, Unit 4: Activities 4.9, 4.15</p> <p><b>Language Workshops:</b> Workshop 3B: EA</p> <p><b>Writing Workshops:</b> Workshops 5, 8, 9</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.1, 2.2, 2.3, 2.13, 2.15, Unit 3: Activity 3.4, Unit 4: Activities 4.2, 4.11</p> <p><b>Language Workshops:</b> Workshop 1A: Activity 4, Workshop 2B: Activity 4, Workshop 3B: Activity 4, Workshop 4A: Activity 4, Workshop 4B: Activities 4, 6</p> <p><b>Close Reading Workshops:</b> Workshops 3, 4</p>
L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 4: Activity 4.10</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activity 2.13, Unit 4: Activities 4.8, 4.11</p>
L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words to better understand each of the words.	<p><b>Focus Standard</b></p> <p><b>English Language Arts:</b> Unit 1: Activities 1.11, 1.16</p> <p><b>Additional Standard</b></p> <p><b>English Language Arts:</b> Unit 2: Activities 2.2, 2.15, 2.16, Unit 4: Activities 4.2, 4.11</p>

STANDARD CODE	STANDARD	WHERE ADDRESSED
L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 3: Activity 3.6, Unit 4: Activity 4.2 <b>Writing Workshops:</b> Workshops 8, 9  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 1: Activity 1.11, Unit 3: Activity 3.4
L.8.6	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.	<b>Focus Standard</b>  <b>English Language Arts:</b> Unit 1: Activities 1.1, 1.10, Unit 2: Activity 2.1, Unit 4: Activity 4.1  <b>Language Workshops:</b> Workshop 1A: Activities 1, 3, 4, Workshop 1B: Activities 1, 3, 4, Workshop 2A: Activities 1, 3, 4, Workshop 2B: Activities 1, 3, 4, Workshop 3A: Activities 1, 3, 4, Workshop 3B: Activities 1, 3, 4, Workshop 4A: Activities 1, 3, 4, Workshop 4B: Activities 1, 3, 4  <b>Writing Workshops:</b> Workshops 8, 9  <b>Additional Standard</b>  <b>English Language Arts:</b> Unit 1: Activities 1.11, 1.16, Unit 3: Activity 3.6, Unit 4: Activities 4.2, 4.8  <b>Language Workshops:</b> Workshop 1A: Activities 5, 6, Workshop 1B: Activity 6



# Kindergarten Scope & Sequence


## Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Numbers to Five & Ten	Unit 2 Numbers to Ten	Unit 3 Bikes & Bugs: Double, Add & Subtract	Unit 4 Paths to Adding, Subtracting & Measuring	Unit 5 Two-Dimensional Geometry	Unit 6 Three-Dimensional Shapes & Numbers Beyond Ten	Unit 7 Weight & Place Value	Unit 8 Computing & Measuring with Frogs & Bugs
<b>Module 1</b>	Sorting Shoes K.CC.1, K.CC.4a-c, K.CC.5, K.CC.6, K.CC.7, K.MD.2, K.MD.3, K.G.1, K.G.2, K.G.4, K.G.6	Dots to Ten K.CC.4a-b, K.CC.5, K.CC.6, K.OA.1, K.OA.3, K.OA.4	Bicycle Doubles K.CC.1, K.CC.4a-b, K.CC.5, K.OA.1, K.OA.3, K.G.5	Paths: The Number Line K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.7, K.MD.1	Exploring Shapes K.CC.1, K.CC.3, K.CC.6, K.CC.7, K.OA.3, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5	What Do You Know About Three- Dimensional Shapes? K.CC.1, K.CC.2, K.CC.4a-b, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.NBT.1, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5	How Heavy? Weight & Number K.CC.1, K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.NBT.1, K.MD.1, K.MD.2, K.MD.3	Catching, Counting & Comparing K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1
<b>Module 2</b>	Friendly Fives K.CC.3, K.CC.4a-b, K.CC.5, K.OA.3, K.MD.3	Introducing the Number Rack K.CC.3, K.CC.4a-b, K.CC.5, K.OA.1, K.OA.3	Adding & Subtracting Ones K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4	Counting, Adding & Subtracting with Forest Animals K.CC.2, K.CC.3, K.CC.4a-b, K.CC.5, K.OA.1, K.OA.2, K.OA.5	Circles, Squares, Triangles & Rectangles K.CC.1, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5	More Three-Dimensional Shapes K.CC.1, K.CC.2, K.CC.3, K.CC.4a-b, K.CC.5, K.CC.6, K.OA.3, K.OA.5, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5	Tens & Ones to Twenty K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1	Frogs: Estimating & Measuring K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.NBT.1, K.MD.1, K.MD.2, K.MD.3
<b>Module 3</b>	Friendly Tens K.CC.3, K.CC.4a-c, K.CC.5, K.CC.6, K.OA.3, K.MD.3	Five & Some More K.CC.1, K.CC.4a-c, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3	Add, Subtract & Double It! K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.MD.1, K.MD.2	Comparing & Measuring Length K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.6, K.OA.5, K.MD.1, K.MD.2	Constructing & Drawing Shapes K.CC.3, K.CC.6, K.OA.4, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6	Exploring the Teen Numbers K.CC.1, K.CC.2, K.CC.3, K.CC.4a-c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1	Addition & Subtraction Story Problems K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.MD.1	Tens & Ones K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1
<b>Module 4</b>	Using Structures & Patterns K.CC.3, K.CC.5, K.MP.6, K.MP.7	Composing & Decomposing Shapes K.CC.3, K.CC.5, K.G.1, K.G.2, K.G.4, K.G.6	Put Them in Order K.CC.1, K.CC.3, K.CC.4b-c, K.CC.6, K.CC.7, K.OA.3, K.OA.4	Fives & Ones with Money K.CC.1, K.CC.2, K.CC.6, K.OA.1, K.OA.2, K.OA.5, K.MD.3	Sorting, Comparing, Composing & Decomposing Shapes K.CC.3, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6	Combinations to Ten K.CC.3, K.CC.4a-b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.5	Counting by Tens & Ones K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1	Addition & Subtraction Equations K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1

Primary Focus: CC - Counting & Cardinality; OA - Operations & Algebraic Thinking; NBT - Number & Operations in Base Ten; MD - Measurement & Data; G - Geometry

# Kindergarten Scope & Sequence

## Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
<b>Calendar Grid</b>	Circle, Rectangle, Triangle, Square K.G.1, K.G.2, K.G.3, K.G.4 	Dancing Leaves K.CC.4a-c, K.CC.5, K.G.1 	Flat & Solid Shapes K.G.1, K.G.2, K.G.3, K.G.4, K.G.5 	Where's the Bear? K.G.1 	Teddy Bear's Buttons: Combinations to Five K.CC.4c, K.OA.1, K.OA.2, K.OA.3 	One Dot/Many Dots K.CC.2, K.CC.4c, K.CC.5, K.CC.6 	How Many More to Make Ten? K.CC.5, K.OA.1, K.OA.2, K.OA.4 	Measuring Tools K.MD.1, K.MD.2, K.MD.3 	Number Puzzles K.OA.1, K.OA.2 
<b>Calendar Collector</b>	Collecting Cubes K.CC.1, K.CC.4a-b, K.CC.5, K.NBT.1 	Collecting Cubes in Two Colors K.CC.1, K.CC.4a-b, K.CC.5, K.CC.6, K.OA.3, K.NBT.1, K.MD.3 	Collecting Sticks K.CC.4a-b, K.CC.5, K.NBT.1, K.MD.2 	Collecting Pattern Block Shapes K.CC.1, K.CC.4a-c, K.CC.5, K.CC.6, K.NBT.1, K.MD.3, K.G.1 	Collecting Cubes in Three Colors K.CC.4a-b, K.CC.5, K.CC.6, K.MD.3, K.NBT.1 	Ones & Fives with Pennies & Nickels K.CC.2, K.OA.1, K.OA.2, K.OA.3, K.OA.5 	How Many Lambs? How Many Lions? K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.MD.3 	Frogs & Toads to Five K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.MD.3 	Cats & Dogs to Ten K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3 
<b>Days in School</b>	Dots, Links & Numbers K.CC.1, K.CC.4a-c 	How Many More? K.CC.1, K.CC.4a-c, K.CC.5, K.OA.4 	Drawing to Make Ten K.CC.1, K.CC.4a-b, K.OA.4 	Counting the Days Until Winter Break K.CC.1, K.CC.4a-b, K.CC.5, K.OA.1, K.NBT.1 	How Many to Ten? K.CC.4a-b, K.OA.1, K.OA.4 	One Hundred Days & Counting K.CC.1, K.CC.4a-b, K.OA.4 	Counting by Ones & Tens on the Line K.CC.1, K.CC.2, K.CC.4a-b, K.OA.4 	Counting to One Hundred by Ones & Tens K.CC.1, K.CC.4a-b, K.OA.4 	Hopping by Tens on the Number Line K.CC.1, K.CC.4a-b, K.OA.4 
<b>Computational Fluency</b>	Quantities to Five K.CC.3, K.CC.4a-c, K.CC.5, K.OA.4 	Fun with Finger Patterns K.CC.4a-c, K.CC.5, K.OA.3 	Combinations of Five K.CC.4a-b, K.CC.5, K.OA.3 	Numbers from Six to Ten K.CC.4a-c, K.OA.1, K.OA.3 	Combinations for Numbers from Two to Ten K.CC.4b, K.OA.1, K.OA.3 	Representing Addition & Subtraction on the Farm K.CC.5, K.OA.1, K.OA.2, K.OA.4 	Solving Addition & Subtraction Story Problems at the Zoo K.CC.5, K.OA.1, K.OA.2, K.OA.3 	Sums & Minuends to Ten with Frogs & Toads K.OA.1, K.OA.2 	Fives Up K.CC.2, K.OA.1, K.OA.3, K.OA.4, K.OA.5 
<b>Number Line</b>	Up to Ten & Back Again K.CC.1, K.CC.2, K.CC.3, K.CC.4a-b 	The Tricky Teens K.CC.1, K.CC.2, K.CC.3, K.CC.4a-c 	Numbers Before & After K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.G.1 	The Twenties K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.7, K.G.1 	Hopping on the Number Line K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.CC.7 	Ten & More K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.NBT.1 	Reviewing Teens & Twenties K.CC.1, K.CC.2, K.CC.3, K.CC.6, K.CC.7, K.OA.4 	The Thirties & Forties K.CC.1, K.CC.2, K.CC.4c, K.CC.7, K.OA.4 	Fun with Fifty K.CC.1, K.CC.2, K.CC.7 

Primary Focus: CC - Counting & Cardinality OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations



In Kindergarten, instructional time should focus on two critical areas:

(1) representing and comparing whole numbers, initially with sets of objects;  
(2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

*From the Common Core State Standards for Mathematics 2010*

### Kindergarten Overview

#### Counting & Cardinality

- A. Know number names and the count sequence.
- B. Count to tell the number of objects.
- C. Compare numbers.

#### Operations & Algebraic Thinking

- A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

#### Number & Operations in Base Ten

- A. Work with numbers 11–19 to gain foundations for place value.

#### Measurement & Data

- A. Describe and compare measurable attributes.
- B. Classify objects and count the number of objects in categories.

#### Geometry

- A. Identify and describe shapes.
- B. Analyze, compare, create, and compose shapes.

#### Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.





# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

COUNTING & CARDINALITY		
A. Know number names and the count sequence.		
K.CC.1: Count to 100 by ones and by tens.		
Unit 1: M1-S1, S2, S3, S3-WP1E, S4, S5 Unit 2: M3-S1, S2 Unit 3: M1-S1 Unit 4: M1-S1, S2, S3, S3-WP4A, M3-S1, S2, M4-S2-HC Unit 5: M1-S4, M2-S1 Unit 6: M1-S1, S2-HC, S3, S4, S5-HC, M2-S1, S5-HC, M3-S1, S4 Unit 7: M1-S1, S2, S3, S4, M2-S1, S2, S3, M4-S1, S4, S5 Unit 8: M1-S5-HC, M2-S1, S4, S4-WP8E	Sep: CC, DS, NL Oct: CC, DS, NL Nov: DS, NL Dec: CC, DS, NL Jan: DS, NL	Feb: DS, NL Mar: DS, NL Apr: DS, NL May: DS, NL
K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		
Unit 3: M2-S4, S5-HC, M3-S1, S2, S3, S4, S5, M4-S1, S2, S3, S4, S5 Unit 4: M1-S1, S2, S3, S3-WP4A, M2-S1, S2, S2-HC, S2-WP4B, S3, S4, S5, S5-WP4C, M3-S1, S2, S3, S4, S5, M4-S1, S2, S3, S4, S5, S5-WP4D, S5-WP4E Unit 5: M1-S2-HC, S5, S5-HC Unit 6: M1-S2, S3, S4, S5, M2-S2, S3, M3-S2, S3 Unit 8: M1-S1, S2, S2-HC, S3, S4, S5, S5-HC, M3-S2, S3	Sep: NL Oct: NL Nov: NL Dec: NL Jan: NL	Feb: CG, CC, NL Mar: DS, NL Apr: NL May: CF, NL
K.CC.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).		
Unit 1: M2-S2-HC, S4, S5-HC, M3-S3-HC, S6, S6-HC, S6-WP1H, M4-S4-HC Unit 2: M2-S2-HC, S5-HC, M4-S2-HC Unit 3: M2-S2, S2-WP3C, S5-HC, M3-S1, S2, S2-HC, S5-HC, M4-S5-HC Unit 4: M1-S4, S5, S5-HC, M2-S2-HC, M3-S2-HC Unit 5: M1-S3, M3-S5-HC, M4-S1, S5-HC Unit 6: M2-S5-WP6C, M3-S1, S2, S2-HC, S4, M4-S2-HC, S5-HC Unit 7: M1-S4, S5, S5-WP7B, M2-S2, S2-WP7C, S5-HC, M3-S2-HC, S3, S5-HC, M4-S1, S2, S2-HC, S3, S5-HC Unit 8: M1-S1, S2, S2-WP8A, S3, S4, S4-WP8B, M2-S3, S4, S4-WP8E, S5, M3-S5-HC, M4-S1	Sep: NL Oct: NL Nov: NL Dec: NL Jan: NL Feb: NL Mar: NL	



# Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

<b>COUNTING &amp; CARDINALITY</b>		
<b>B. Count to tell the number of objects.</b>		
<b>K.CC.4:</b> Understand the relationship between numbers and quantities; connect counting to cardinality.		
<b>Unit 4:</b> M3-S3, S4, S5		
<b>K.CC.4a:</b> 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>Unit 1:</b> M1-S1, S1-WP1A, S2, S3, S3-WP1E, S4, S5 <b>M2-S1, S2, S3, S4, S4, S5</b> <b>M3-S1, S2, S3, S4, S5</b> <b>Unit 2:</b> M1-S1, S2, S3, S4, S5, S5-WP2A <b>M2-S1, S2, S3, S4, S4-WP2B, S5</b> <b>M3-S1, S2, S3-HC, S4, S4-WP2C, S6, S6-WP2D</b> <b>Unit 3:</b> M1-S1, S2 <b>Unit 4:</b> M2-S1, S2, S2-WP4B, S3, S4, S5, S5-WP4C <b>Unit 6:</b> M1-S3, S4 <b>M2-S3, S3-WP6A, S5, S5-WP6C</b> <b>M4-S5-HC</b>	<b>Sep:</b> CC, DS, CF, NL <b>Oct:</b> CG, CC, DS, CF, NL <b>Nov:</b> CC, DS, CF <b>Dec:</b> CC, DS, CF <b>Jan:</b> CC, DS	<b>Feb:</b> DS <b>Mar:</b> DS <b>Apr:</b> DS <b>May:</b> DS
<b>K.CC.4b:</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.		
<b>Unit 1:</b> M1-S1, S2, S3, S4, S5 <b>M2-S1, S2, S3, S4, S4, S5</b> <b>M3-S1, S2, S3, S4, S5</b> <b>Unit 2:</b> M1-S1, S2, S2-HC, S3, S4, S5, S5-WP2A <b>M2-S1, S2, S3, S4, S4-WP2B, S5</b> <b>M3-S1, S2</b> <b>Unit 3:</b> M1-S1, S2, S4, S5, S5-WP3A <b>M2-S1, S1-WP3B, S2, S2-WP3C</b> <b>M3-S5</b> <b>M4-S3</b> <b>Unit 4:</b> M2-S1, S2, S2-WP4B, S3, S4, S5, S5-WP4C <b>Unit 6:</b> M1-S3, S4 <b>M2-S3, S3-WP6A, S5, S5-WP6C</b> <b>M4-S5-HC</b>	<b>Sep:</b> CC, DS, CF, NL <b>Oct:</b> CG, CC, DS, CF, NL <b>Nov:</b> CC, DS, CF <b>Dec:</b> CC, DS, CF <b>Jan:</b> CC, DS, CF	<b>Feb:</b> DS <b>Mar:</b> DS <b>Apr:</b> DS <b>May:</b> DS
<b>K.CC.4c:</b> Understand that each successive number name refers to a quantity that is one larger.		
<b>Unit 1:</b> M1-S5 <b>M3-S1, S2, S3, S4, S5</b> <b>Unit 2:</b> M3-S1, S2 <b>Unit 3:</b> M4-S1 <b>Unit 6:</b> M3-S1, S2 <b>Unit 8:</b> M3-S2	<b>Sep:</b> DS, CF <b>Oct:</b> CG, DS, CF, NL <b>Nov:</b> NL <b>Dec:</b> CF, NL	<b>Jan:</b> CG, NL <b>Feb:</b> CG, NL <b>Apr:</b> NL
<b>K.CC.5:</b> 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.		
<b>Unit 1:</b> M1-S3, S4, S5 <b>M2-S1, S2, S2-HC, S3, S4, S4, S5-HC</b> <b>M3-S1, S2, S3, S3-HC, S4, S5, S5-WP1C, S6-HC</b> <b>M4-S2-HC</b> <b>Unit 2:</b> M1-S1, S2, S2-HC, S3, S4, S5, S5-HC, S5-WP2A <b>M2-S1, S2, S2-HC, S3, S4, S4-WP2B, S5, S5-HC</b> <b>M3-S1, S2, S3-HC, S5, S6, S6-WP2D</b> <b>M4-S2-HC</b> <b>Unit 3:</b> M1-S1, S2, S2-HC, S4, S5, S5-HC, S5-WP3A <b>M2-S1, S1-WP3B, S2, S2-HC, S2-WP3C, S4, S5</b> <b>M3-S1, S2, S2-HC, S3, S4-WP3D, S5, S5-HC</b> <b>Unit 4:</b> M1-S2-HC <b>M2-S3, S4, S5, S5-HC, S5-WP4C</b> <b>Unit 6:</b> M1-S3, S4 <b>M2-S5, S5-WP6C</b> <b>M3-S1, S2, S3, S3-WP6D</b> <b>M4-S1, S3, S4, S5, S5-HC</b> <b>Unit 7:</b> M1-S4, S5, S5-WP7B <b>M2-S1, S2, S2-WP7C, S3, S4, S4-WP7D, S5-HC</b> <b>M3-S1, S2</b> <b>M4-S2, S2-HC, S3, S4</b> <b>Unit 8:</b> M1-S5, S5-WP8C <b>M2-S3</b> <b>M4-S1, S4</b>	<b>Sep:</b> CC, CF <b>Oct:</b> CC, DS, CF <b>Nov:</b> CC, CF <b>Dec:</b> CC, DS <b>Jan:</b> CC <b>Feb:</b> CG, CF <b>Mar:</b> CG, CF	



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### COUNTING & CARDINALITY

#### C. Compare numbers.

**K.CC.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. (Include groups with up to ten objects.)

<b>Unit 1:</b> M1-S1-WP1A, S2, S3, S4, S5 M3-S4, S5, S5-WP1H <b>Unit 2:</b> M1-S4, S5, S5-HC, S5-WP2A M3-S3, S4, S4-WP2C, S6, S6-HC, S6-WP2D <b>Unit 3:</b> M3-S3, S4-WP3D, S5-HC M4-S1, S2, S2-HC, S3 <b>Unit 4:</b> M3-S1, S2-HC, S3, S4, S5 M4-S2-HC <b>Unit 5:</b> M1-S3, S4, S5, S5-WP5A M2-S1, S2, S3, S4 M3-S1, S1-WP5C, S2, S2-WP5D, S3, S3-WP5E, S4, S5, S5-WP5F M4-S1 <b>Unit 6:</b> M1-S3, S4, S5 M2-S5-HC M3-S1, S2, S3, S3-WP6D <b>Unit 7:</b> M2-S3, S4, S4-WP7D M3-S1, S2 M4-S2-HC, S3 <b>Unit 8:</b> M1-S5, S5-WP8C M2-S1, S2, S2-HC, S2-WP8D M3-S1, S4, S5	<b>Oct:</b> CC <b>Dec:</b> CC <b>Jan:</b> CC, NL <b>Feb:</b> CG <b>Mar:</b> CC, NL <b>Apr:</b> CC <b>May:</b> CC
<b>K.CC.7:</b> Compare two numbers between 1 and 10 presented as written numerals.	
<b>Unit 1:</b> M1-S3, S4, S5 <b>Unit 3:</b> M4-S3, S5-HC <b>Unit 4:</b> M1-S4, S5, S5-HC <b>Unit 5:</b> M1-S3 <b>Unit 6:</b> M1-S5, S5-HC M3-S5 <b>Unit 7:</b> M2-S2, S2-WP7C, S5 M4-S1, S2, S3	<b>Jan:</b> NL <b>Mar:</b> NL





# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

### OPERATIONS & ALGEBRAIC THINKING

**A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

**K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

<b>Unit 2:</b> M1-S1, S2 M2-S5 M3-S1 <b>Unit 3:</b> M1-S1, S2, S3, S4, S5, S5-HC, S5-WP3A M2-S1, S2, S2-HC, S3, S4, S5 M3-S1, S2, S2-HC, S5, S5-WP3E <b>Unit 4:</b> M2-S1, S2, S2-WP4B, S3, S4, S5, S5-HC, S5-WP4C M4-S1, S2, S3, S4, S5, S5-WP4D <b>Unit 5:</b> M1-S5-HC <b>Unit 6:</b> M1-S2 M3-S2-HC M4-S1, S2, S3, S4, S5, S5-HC <b>Unit 7:</b> M1-S5-HC M2-S2-HC, S5-HC M3-S1, S2, S3, S4, S5 M4-S3 <b>Unit 8:</b> M1-S1, S2, S2-WP8A, S3, S4, S4-WP8B, S5-HC M2-S3, S4, S4-WP8E M4-S2, S3	<b>Dec:</b> DS, CF <b>Jan:</b> CG, DS, CF <b>Feb:</b> CC, CF <b>Mar:</b> CG, CC, CF <b>Apr:</b> CC, CF <b>May:</b> CG, CC, CF
---	--

**K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

<b>Unit 2:</b> M3-S3-HC <b>Unit 3:</b> M2-S2, S2-HC, S5-HC M3-S2, S4 <b>Unit 4:</b> M2-S2, S3, S4, S5, S5-HC, S5-WP4C M4-S5-HC <b>Unit 6:</b> M1-S2 M3-S3, S3-WP6D M4-S1, S2, S3, S4, S5 <b>Unit 7:</b> M1-S5-HC M2-S5-HC M3-S1, S2, S2-HC, S3, S4, S5, S5-HC M4-S5-HC <b>Unit 8:</b> M1-S1, S2, S2-WP8A, S3, S4, S4-WP8B M2-S2-HC, S3, S5-HC M3-S2, S2-HC, S3 M4-S1, S2, S2-HC	<b>Jan:</b> CG <b>Feb:</b> CC, CF <b>Mar:</b> CG, CC, CF <b>Apr:</b> CC, CF <b>May:</b> CG, CC
--	--

**K.OA.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  $5 = 4 + 1$ ).

<b>Unit 1:</b> M2-S1, S2, S3, S4, S4-WP1F, S5 M3-S4, S5, S5-WP1G <b>Unit 2:</b> M1-S1, S2, S3, S5-HC M2-S1, S2-HC, S5, S5-HC M3-S3, S4, S4-WP2C, S5, S6, S6-HC, S6-WP2D <b>Unit 3:</b> M1-S1, S2, S4, S5, S5-WP3A M2-S1, S1-WP3B, S2, S4 M3-S1, S2 M4-S4, S5, S5-WP3F <b>Unit 5:</b> M1-S4, S5, S5-WP5A <b>Unit 6:</b> M2-S5, S5-WP6C M3-S3, S3-WP6D M4-S1, S2, S3, S4, S5 <b>Unit 7:</b> M1-S4 M3-S5, S5-HC <b>Unit 8:</b> M1-S1, S2, S2-WP8A, S4, S4-WP8B, S5-HC M2-S5 M3-S5 M4-S1, S2, S3	<b>Oct:</b> CG, CF <b>Nov:</b> CF <b>Dec:</b> CF <b>Jan:</b> CG, CF <b>Feb:</b> CC <b>Mar:</b> CG, CF <b>Apr:</b> CC <b>May:</b> CC, CF
--	--

**K.OA.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.

<b>Unit 2:</b> M1-S3 <b>Unit 3:</b> M2-S1 M3-S5 M4-S4, S5, S5-WP3F <b>Unit 5:</b> M3-S3, S3-WP5E <b>Unit 6:</b> M3-S5 <b>Unit 7:</b> M3-S1, S2 <b>Unit 8:</b> M1-S1, S3 M2-S2-HC, S5 M3-S5 M4-S1	<b>Sep:</b> CF <b>Oct:</b> DS <b>Nov:</b> DS <b>Jan:</b> DS <b>Feb:</b> DS, CF <b>Mar:</b> CG, DS, NL <b>Apr:</b> DS, NL <b>May:</b> DS, CF
---	--

**K.OA.5:** Fluently add and subtract within 5.

<b>Unit 4:</b> M2-S2-HC M3-S5-HC M4-S2-HC <b>Unit 6:</b> M2-S5, S5-WP6C M3-S2-HC M4-S2 <b>Unit 7:</b> M2-S2-HC M3-S1, S2, S5, S5-HC M4-S5-HC <b>Unit 8:</b> M1-S1, S2, S2-WP8A, S3, S4, S4-WP8B M3-S2-HC M4-S2-HC, S3	<b>Feb:</b> CC <b>Mar:</b> CC <b>Apr:</b> CC <b>May:</b> CF
--	--

M=Module, S=Session, HC=Home Connection, WP=Work Place

Number Corner CG=Calendar Grid, CC=Calendar Collector, DS=Days in School, CF=Computational Fluency, NL=Number Line



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### NUMBER & OPERATIONS IN BASE TEN

A. Work with numbers 11-19 to gain foundations for place value.

**K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Unit 6: M1-S3, S4 M3-S1, S2, S4, S5, S5-HC

Unit 7: M1-S4, S5, S5-WP7B M2-S1, S2, S2-WP7C, S3, S4, S4-WP7D M4-S1, S2, S2-HC, S3, S4, S5-HC

Unit 8: M1-S2-HC, S5, S5-WP8C M2-S4, S4-WP8E M3-S1, S2, S2-HC, S3, S4, S5, S5-HC M4-S2-HC

Sep: CC  
Oct: CC  
Nov: CC  
Dec: CC, DS  
Jan: CC  
Feb: NL

#### MEASUREMENT & DATA

A. Describe and compare measurable attributes.

**K.MD.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Unit 3: M3-S3, S4-WP3D

Unit 4: M1-S1 M3-S1, S2, S3, S4, S5, S5-HC

Unit 7: M1-S1, S2, S2-HC, S3, S3-WP7A M3-S2-HC

Unit 8: M2-S1, S2, S2-WP8D, S4, S4-WP8E

Apr: CC

**K.MD.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.

Unit 1: M1-S1-WP1A

Unit 3: M3-S3, S4-WP3D

Unit 4: M3-S1, S2, S2-HC, S3, S4, S5

Unit 7: M1-S1, S2, S2-HC, S3, S3-WP7A

Unit 8: M2-S1, S2, S2-WP8D, S4, S4-WP8E

Nov: CC  
Apr: CC

B. Classify objects and count the number of objects in each category.

**K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Unit 1: M1-S1, S2, S3, S4, S5 M2-S4, S4-WP1C, S5 M3-S6, S6-WP1H

Unit 2: M3-S3, S4

Unit 4: M4-S1, S2, S2-WP4D, S5, S5-WP4D

Unit 5: M1-S1, S2, S3, S5-HC M2-S1, S2, S3, S4, S5-HC M3-S1, S1-WP5C, S2, S2-HC, S2-WP5D, S3, S3-WP5E M4-S1

Unit 6: M1-S1, S5 M2-S4, S4-WP6B, S5-HC

Unit 7: M1-S1, S2, S2-HC, S3, S3-WP7A

Unit 8: M2-S2-HC

Oct: CC  
Dec: CC  
Jan: CC  
Mar: CC  
Apr: CC, CC  
May: CC





# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

<b>GEOMETRY</b>	
<b>A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
<b>K.G.1:</b> 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.	
<b>Unit 1:</b> M1-S1-WP1B, S1-WP1C, S2, S2-WP1D <b>Unit 2:</b> M4-S1, S2, S3, S4, S4-HC, S4-WP2E <b>Unit 5:</b> M1-S1, S2, S2-HC M2-S1, S2, S2-HC, S3, S4, S5, S5-WP5B M3-S1, S1-WP5C, S2, S2-HC, S2-WP5D, S3, S3-WP5E, S4, S5, S5-WP5F M4-S1, S2, S3, S4, S5 <b>Unit 6:</b> M1-S1, S2, S2-HC, S5 M2-S1, S2, S2-HC, S4, S4-WP6B	<b>Sep:</b> CG <b>Oct:</b> CG <b>Nov:</b> CG, NL <b>Dec:</b> CG, CC, NL
<b>K.G.2:</b> Correctly name shapes regardless of their orientations or overall size.	
<b>Unit 1:</b> M1-S2-WP1D <b>Unit 2:</b> M4-S3, S4, S4-HC, S4-WP2E <b>Unit 5:</b> M1-S1, S2 M2-S1, S2, S3, S4, S5, S5-WP5B M3-S1, S1-WP5C, S2, S2-WP5D, S3, S3-WP5E, S4, S5, S5-HC, S5-WP5F M4-S1, S2, S3, S4, S5 <b>Unit 6:</b> M1-S1, S5 M2-S1, S2, S2-HC, S3, S3-WP6A, S4, S4-WP6B, S5-HC	<b>Sep:</b> CG <b>Nov:</b> CG
<b>K.G.3:</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
<b>Unit 5:</b> M1-S2 M2-S1, S3, S4, S5, S5-WP5B M3-S1, S1-WP5C, S2, S2-WP5D M4-S1, S2, S3, S4 <b>Unit 6:</b> M1-S1, S2, S5 M2-S1, S2, S2-HC, S4, S4-WP6B	<b>Sep:</b> CG <b>Nov:</b> CG
<b>B. Analyze, compare, create, and compose shapes.</b>	
<b>K.G.4:</b> 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).	
<b>Unit 1:</b> M1-S1-WP1B, S1-WP1C, S2-WP1D <b>Unit 2:</b> M4-S1, S2 <b>Unit 5:</b> M1-S1, S2 M2-S1, S2, S2-HC, S3, S4, S5, S5-HC, S5-WP5B M3-S1, S1-WP5C, S4, S5, S5-HC, S5-WP5F M4-S1, S2, S2-HC, S3, S4, S5 <b>Unit 6:</b> M1-S1, S2, S3, S5 M2-S1, S2, S2-HC, S3, S3-WP6A, S4, S4-WP6B	<b>Sep:</b> CG <b>Nov:</b> CG
<b>K.G.5:</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
<b>Unit 3:</b> M1-S3 <b>Unit 5:</b> M1-S2, S2-HC M2-S5, S5-WP5B M3-S1, S1-WP5C, S3, S3-WP5E M4-S1, S5-HC <b>Unit 6:</b> M1-S3, S4 M2-S1, S2, S3, S3-WP6A, S4, S4-WP6B	<b>Nov:</b> CG
<b>K.G.6:</b> Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"	
<b>Unit 1:</b> M1-S1-WP1B <b>Unit 2:</b> M4-S1, S2, S3, S4, S4-HC, S4-WP2E <b>Unit 5:</b> M3-S2, S2-HC, S2-WP5D, S4, S5, S5-WP5F M4-S1, S4, S5	



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 1. Make sense of problems and persevere in solving them.

**K.MP.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Unit 2:** M4-S3, S4

**Unit 3:** M1-S1, S2 M3-S2, S5 M4-S4, S5

**Unit 4:** M3-S1, S2

**Unit 5:** M2-S5 M3-S4, S5 M4-S1, S2, S3

**Unit 6:** M1-S1 M3-S1, S2

**Unit 7:** M3-S1, S2, S3, S4

**Unit 8:** M1-S1, S2

**Oct:** DS

**Nov:** DS

**Mar:** GG

**Apr:** CF

**May:** CG, CF

##### 2. Reason abstractly and quantitatively.

**K.MP.2:** Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Unit 1:** M1-S5

**Unit 3:** M2-S1, S2 M3-S1, S4 M4-S1, S2, S3

**Unit 4:** M1-S1, S2, S3, S4, S5

**Unit 5:** M1-S3, S4, S5

**Unit 6:** M1-S2, S5 M2-S5 M3-S1, S2, S3, S4, S5 M4-S1, S2, S3, S4, S5

**Unit 7:** M1-S4, S5 M2-S1, S2, S3, S4, S5 M3-S5 M4-S1, S2, S3, S4, S5

**Unit 8:** M1-S4, S5 M2-S5 M3-S1, S2, S3 M4-S1, S3

**Sep:** CC

**Oct:** CC

**Nov:** CC, CF

**Dec:** CC, DS, CF

**Jan:** CG, CC, DS, CF

**Feb:** CC, CF

**Mar:** CG, CC, CF

**Apr:** CC

**May:** CC





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 3. Construct viable arguments and critique the reasoning of others.

**K.MP.3:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Unit 2:** M1–S2, S3 M2–S1 M3–S4 M4–S2

**Unit 5:** M4–S2

**Unit 7:** M4–S1

**Unit 8:** M4–S3

**Oct:** CG

**Nov:** DS

**Mar:** CG, NL

**Apr:** CF

**May:** CG, NL

##### 4. Model with mathematics.

**K.MP.4:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Unit 3:** M1–S1, S2, S3, S4 M3–S2, S5

**Unit 5:** M2–S3

**Unit 6:** M3–S3

**Unit 8:** M1–S1, S2, S3, S4 M4–S1, S2

**Sep:** DS

**Nov:** CG

**Dec:** CF

**Jan:** CG

**Feb:** CF

**Mar:** CG, CF

**Apr:** CG, CC, DS

**May:** CC, DS



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 5. Use appropriate tools strategically.

**K.MP.5:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Unit 1:** M1-S1, S2

**Unit 2:** M2-S2, S3, S4, S5

**Unit 7:** M1-S1, S2, S3 M3-S1, S2, S3, S4, S5

**Unit 8:** M2-S1, S2, S4

**Apr:** CG, CF

**May:** CG

##### 6. Attend to precision.

**K.MP.6:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Unit 1:** M1-S1, S2, S3, S4, S5 M2-S1, S2, S3, S4, S5 M3-S1, S2, S3, S4, S5, S6 M4-S1, S2, S3, S4

**Unit 2:** M1-S1, S3, S4, S5 M3-S1, S2, S3, S6

**Unit 3:** M3-S1, S3

**Unit 4:** M2-S1, S2, S3, S4, S5 M3-S1, S2, S3, S4, S5

**Unit 5:** M1-S1, S2, S3 M2-S5 M4-S4

**Unit 6:** M2-S1, S3

**Unit 7:** M2-S1, S2, S5

**Unit 8:** M2-S1, S2 M4-S4, S5

**Dec:** CG, CC

**Jan:** CC

**Feb:** CG, NL

**Mar:** NL

**Apr:** NL





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 7. Look for and make use of structure.

**K.MP.7:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Unit 1:** M1-S3, S4 M2-S1, S2, S3, S4, S5 M3-S1, S2, S3, S4, S5, S6 M4-S1, S2, S3, S4

**Unit 2:** M1-S1, S2, S3, S4, S5 M2-S1, S2, S3, S4, S5 M3-S1, S2, S5, S6 M4-S1, S2

**Unit 3:** M1-S4, S5 M2-S1, S2, S3, S4, S5 M3-S4 M4-S1, S2, S3

**Unit 4:** M1-S1, S2, S3, S4, S5 M2-S1, S2, S3, S4, S5 M3-S3, S4, S5 M4-S1, S2, S3, S4, S5

**Unit 5:** M1-S1, S2, S4, S5 M2-S1, S2, S3, S4 M3-S1, S2, S3, S4, S5 M4-S1, S4, S5

**Unit 6:** M1-S1, S3, S4, S5 M2-S1, S2, S3, S4, S5 M3-S5 M4-S1, S2, S3, S4, S5

**Unit 7:** M1-S1, S2, S3, S4, S5 M2-S3, S4 M4-S1, S2, S3, S4, S5

**Unit 8:** M2-S3 M3-S5 M4-S2, S5

**Sep:** CG, CF, NL

**Oct:** CG, DS, CF, NL

**Nov:** CG, DS, NL

**Dec:** CG, DS, NL

**Jan:** CG, DS, NL

**Feb:** CG, DS, NL

**Mar:** DS, NL

**Apr:** CG, NL

**May:** NL

##### 8. Look for and express regularity in repeated reasoning.

**K.MP.8:** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Unit 2:** M3-S3, S4, S5 M4-S1, S2, S3, S4

**Unit 3:** M2-S3, S4, S5 M4-S4, S5

**Unit 4:** M4-S1, S2, S3, S4, S5

**Unit 5:** M2-S1, S2, S4 M4-S5

**Unit 6:** M1-S2 M3-S4

**Unit 8:** M1-S3, S5 M2-S3, S4, S5 M3-S1, S2, S3, S5 M4-S3

**Sep:** CG, CC, DS, CF, NL

**Oct:** CG, CC, CF, NL

**Nov:** CC, CF, NL

**Dec:** CF, NL

**Jan:** CF, NL

**Feb:** CC, DS, NL

**Mar:** DS, NL











**Apr:** DS, NL

**May:** DS, CF, NL



## Grade 1 Scope & Sequence

Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Numbers All Around Us	Unit 2 Developing Strategies with Dice & Dominoes	Unit 3 Adding, Subtracting, Counting & Comparing	Unit 4 Leapfrogs on the Number Line	Unit 5 Geometry	Unit 6 Figure the Facts with Penguins	Unit 7 One Hundred & Beyond	Unit 8 Changes, Changes
<b>Module 1</b>	Counting & Data with Popsicles 1.NBT.1, 1.MD.4, 1.OA.5, 1.OA.6, 1.MD.2, 1.G.2  	Counting, Comparing & Adding with Dominoes 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.3  	Single-Digit Sums 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.4, 1.MD.4  	Adding & Subtracting on the Life-Sized Number Line 1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4  	Introducing Two- Dimensional Shapes 1.OA.3, 1.OA.6, 1.MD.4, 1.G.1, 1.G.2  	Story Problems for Basic Addition & Subtraction 1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2b  	Grouping Sticks & Bundles Beyond One Hundred 1.OA.6, 1.NBT.1, 1.NBT.2, 1.NBT.2a-c, 1.NBT.3, 1.NBT.4, 1.NBT.6  	Time & Duration 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4, 1.G.3  
<b>Module 2</b>	Meet the Number Rack 1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2b, 1.MD.4  	Fact Families & Story Problems 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.3  	Combinations with the Number Rack 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4  	Jumping by Fives & Tens 1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.5, 1.NBT.6  	Introducing Three- Dimensional Shapes 1.OA.6, 1.OA.7, 1.MD.4, 1.G.1, 1.G.2  	Combinations & Story Problems 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.2b  	Hansel & Gretel's Path on the Number Line 1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6  	Patterns, Structure & Change 1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.G.3  
<b>Module 3</b>	Part-Part-Whole to Ten 1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4  	Introducing Fact Strategies 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.4, 1.G.2  	Tens & Teens 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2a-b, 1.NBT.3, 1.NBT.4  	Jumping by Fives & Tens on the Open Number Line 1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6  	Putting Shapes Together & Taking Them Apart 1.OA.6, 1.NBT.1, 1.NBT.4, 1.NBT.6, 1.G.1, 1.G.2, 1.G.3  	Solving for the Unknown in Penguin Stories 1.OA.1, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8  	Adding & Subtracting Two-Digit Numbers with Hansel & Gretel 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.G.3  	Measurement & Data with Paper Gliders 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.1, 1.MD.2, 1.MD.4, 1.G.3  
<b>Module 4</b>	Adding & Subtracting to Ten with the Number Rack 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4  	Counting by Fives & Tens 1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.G.2, 1.G.2, 1.G.3  	Exploring Equations 1.OA.1, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8  	Measuring, Comparing & Subtracting with Penguins 1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.6, 1.MD.1, 1.MD.2, 1.MD.4  	Sorting & Graphing Shapes 1.OA.1, 1.OA.2, 1.OA.4, 1.NBT.4, 1.MD.4, 1.G.1, 1.G.2, 1.G.3  	Measuring & Comparing Emperor & Little Blue Penguins 1.OA.1, 1.OA.2, 1.OA.6, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.1, 1.MD.2  	Place Value with Money 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.3, 1.MD.4  	Measuring Our Growth 1.OA.3, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.1, 1.MD.2, 1.MD.3, 1.MD.4  

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry

## Grade 1 Scope & Sequence

### Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Place Value Models 1.NBT.1, 1.NBT.2a–b  	Fall Number Stories & Equations 1.OA.1, 1.OA.3, 1.OA.6  	Chomp! Gulp! Nibble! Fractions 1.NBT.1, 1.G.3  	Three-Dimensional Shapes All Around Us 1.NBT.1, 1.G.1, 1.G.2  	Equations with Unknowns 1.OA.1, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1  	Geoboard Shapes 1.NBT.1, 1.G.1  	What Time Is It? 1.NBT.1, 1.MD.3, 1.G.3  	Folding Fractions 1.NBT.1, 1.G.1, 1.G.3  	Hopping on the 120 Number Grid 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6  
Calendar Collector	Fives & Ones with Nickels & Pennies 1.MD.4  	Pattern Block Shapes 1.NBT.1, 1.NBT.3, 1.MD.4, 1.G.2  	An Hour a Day 1.MD.3, 1.G.3  	Time to the Hour 1.MD.3  	Tens & Ones with Dimes & Pennies 1.MD.4  	Collecting Cubes 1.OA.3, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.MD.4  	Tens, Fives & Ones with Coins 1.NBT.1, 1.MD.4  	Counting & Adding with Popsicle Sticks 1.NBT.2a, 1.MD.1, 1.MD.2, 1.MD.4  	Fractions with Quarters 1.G.3  
Days in School	Finding Five 1.OA.6, 1.OA.7, 1.NBT.2a–b  	Making Ten 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.4  	Finding Fifty 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.4  	Moving Beyond Fifty 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.4  	Close to One Hundred 1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.4  	One Hundred Days of School & More 1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.2c, 1.NBT.4  	Looking Beyond One Hundred 1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5  	Expanded Notation 1.NBT.1, 1.NBT.2, 1.NBT.4  	Closing in on Two Hundred 1.NBT.1, 1.NBT.2, 1.NBT.4  
Computational Fluency	Adding Ten & More 1.OA.6, 1.NBT.2a–b, 1.NBT.4  	Make Ten Facts 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8  	Doubles & Halves to Ten 1.OA.4, 1.OA.6  	Doubles & Halves Within Twenty 1.OA.6  	Doubles Plus or Minus One Facts 1.OA.5, 1.OA.6  	Multiple Addends 1.OA.2, 1.OA.3, 1.OA.6  	Think Ten 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.7, 1.NBT.3  	Numbers to 120 1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6  	Adding & Subtracting on the 120 Grid 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6  
Number Line	The First Two Decades 1.OA.6, 1.NBT.1, 1.NBT.2  	The Twenties & Thirties 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3  	The Forties & Fifties 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3  	The Fifties & Sixties 1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3  	The Seventies & Eighties 1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3  	The Tenth Decade 1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.3  	Numbers to 120 1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3  	Adding & Subtracting Decade Numbers 1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6  	Numbers Off the Decade by Tens 1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5  

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations



In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. (Note: Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.)

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

*From the Common Core State Standards for Mathematics 2010*

### Grade 1 Overview

#### Operations & Algebraic Thinking

- A. Represent and solve problems involving addition and subtraction.
- B. Understand and apply properties of operations and the relationship between addition and subtraction.
- C. Add and subtract within 20.
- D. Work with addition and subtraction equations.

#### Number & Operations in Base Ten

- A. Extend the counting sequence.
- B. Understand place value.
- C. Use place value understanding and properties of operations to add and subtract.

#### Measurement & Data

- A. Measure lengths indirectly and by iterating length units.
- B. Tell and write time.
- C. Represent and interpret data.

#### Geometry

- A. Reason with shapes and their attributes.

#### Mathematical Practices

- A. Make sense of problems and persevere in solving them.
- B. Reason abstractly and quantitatively.
- C. Construct viable arguments and critique the reasoning of others.
- D. Model with mathematics.
- E. Use appropriate tools strategically.
- F. Attend to precision.
- G. Look for and make use of structure.
- H. Look for and express regularity in repeated reasoning.



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### OPERATIONS & ALGEBRAIC THINKING

#### A. Represent and solve problems involving addition and subtraction.

**1.OA.1:** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Unit 1: M2-S5-HC M3-S1

Unit 2: M2-S2, S5-HC M3-S2-HC, S5, S5-HC M4-S2-HC, S5-HC

Unit 3: M1-S5 M2-S2-HC, S3, S4, S5 M4-S3, S4

Unit 4: M1-S3, S4, S4-WP4A M3-S5-HC M4-S2-HC, S4, S5

Unit 5: M4-S1-HC, S3-HC

Unit 6: M1-S1, S2, S2-HC, S4, S5, S5-HC M2-S2, S3, S5, S5-HC M3-S1, S2, S2-HC, S3, S4, S4-HC, S5 M4-S2-HC

Unit 7: M3-S1, S2, S2-HC

Unit 8: M2-S1, S2-HC

Oct: CG

Jan: CG

**1.OA.2:** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Unit 3: M2-S5-HC

Unit 6: M2-S3 M4-S2-HC

Unit 7: M3-S2

Unit 8: M2-S2-HC

Feb: CF

#### B. Understand and apply properties of operations and the relationship between addition and subtraction.

**1.OA.3:** Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) (Students need not use formal terms for these properties.)

Unit 1: M2-S2

Unit 2: M1-S4, S5, S5-HC M2-S1, S2, S2-HC, S4 M3-S2-HC, S5, S5-HC M4-S2-HC

Unit 3: M1-S1, S1-WP3A, S2, S2-WP3B, S3 M2-S3 M4-S1, S2, S2-HC, S5-HC

Unit 5: M1-S2-HC

Unit 6: M2-S1, S2, S2-HC

Unit 7: M3-S1, S2

Unit 8: M4-S2, S4

Oct: CG, CF

Feb: CC, CF

Mar: CF

**1.OA.4:** Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

Unit 1: M4-S1

Unit 2: M2-S1, S2, S4 M3-S2-HC, S5, S5-HC

Unit 3: M1-S5

Unit 4: M3-S2-HC M4-S5-HC

Unit 5: M4-S1-HC

Unit 6: M1-S5 M2-S1, S2, S4-WP6B M3-S2

Oct: CF

Nov: CF

Mar: CF





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### OPERATIONS & ALGEBRAIC THINKING

#### C. Add and subtract within 20.

**1.OA.5:** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

<b>Unit 1:</b> M1-S1-WP1C M2-S5-WP1G M3-S4 M4-S1, S2-HC, S4 <b>Unit 2:</b> M1-S1, S2, S2-WP2A, S3, S4, S4-WP2B, S5, S5-HC M2-S2-HC, S3, S3-WP2C, S5 M3-S1, S3, S3-WP2E, S4, S4-WP2F M4-S4, S5 <b>Unit 3:</b> M1-S2, S2-WP3B, S4, S4-WP3C <b>Unit 4:</b> M1-S3, S4, S4-WP4A, S5, S5-HC M3-S1-WP4C, S3 <b>Unit 6:</b> M1-S1, S2 <b>Unit 8:</b> M2-S2, S4-WP8B	<b>Dec:</b> NL <b>Jan:</b> CF, NL <b>Feb:</b> NL
--	--

**1.OA.6:** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

<b>Unit 1:</b> M1-S1-WP1C M2-S2, S2-HC, S3, S5, S5-HC, S5-WP1G M3-S1, S2, S2-HC, S4 M4-S1, S2-HC, S4 <b>Unit 2:</b> M1-S1, S2, S2-WP2A, S3, S4, S4-WP2B, S5, S5-HC M2-S1, S2, S2-HC, S3, S3-WP2C, S4, S5 M3-S1, S2, S2-HC, S2-WP2D, S3, S3-WP2E, S4, S4-WP2F, S5, S5-HC M4-S2-HC <b>Unit 3:</b> M1-S1, S1-WP3A, S2, S2-HC, S2-WP3B, S3, S4, S4-WP3C, S5-HC M2-S1, S1-WP3D, S2, S2-HC, S3, S4, S5, S5-HC, S5-WP3E M3-S1, S2, S2-HC, S3, S4, S4-WP3F, S5, S5-HC M4-S1, S2, S2-HC, S5, S5-HC <b>Unit 4:</b> M1-S2, S2-HC, S3, S4, S4-WP4A, S5, S5-HC M3-S1-WP4C, S2-HC, S5-HC M4-S2-HC <b>Unit 5:</b> M1-S2-HC M2-S5-HC M3-S1, S2-HC, S5-HC <b>Unit 6:</b> M1-S1, S2, S2-HC, S3, S4, S4-WP6A, S5, S5-HC M2-S1, S2, S2-HC, S3, S4, S4-WP6B, S5, S5-HC M3-S1, S2, S2-HC, S3, S3-WP6C, S4, S4-HC, S5 M4-S2-HC <b>Unit 7:</b> M1-S2-HC, S5-HC M3-S2, S2-HC <b>Unit 8:</b> M2-S1, S2, S3, S4-WP8B	<b>Sep:</b> DS, CF, NL <b>Oct:</b> CG, CF <b>Nov:</b> CF <b>Dec:</b> DS, CF <b>Jan:</b> CG, CF <b>Feb:</b> CF <b>Mar:</b> CF
---	--

#### D. Work with addition and subtraction equations.

**1.OA.7:** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

<b>Unit 2:</b> M1-S3, S4-WP2B M2-S4 <b>Unit 3:</b> M1-S5 M2-S4, S5-HC M4-S1, S2, S2-HC, S3, S4, S5, S5-HC <b>Unit 5:</b> M2-S5-HC <b>Unit 6:</b> M1-S2 M3-S3, S3-WP6C, S4-HC, S5	<b>Sep:</b> DS <b>Oct:</b> DS <b>Nov:</b> DS <b>Dec:</b> DS	<b>Jan:</b> CG, DS <b>Feb:</b> DS <b>Mar:</b> CF
---	--	--

**1.OA.8:** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .

<b>Unit 1:</b> M2-S2, S2-HC, S5-HC M3-S1, S2, S2-HC M4-S1 <b>Unit 2:</b> M2-S1, S2, S4 M3-S2-HC, S5, S5-HC M4-S1, S2, S2-HC, S3, S4, S5 <b>Unit 3:</b> M1-S1, S1-WP3A, S5 M2-S1, S1-WP3D, S2-HC, S3, S4, S5-HC M3-S5 M4-S3, S4, S5 <b>Unit 4:</b> M1-S2 M3-S1-WP4C, S2-HC, S5-HC M4-S2, S2-HC, S3, S4, S5 <b>Unit 6:</b> M1-S2, S5-HC M2-S1, S2, S2-HC, S4-WP6B M3-S1, S2, S2-HC, S3, S4, S5 <b>Unit 7:</b> M3-S2-HC <b>Unit 8:</b> M1-S4, S5, S5-WP8A	<b>Oct:</b> CF <b>Jan:</b> CG
--	----------------------------------





# Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

## NUMBER & OPERATIONS IN BASE TEN

### A. Extend the counting sequence.

**1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

<b>Unit 1:</b> M1-S1-WP1A, S3, S4, S5 M2-S4, S4-WP1F, S5-WP1G M3-S3, S3-WP1H, S4, S5 M4-S2-WP1I, S3, S4, S5, S5-HC	<b>Sep:</b> CG, NL
<b>Unit 2:</b> M1-S2 M2-S5-HC M4-S3, S5-HC	<b>Oct:</b> CG, DS, NL
<b>Unit 3:</b> M3-S1, S2, S2-HC, S3, S4	<b>Nov:</b> CG, DS, NL
<b>Unit 4:</b> M1-S1 M2-S1, S2, S2-HC, S3, S4, S4-WP4B M3-S1, S2 M4-S1, S2, S3, S4, S5, S5-HC	<b>Dec:</b> CG, DS, NL
<b>Unit 5:</b> M3-S2-HC	<b>Jan:</b> CG, DS, NL
<b>Unit 6:</b> M1-S3 M4-S1, S2, S3, S5, S5-HC	<b>Feb:</b> CG, DS, NL
<b>Unit 7:</b> M1-S2, S3, S4 M2-S1, S2, S2-HC, S3, S4, S5, S5-HC M3-S3, S4, S5, S5-HC M4-S1, S2, S5-HC	<b>Mar:</b> CG, CG, DS, NL
<b>Unit 8:</b> M1-S1, S2, S4, S5, S5-WP6A M3-S3, S4, S5, S6 M4-S1, S2, S4	<b>Apr:</b> CG, DS, CF, NL
	<b>May:</b> CG, DS, CF, NL

### B. Understand place value.

**1.NBT.2:** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

<b>Unit 3:</b> M3-S1, S2, S3, S4, S5	<b>Sep:</b> NL	<b>Feb:</b> CG, NL
<b>Unit 7:</b> M1-S1, S2, S3, S4, S5-HC M2-S1 M4-S1, S2, S4, S5	<b>Oct:</b> DS, NL	<b>Mar:</b> DS, NL
<b>Unit 8:</b> M3-S2 M4-S3	<b>Nov:</b> DS, NL	<b>Apr:</b> DS, CF, NL
	<b>Dec:</b> NL	<b>May:</b> DS, NL
	<b>Jan:</b> NL	

**1.NBT.2a:** 10 can be thought of as a bundle of ten ones — called a “ten.”

<b>Unit 3:</b> M3-S1, S2, S3, S4, S4-WP3F, S5	<b>Sep:</b> CG, DS, CF	<b>Jan:</b> DS, NL
<b>Unit 7:</b> M1-S1	<b>Oct:</b> NL	<b>Feb:</b> DS
	<b>Nov:</b> NL	<b>Apr:</b> CG
	<b>Dec:</b> DS, NL	

**1.NBT.2b:** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

<b>Unit 1:</b> M2-S5-WP1G	<b>Sep:</b> CG, DS, CF
<b>Unit 3:</b> M3-S1, S2, S3, S4, S4-WP3F, S5	
<b>Unit 6:</b> M1-S1, S2, S4-WP6A M2-S4	
<b>Unit 7:</b> M1-S2-HC	

**1.NBT.2c:** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

<b>Unit 4:</b> M2-S4, S4-WP4B, S5 M3-S1, S2 M4-S2, S3, S4	<b>Oct:</b> NL	<b>Feb:</b> DS
<b>Unit 7:</b> M1-S1	<b>Nov:</b> NL	<b>Mar:</b> NL
	<b>Dec:</b> NL	<b>Apr:</b> CF
	<b>Jan:</b> NL	

**1.NBT.3:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

<b>Unit 2:</b> M1-S3, S4-WP2B M2-S3, S3-WP2C, S5 M4-S4, S5	<b>Unit 6:</b> M4-S1, S2, S3	<b>Oct:</b> CG, NL	<b>Feb:</b> CG, NL
<b>Unit 3:</b> M2-S5, S5-WP3E M3-S1, S2, S3, S4 M4-S3	<b>Unit 7:</b> M1-S2, S3, S4, S4-WP7A, S5-HC M4-S2, S3, S4, S5	<b>Nov:</b> NL	<b>Mar:</b> NL
<b>Unit 4:</b> M3-S2 M4-S1, S2, S3, S4, S5	<b>Unit 8:</b> M1-S4, S5, S5-WP6A M3-S3, S4, S5, S6 M4-S1, S2, S2-HC, S3	<b>Dec:</b> NL	<b>Apr:</b> CF
		<b>Jan:</b> NL	

M—Module, S—Session, HC—Home Connection, WP—Work Place

Number Corner CG—Calendar Grid, CC—Calendar Collector, DS—Days in School, CF—Computational Fluency, NL—Number Line



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### NUMBER & OPERATIONS IN BASE TEN

C. Use place value understanding and properties of operations to add and subtract.

**1.NBT.4:** Add within 100, including adding a two-digit number and a one-digit number; and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

**Unit 2:** M4-S2-HC

**Unit 3:** M1-S5-HC M2-S3 M3-S1, S2, S2-HC, S3, S4, S4-WP3F, S5-HC

**Unit 4:** M1-S2-HC M2-S3, S4, S4-WP4B, S5, S5-HC M3-S3, S4, S5, S5-WP4D M4-S2, S3, S4, S5, S5-HC

**Unit 5:** M3-S5-HC M4-S1-HC

**Unit 6:** M4-S1, S3, S5-HC

**Unit 7:** M1-S2, S2-HC, S3, S4, S4-WP7A, S5-HC M2-S1, S2, S3, S4, S5, S5-HC M3-S2-HC, S3, S4, S5, S5-HC M4-S1, S2, S3, S4, S5

**Unit 8:** M1-S4, S5, S5-WP8A M2-S1, S2-HC, S4, S4-WP8B M3-S3, S4, S5, S6 M4-S2, S2-HC, S3, S4

**Sep:** CF

**Oct:** DS

**Nov:** DS

**Dec:** DS

**Jan:** DS

**Feb:** CC, DS

**Mar:** DS

**Apr:** DS, CF, NL

**May:** CG, DS, CF, NL

**1.NBT.5:** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

**Unit 4:** M2-S1, S2, S2-HC M3-S1, S2, S3, S4, S5, S5-WP4D

**Unit 7:** M2-S3 M3-S3, S4, S5, S5-HC M4-S3

**Unit 8:** M2-S4, S4-WP8B M3-S2 M4-S2, S4

**Mar:** DS

**Apr:** CF, NL

**May:** CG, CF, NL

**1.NBT.6:** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

**Unit 4:** M2-S3, S4, S4-WP4B, S5, S5-HC M3-S4, S5, S5-WP4D M4-S2, S3, S5-HC

**Unit 5:** M3-S5-HC

**Unit 7:** M1-S5, S5-HC, S5-WP7B M2-S5 M3-S3, S4, S5

**Unit 8:** M2-S2-HC, S4, S4-WP8B

**Apr:** CF, NL

**May:** CG, CF



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### MEASUREMENT & DATA

#### A. Measure lengths indirectly and by iterating length units.

**1.MD.1:** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**Unit 1:** M3–S5  
**Unit 4:** M4–S5  
**Unit 6:** M4–S2, S3  
**Unit 8:** M3–S3, S5 M4–S1, S3

**Apr:** CC

**1.MD.2:** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

**Unit 1:** M1–S1-WP1A M3–S5 M4–S2, S2-WP1I, S3  
**Unit 4:** M4–S1, S2, S3, S4, S5  
**Unit 6:** M4–S1, S2, S3  
**Unit 7:** M3–S1, S2  
**Unit 8:** M3–S2, S2-HC, S3, S5 M4–S1, S3, S4

**Apr:** CC

#### B. Tell and write time.

**1.MD.3:** Tell and write time in hours and half-hours using analog and digital clocks.

**Unit 3:** M2–S5, S5-WP3E  
**Unit 7:** M4–S2-HC  
**Unit 8:** M1–S2, S5-HC M4–S2-HC

**Nov:** CC

**Dec:** CC

**Mar:** CC

#### C. Represent and interpret data.

**1.MD.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Unit 1:** M1–S2 M2–S4, S4-WP1F M3–S3, S3-WP1H, S5-HC M4–S5-HC  
**Unit 2:** M3–S3, S3-WP2E, S4, S4-WP2F  
**Unit 3:** M1–S1, S1-WP3A M2–S5, S5-WP3E  
**Unit 4:** M4–S1  
**Unit 5:** M1–S1, S2 M2–S2 M4–S2, S2-WP5F  
**Unit 7:** M4–S2-HC  
**Unit 8:** M1–S3 M3–S4, S6 M4–S3

**Sep:** CC

**Oct:** CC

**Jan:** CC

**Feb:** CC

**Mar:** CC

**Apr:** CC





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

GEOMETRY		
A. Reason with shapes and their attributes.		
<b>1.G.1:</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.		
<b>Unit 5:</b> M1-S1, S2, S2-HC, S3, S4, S5 M2-S1, S2, S3, S4, S4-WP5C, S5, S5-HC, S5-WP5D M3-S1, S3, S4, S6, S7 M4-S1, S1-HC, S1-WP5E, S2, S3, S3-HC		Dec: CG Feb: CG Apr: CG
<b>1.G.2:</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")		
<b>Unit 1:</b> M1-S1-WP1B, S3-WP1D, S3-WP1E <b>Unit 2:</b> M3-S2-HC M4-S1, S2 <b>Unit 5:</b> M1-S3, S3-WP5A, S4, S4-WP5B, S5, S5-HC M2-S2-HC, S4, S5 M3-S1, S2, S7 M4-S1-HC		Oct: CC Dec: CG
<b>1.G.3:</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as <i>two of</i> or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		
<b>Unit 2:</b> M4-S1 <b>Unit 5:</b> M3-S3, S4, S5, S5-HC, S6 M4-S3-HC <b>Unit 7:</b> M3-S3 <b>Unit 8:</b> M1-S4, S5 M2-S1 M3-S1, S5-HC		Nov: CG, CC Mar: CG Apr: CG May: CG



# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 1. Make sense of problems and persevere in solving them.

**1.MP.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Unit 1:** M1–S3

**Unit 2:** M3–S5 M4–S1

**Unit 3:** M1–S5 M2–S4

**Unit 4:** M3–S5–HC M4–S4, S5

**Unit 5:** M1–S1, S3, S5 M3–S7 M4–S1, S2, S3

**Unit 6:** M2–S5, S5–HC M3–S1, S2, S2–HC, S3, S4, S5 M4–S1, S3

**Unit 7:** M2–S2, S5, S5–HC M3–S2–HC M4–S4

**Unit 8:** M2–S2–HC M3–S1, S2, S3, S4, S5, S6 M4–S2, S4

**Jan:** CG

**Feb:** CG

#### 2. Reason abstractly and quantitatively.

**1.MP.2:** Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Unit 1:** M4–S1, S5

**Unit 2:** M1–S3, S4, S5 M2–S1, S2, S4 M3–S2

**Unit 3:** M1–S1–WP3A, S2, S3, S4 M2–S1 M3–S1, S5 M4–S1, S2, S3, S4, S5

**Unit 4:** M1–S1, S2, S3, S4 M2–S1, S2, S4, S5 M3–S1, S2, S4, S5

**Unit 5:** M3–S1, S5

**Unit 6:** M1–S1, S2, S3, S5 M2–S1, S2, S3, S4, S5 M3–S3, S4 M4–S2, S3

**Unit 7:** M1–S2, S3, S4, S5 M2–S4 M3–S1, S2, S3, S4, S5 M4–S2

**Unit 8:** M1–S4, S5 M2–S1, S2, S3, S4 M3–S3, S5

**Oct:** CF

**Nov:** CG, CF

**Dec:** CF

**Feb:** CG, CF

**Mar:** CG, CF

**Apr:** CF

**May:** CG, CF





# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 3. Construct viable arguments and critique the reasoning of others.

**1.MP.3:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Unit 2:** M1–S4

**Unit 6:** M2–S5 M3–S1, S2, S3, S4 M4–S1

**Unit 7:** M2–S1, S3, S5 M3–S3, S4, S5 M4–S4

**Unit 8:** M1–S4, S5

**Dec:** CG

**Feb:** CG

#### 4. Model with mathematics.

**1.MP.4:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Unit 1:** M1–S2 M2–S2, S4, S4-WP1F, S5-WP1G M3–S1, S2, S2-HC, S3, S3-WP1H, S4, S5 M4–S3, S4, S5-HC

**Unit 2:** M1–S5 M2–S1, S2, S4, S5 M3–S1, S2, S5

**Unit 3:** M1–S1, S5 M2–S5 M3–S1 M4–S1, S2, S4, S5

**Unit 4:** M1–S1, S2, S3, S4, S5

**Unit 5:** M1–S2 M2–S3, S4, S5 M3–S4

**Unit 6:** M1–S4 M2–S4 M4–S1, S2

**Unit 7:** M1–S1 M3–S1, S2 M4–S3

**Unit 8:** M1–S1, S2, S3 M2–S1 M4–S3, S5

**Sep:** CG, DS, CF

**Oct:** CG, CC, DS

**Nov:** CC, DS

**Dec:** DS

**Jan:** CG, DS, CF

**Feb:** DS, CF

**Mar:** DS, CF

**Apr:** DS, CF

**May:** CG, CC, DS, CF



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 5. Use appropriate tools strategically.

**1.MP.5:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Unit 1:** M2–S1, S2, S3, S5 M3–S1 M4–S1, S2

**Unit 2:** M3–S1

**Unit 3:** M2–S5 M3–S2, S3, S4

**Unit 4:** M1–S5 M4–S1, S2, S3, S4, S5

**Unit 6:** M1–S4, S5

**Unit 8:** M1–S2 M4–S2, S4

**Feb:** CC

**Apr:** CC

**May:** CC

#### 6. Attend to precision.

**1.MP.6:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Unit 1:** M1–S2 M2–S4 M3–S5 M4–S2, S2-WP11, S3

**Unit 2:** M1–S5 M4–S1

**Unit 3:** M3–S2, S3, S4

**Unit 4:** M4–S1, S2, S3

**Unit 5:** M3–S2, S3

**Unit 8:** M3–S1 M4–S1, S3

**Sep:** CC

**Oct:** CC

**Nov:** CC

**Dec:** CC

**Jan:** CC

**Mar:** CC, CC

**Apr:** CC, CC





# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 7. Look for and make use of structure.

**1.MP.7:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Unit 1:** M1-S1, S1-WP1A, S1-WP1B, S1-WP1C, S3, S3-WP1E, S4, S5 M2-S1, S3, S5, S5-WP1G M3-S2, S2-HC, S4 M4-S4, S5

**Unit 2:** M1-S1, S2 M2-S3 M3-S2, S3, S4 M4-S2, S3, S4, S5

**Unit 3:** M1-S1, S1-WP3A, S2, S3, S4 M2-S1, S3, S4

**Unit 4:** M2-S3, S4, S5 M3-S1, S2, S3, S4, S5

**Unit 5:** M1-S1, S2, S3, S4, S4-WP5B, S5 M2-S1, S2, S3, S4, S5 M3-S1, S2, S3, S4, S5, S7 M4-S1, S2, S3

**Unit 6:** M1-S1, S2, S3, S4 M2-S1, S2, S3, S4 M3-S1, S2 M4-S4, S5

**Unit 7:** M1-S1, S2, S3 M2-S1, S2, S3, S4 M3-S1, S2 M4-S1, S2, S5

**Unit 8:** M1-S1, S2, S3 M2-S2, S3, S4 M3-S2

**Sep:** CG, DS, CF, NL

**Oct:** CG, DS, CF, NL

**Nov:** CG, DS, CF, NL

**Dec:** CC, DS, CF, NL

**Jan:** CC, DS, CF, NL

**Feb:** CG, DS, CF, NL

**Mar:** CG, CC, DS, CF, NL

**Apr:** CG, DS, CF, NL

**May:** CG, CC, DS, CF, NL

#### 8. Look for and express regularity in repeated reasoning.

**1.MP.8:** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Unit 1:** M1-S1, S5

**Unit 2:** M1-S2 M2-S3 M3-S3, S4 M4-S3, S4, S5

**Unit 3:** M1-S2-HC M2-S3

**Unit 4:** M2-S1, S2, S3 M3-S3

**Unit 5:** M2-S2

**Unit 6:** M1-S3, S5 M2-S1, S2, S3 M4-S4, S5

**Unit 7:** M1-S4, S5 M4-S1, S3, S5

**Sep:** NL

**Oct:** CF, NL

**Nov:** NL

**Dec:** CG, NL

**Jan:** NL

**Feb:** CC, NL

**Mar:** DS, NL

**Apr:** DS, NL

**May:** DS, NL

## Grade 2 Scope & Sequence

Bridges in Mathematics Second Edition



























	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Figure the Facts	Unit 2 Place Value & Measurement with Jack's Beanstalks	Unit 3 Addition & Subtraction Within 100	Unit 4 Measurement	Unit 5 Place Value to One Thousand	Unit 6 Geometry	Unit 7 Measurement, Fractions & Multi- Digit Computation with Hungry Ants	Unit 8 Measurement, Data & Multi-Digit Computation with Marble Rolls
<b>Module 1</b>	Sorting & Graphing 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.1, 2.MD.8, 2.MD.10, 2.G.1, 2.G.2, 2.G.3	Counting & Modeling Two- & Three-Digit Numbers 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.1a, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.4, 2.MD.6	Tens & Ones 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.1, 2.MD.5, 2.MD.6, 2.MD.8	Inches & Feet 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.6, 2.MD.10	Counting to One Thousand 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.8	Attributes of Two- Dimensional Shapes 2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.5, 2.MD.8, 2.G.1, 2.G.2	Army Ants: Length in Metric Units 2.OA.1, 2.NBT.1, 2.NBT.1a-b, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.6, 2.MD.8, 2.G.3	Revisiting Place Value & Three-Digit Computation 2.OA.1, 2.OA.3, 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.5, 2.MD.8
<b>Module 2</b>	Number Facts with the Number Rack 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.2, 2.NBT.5, 2.MD.8	Measuring Jack's Giant Beans with Tens 2.OA.2, 2.OA.4, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.MD.4, 2.MD.6	Adding & Subtracting on the Number Line 2.OA.1, 2.OA.2, 2.NBT.2, 2.NBT.5, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8	Inches, Feet & Yards 2.OA.1, 2.OA.2, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8	Place Value with Money 2.OA.1, 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.7, 2.MD.8, 2.MD.10	Exploring Area & Arrays 2.OA.4, 2.G.1, 2.G.2, 2.G.3	Ant Treats: Division & Fractions 2.OA.1, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.10, 2.G.3	Building Marble Rolls & Collecting Data 2.OA.1, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8, 2.MD.9
<b>Module 3</b>	Introducing Addition & Subtraction Strategies 2.OA.1, 2.OA.2, 2.OA.3, 2.NBT.5, 2.MD.6, 2.MD.10	Adding on the Open Number Line 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7	Present & Parcel Story Problems with Two-Digit Numbers 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.5, 2.MD.6, 2.MD.8	Proportions & Fractions with a Giant 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.8	Multiples of Ten, One Hundred & One Thousand 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8	Composing & Decomposing Patchwork Shapes 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.G.1, 2.G.2, 2.G.3	Adding & Subtracting Three-Digit Numbers 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.3, 2.MD.8, 2.MD.10, 2.G.3	Collecting & Analyzing More Marble Roll Data 2.OA.1, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8, 2.MD.9, 2.G.3
<b>Module 4</b>	Fluency with Addition Facts to Twenty 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.6	Thinking in Twos 2.OA.3, 2.OA.4, 2.NBT.5, 2.NBT.8	Data & the Many Colors Project 2.OA.3, 2.NBT.6, 2.NBT.9, 2.MD.10	Thinking in Threes 2.OA.1, 2.OA.3, 2.OA.4, 2.NBT.2, 2.NBT.3, 2.NBT.5	Sequences & Patterns 2.OA.3, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.8	Patchwork Fractions 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.7, 2.MD.10, 2.G.1, 2.G.2, 2.G.3	Writing & Solving Story Problems 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.8, 2.MD.10	Student-Conducted Surveys 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.9, 2.MD.10

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry



## Grade 2 Scope & Sequence

### Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
<b>Calendar Grid</b>	How Many to Twenty? 2.OA.1, 2.OA.2, 2.OA.3 	Multiples of Three & Four 2.OA.3, 2.OA.4 	Telling Time to the Quarter Hour 2.NBT.2, 2.MD.7, 2.G.3 	Shapes & Attributes 2.G.1, 2.G.3 	Survey Data & Graphs 2.OA.1, 2.MD.10 	Flag Fractions 2.OA.1, 2.NBT.5, 2.NBT.7, 2.G.3 	Mystery Shapes 2.G.1 	Garden Fractions 2.G.3 	Where's Joey on the Thousand Grid? 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8 
<b>Calendar Collector</b>	Sixty Minutes a Day 2.NBT.2, 2.NBT.7, 2.MD.7 	Five Minutes a Day 2.NBT.2, 2.MD.7 	Measuring Length with Different Units 2.MD.2 	Student Surveys 2.MD.10 	Exactly Half? 2.OA.3, 2.MD.10, 2.G.3 	Capture the Clock 2.MD.7, 2.G.3 	Two Quarters a Day 2.MD.8, 2.G.3 	Measuring & Plotting Plant Growth 2.MD.1, 2.MD.4, 2.MD.9 	Measuring & Plotting Student Heights 2.MD.1, 2.MD.4, 2.MD.9 
<b>Daily Rectangle</b>	Odd & Even 2.OA.2, 2.OA.3, 2.OA.4 	The Day's Arrays 2.OA.3, 2.OA.4 	Rows & Columns 2.OA.4, 2.NBT.4 	Rows & Columns Revisited 2.OA.4, 2.NBT.6 	Arrays on the Hundreds Grid 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.9 	The Base Ten Bank: Addition 2.NBT.7, 2.NBT.9 	The Base Ten Bank: Subtraction 2.NBT.7, 2.NBT.9 	Writing Area Equations 2.OA.4, 2.G.2 	Arrays to Thirty-One 2.OA.4, 2.G.2 
<b>Computational Fluency</b>	Zeros, Count On & Count Back 2.OA.2, 2.MD.6 	Make & Break Tens 2.OA.2 	Doubles & Halves 2.OA.2, 2.OA.3 	Tens & Nines 2.OA.2 	Addition & Subtraction Strategies 2.OA.2, 2.NBT.6, 2.MD.6 	Addition Quick Facts 2.OA.2 	Continuing with Addition Quick Facts 2.OA.2 	More Addition Quick Facts 2.OA.4 	Quick Facts Finale 2.OA.2 
<b>Number Line</b>	The Century Counts 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.8, 2.MD.6 	Guess My Number 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.6 	The Fifth Century 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.MD.6 	Counting Off-Decade & Off-Century 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.6 	Changing Endpoints 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.6 	The Tenth Century 2.NBT.2, 2.NBT.3, 2.NBT.8, 2.MD.6 	Put It on the Line 2.OA.1, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.8 	Efficient Jumps of Tens & Hundreds 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.6 	Adding & Subtracting Tens & Hundreds 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.MD.6 

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations



In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

*From the Common Core State Standards for Mathematics 2010*

### Grade 2 Overview

#### Operations & Algebraic Thinking

- A. Represent and solve problems involving addition and subtraction.
- B. Add and subtract within 20.
- C. Work with equal groups of objects to gain foundations for multiplication.

#### Number & Operations in Base Ten

- A. Understand place value.
- B. Use place value understanding and properties of operations to add and subtract.

#### Measurement & Data

- A. Measure and estimate lengths in standard units.
- B. Relate addition and subtraction to length.
- C. Work with time and money.
- D. Represent and interpret data.

#### Geometry

- A. Reason with shapes and their attributes.

#### Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

**OPERATIONS & ALGEBRAIC THINKING**

**A. Represent and solve problems involving addition and subtraction.**

**2.OA.1:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

<b>Unit 1:</b> M1-S5, S5-HC M2-S2-HC M3-S3, S5-HC, S5-WP1J M4-S2, S2-HC, S5 <b>Unit 2:</b> M1-S3, S3-HC M3-S1-HC, S5, S6 <b>Unit 3:</b> M1-S1 M2-S1, S2, S2-HC, S3, S4-HC, S5 M3-S1-HC, S2, S3, S3-HC, S4, S5, S5-HC, S6, S7, S7-HC <b>Unit 4:</b> M1-S1-HC, S3-HC M2-S4-HC M3-S2, S3-HC, S5, S5-HC, S6 M4-S1-HC, S3-HC <b>Unit 5:</b> M1-S1-HC <b>Unit 6:</b> M3-S1-HC, S5-HC M4-S1-HC <b>Unit 7:</b> M1-S5-HC M2-S2-HC M3-S2, S3 M4-S1, S2, S2-HC <b>Unit 8:</b> M1-S1-HC, S3-HC M2-S3-HC, S5-HC M3-S2-HC M4-S1-HC, S3-HC	<b>Sep:</b> CG <b>Jan:</b> CG <b>Feb:</b> CG <b>Mar:</b> NL
--	--

**B. Add and subtract within 20.**

**2.OA.2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

<b>Unit 1:</b> M1-S5, S5-HC M2-S2, S4, S5, S5-WP1G M3-S1, S1-WP1H, S2, S3, S4, S4-WP1I, S5 M4-S1, S2, S3, S3-WP1K, S4, S4-HC, S5 <b>Unit 2:</b> M1-S1-HC, S3-HC, S5, S5-HC, S5-WP2B M2-S1, S1-HC, S1-WP2C, S4, S4-WP2D M3-S1-HC, S3, S3-HC, S3-WP2E, S5-HC, S7-HC <b>Unit 3:</b> M1-S1-HC, S3, S3-HC, S3-WP3A, S5-HC M2-S4, S4-HC, S4-WP3C M3-S5, S5-WP3E <b>Unit 4:</b> M2-S5, S5-WP4D M3-S1-HC, S3-HC <b>Unit 5:</b> M1-S3-HC <b>Unit 6:</b> M1-S5-HC M3-S1-HC, S3-HC M4-S1-HC <b>Unit 7:</b> M4-S2-HC	<b>Sep:</b> CG, DR, CF <b>Oct:</b> CF <b>Nov:</b> CF <b>Dec:</b> CF <b>Jan:</b> CF <b>Feb:</b> CF <b>Mar:</b> CF <b>Apr:</b> CF <b>May:</b> CF
--	--

**C. Work with equal groups of objects to gain foundations for multiplication.**

**2.OA.3:** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

<b>Unit 1:</b> M1-S5 M3-S2, S3-HC M4-S5 <b>Unit 2:</b> M4-S3 <b>Unit 3:</b> M4-S1 <b>Unit 4:</b> M4-S4 <b>Unit 5:</b> M2-S2-HC M4-S1, S2, S3, S4 <b>Unit 8:</b> M1-S3-HC	<b>Sep:</b> CG, DR <b>Oct:</b> CG, DR <b>Nov:</b> CF <b>Jan:</b> CG
---	--

**2.OA.4:** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

<b>Unit 1:</b> M2-S1, S3-WP1F <b>Unit 2:</b> M2-S1 M4-S1, S2, S3 <b>Unit 4:</b> M4-S2, S3, S4 <b>Unit 6:</b> M2-S3, S4, S4-WP6B, S4-WP6C, S5 M3-S2, S3, S5, S5-WP6D	<b>Sep:</b> DR <b>Oct:</b> CG, DR <b>Nov:</b> DR <b>Dec:</b> DR <b>Jan:</b> DR <b>Apr:</b> DR <b>May:</b> DR
--	--



**NUMBER & OPERATIONS IN BASE TEN**

**A. Understand place value.**

**2.NBT.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:

<b>Unit 2:</b> M1-S1, S2, S2-WP2A, S3, S4, S5, S6 M2-S1, S3-HC M3-S5-HC, S7	<b>Unit 6:</b> M1-S1-HC	<b>Dec:</b> NL
<b>Unit 3:</b> M1-S4 M3-S1, S1-WP3D	<b>Unit 7:</b> M1-S1-HC	<b>May:</b> CG
<b>Unit 5:</b> M1-S2, S3, S3-HC, S4, S5-HC M2-S2-HC M3-S1, S2, S3, S5 M4-S3-HC	<b>Unit 8:</b> M1-S1, S2, S3-HC, S4, S4-WP8A, S5-HC, S6	

**2.NBT.1a:** 100 can be thought of as a bundle of ten tens — called a “hundred.”

<b>Unit 2:</b> M1-S1, S4, S6	<b>Nov:</b> NL
<b>Unit 5:</b> M2-S2-HC M3-S1	
<b>Unit 7:</b> M1-S1-HC	
<b>Unit 8:</b> M1-S2	

**2.NBT.1b:** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

<b>Unit 5:</b> M2-S2-HC M3-S1	<b>Nov:</b> NL
<b>Unit 7:</b> M1-S1-HC	
<b>Unit 8:</b> M1-S2, S5-HC	

**2.NBT.2:** Count within 1000; skip-count by 5s, 10s, and 100s.

<b>Unit 1:</b> M2-S3, S3-WP1F, S4-HC	<b>Sep:</b> CC, NL <b>Feb:</b> NL
<b>Unit 2:</b> M1-S2-WP2A, S5-HC, S6 M2-S2, S3, S3-HC, S4 M3-S1, S2, S3, S3-WP2E, S4	<b>Oct:</b> CC, NL <b>Apr:</b> NL
<b>Unit 3:</b> M1-S1, S1-HC, S2, S3, S3-WP3A, S4 M2-S1, S4-HC, S5 M3-S1, S1-WP3D, S7	<b>Nov:</b> CG, NL <b>May:</b> CG, NL
<b>Unit 4:</b> M1-S5-HC M4-S3-HC	<b>Dec:</b> NL
<b>Unit 5:</b> M1-S2, S3, S3-HC, S4, S5, S5-HC, S5-WP5A M2-S1, S2, S2-HC, S2-WP5B, S3, S3-WP5C, S4 M3-S1, S2, S3, S4, S4-HC, S5, S5-WP5E M4-S3-HC	<b>Jan:</b> NL
<b>Unit 7:</b> M3-S1, S1-WP7E	
<b>Unit 8:</b> M1-S1, S2, S5 M4-S3-HC	

**2.NBT.3:** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

<b>Unit 2:</b> M1-S1, S2, S4, S5, S6 M2-S1 M3-S5-HC, S7	<b>Sep:</b> NL <b>Feb:</b> NL
<b>Unit 3:</b> M1-S3, S4 M3-S1, S1-WP3D	<b>Oct:</b> NL <b>Mar:</b> NL
<b>Unit 4:</b> M1-S1-HC M4-S3-HC	<b>Nov:</b> NL <b>Apr:</b> NL
<b>Unit 5:</b> M1-S1, S2, S3, S3-HC, S4, S5, S5-HC, S5-WP5A M2-S1, S2, S2-HC M3-S2, S3, S4, S4-HC, S5, S5-WP5E M4-S3-HC	<b>Dec:</b> NL <b>May:</b> CG, NL
<b>Unit 6:</b> M1-S1-HC	<b>Jan:</b> NL
<b>Unit 7:</b> M1-S1-HC, S3-HC M3-S1, S1-WP7E, S3-HC	
<b>Unit 8:</b> M1-S1, S2, S3-HC, S5-HC M2-S3-HC M3-S5 M4-S1-HC, S3-HC	

**2.NBT.4:** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

<b>Unit 2:</b> M1-S1, S2-WP2A M2-S3-HC	<b>Oct:</b> NL
<b>Unit 3:</b> M3-S1, S1-WP3D	<b>Nov:</b> DR
<b>Unit 4:</b> M2-S4, S4-WP4C	<b>Dec:</b> NL
<b>Unit 5:</b> M1-S2, S3-HC, S4, S5, S5-WP5A M2-S6, S6-WP5D M3-S4-HC, S5, S5-WP5E	
<b>Unit 7:</b> M1-S3-HC M3-S1, S1-WP7E	
<b>Unit 8:</b> M1-S1, S2, S4, S4-WP8A, S5, S5-HC, S6, S6-WP8B M3-S5 M4-S1-HC	

**NUMBER & OPERATIONS IN BASE TEN**

B. Use place value understanding and properties of operations to add and subtract.

**2.NBT.5:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

<b>Unit 1:</b> M2-S4-HC M3-S3-HC <b>Unit 2:</b> M1-S2, S5-HC M2-S4-WP2D M3-S3, S3-WP2E, S4, S5, S5-HC, S6, S7 M4-S2-HC <b>Unit 3:</b> M1-S1, S1-HC, S3, S3-HC, S3-WP3A, S4, S5, S5-WP3B M2-S5 M3-S2, S3, S3-HC, S5, S5-HC, S6, S7, S7-HC <b>Unit 4:</b> M1-S1-HC, S3-HC M2-S4-HC M3-S1-HC, S2, S3-HC, S5-HC M4-S1-HC <b>Unit 5:</b> M1-S1-HC M4-S1-HC <b>Unit 6:</b> M1-S1-HC M3-S3-HC M4-S1-HC <b>Unit 7:</b> M1-S5-HC M2-S2-HC M4-S2-HC <b>Unit 8:</b> M1-S1-HC M2-S1-HC, S5-HC M3-S2-HC, S4-HC M4-S3-HC	<b>Jan:</b> DR <b>Feb:</b> CG <b>Mar:</b> NL <b>Apr:</b> NL
---	--

**2.NBT.6:** Add up to four two-digit numbers using strategies based on place value and properties of operations.

<b>Unit 2:</b> M3-S4, S5, S6 <b>Unit 3:</b> M1-S1 M3-S2, S3-HC, S7, S7-HC M4-S1 <b>Unit 4:</b> M2-S4, S4-WP4C M3-S2, S6 <b>Unit 6:</b> M3-S1-HC <b>Unit 7:</b> M2-S4, S5 M3-S3-HC M4-S4-HC <b>Unit 8:</b> M1-S1-HC, S3-HC M3-S2-HC	<b>Dec:</b> DR <b>Jan:</b> DR, CF <b>Mar:</b> NL
---	--

**2.NBT.7:** Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

<b>Unit 2:</b> M1-S2-WP2A M3-S7 <b>Unit 5:</b> M1-S1, S1-HC, S2, S3, S5-HC M2-S4-HC M3-S3, S4, S5 M4-S3-HC <b>Unit 6:</b> M3-S1-HC, S3-HC M4-S1-HC <b>Unit 7:</b> M1-S1, S1-WP7A, S3-HC, S5, S5-WP7C M2-S4, S5 M3-S1, S1-WP7E, S3, S3-HC, S4, S5 M4-S2, S3, S4, S5 <b>Unit 8:</b> M1-S1, S3, S4, S4-WP8A, S5, S6, S6-WP8B M2-S5-HC M3-S4-HC, S5 M4-S1-HC	<b>Sep:</b> CC <b>Feb:</b> CG, DR <b>Oct:</b> NL <b>Mar:</b> DR, NL <b>Nov:</b> NL <b>Apr:</b> NL <b>Dec:</b> NL <b>May:</b> CG, NL <b>Jan:</b> NL
--	--

**2.NBT.8:** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

<b>Unit 2:</b> M3-S2 <b>Unit 5:</b> M1-S5, S5-WP5A M2-S1, S4-HC M3-S1, S2, S3, S4, S5, S5-WP5E M4-S3-HC <b>Unit 7:</b> M1-S1, S1-WP7A <b>Unit 8:</b> M1-S5, S6, S6-WP8B	<b>Sep:</b> NL <b>Jan:</b> NL <b>Oct:</b> NL <b>Feb:</b> NL <b>Nov:</b> NL <b>Apr:</b> NL <b>Dec:</b> NL <b>May:</b> CG, NL
--	--

**2.NBT.9:** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

<b>Unit 3:</b> M1-S4 M3-S2, S3, S5, S6, S7 M4-S1 <b>Unit 7:</b> M1-S1 M3-S3, S4, S5 M4-S3, S4, S5 <b>Unit 8:</b> M1-S1-HC, S3, S4, S5, S6	<b>Jan:</b> DR, NL <b>Feb:</b> DR <b>Mar:</b> DR, NL
---	--





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MEASUREMENT & DATA

##### A. Measure and estimate lengths in standard units.

**2.MD.1:** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Unit 1: M1-S2-WP1C

Unit 3: M1-S2 M2-S3

Unit 4: M1-S1, S2, S4, S5, S5-HC, S5-WP4A M2-S1, S2, S2-HC, S2-WP4B, S3, S4, S4-HC, S4-WP4C, S5 M3-S1, S5, S6

Unit 7: M1-S1, S2, S3, S3-HC, S3-WP7B, S4, S5, S5-HC, S5-WP7C M2-S2-HC M3-S1-HC, S5 M4-S4-HC

Unit 8: M2-S1, S2, S3, S4 M3-S1, S3, S6 M4-S1

Apr: CC

May: CC

**2.MD.2:** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Unit 4: M1-S1, S2 M2-S1, S5 M3-S1, S2, S3, S4, S5, S6

Unit 8: M2-S1-HC

Nov: CC

**2.MD.3:** Estimate lengths using units of inches, feet, centimeters, and meters.

Unit 3: M2-S3

Unit 4: M1-S2, S3, S4, S5, S5-WP4A M2-S1, S2, S2-HC, S2-WP4B, S5 M3-S1, S4, S6

Unit 7: M1-S2, S3, S3-WP7B, S4, S5, S5-WP7C M2-S2-HC M3-S1-HC M4-S4-HC

Unit 8: M2-S1, S1-HC, S2, S3 M3-S5, S6 M4-S1

Nov: CC

**2.MD.4:** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Unit 2: M1-S2 M2-S2, S4 M3-S7

Unit 3: M2-S3

Unit 4: M2-S4, S4-WP4C, S5 M3-S5, S6

Unit 5: M3-S2

Unit 7: M1-S5, S5-HC, S5-WP7C M3-S1-HC M4-S4-HC

Unit 8: M2-S5 M3-S2, S4

Apr: CC

May: CC

##### B. Relate addition and subtraction to length.

**2.MD.5:** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Unit 2: M3-S4

Unit 3: M1-S1 M2-S3 M3-S7

Unit 4: M2-S4, S4-HC, S4-WP4C M3-S6

Unit 5: M3-S2

Unit 7: M1-S5-HC

Unit 8: M1-S3, S5-HC M2-S1-HC, S5 M3-S2, S4

Apr: CC

**2.MD.6:** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Unit 1: M3-S1-HC M4-S1, S2

Unit 2: M1-S2, S5-HC M2-S1, S1-WP2C M3-S1, S2, S4, S5, S6, S7, S7-HC

Unit 3: M1-S1, S2, S5-HC M2-S1, S2, S2-HC, S3, S4, S4-WP3C, S5 M3-S5, S6, S7

Unit 4: M1-S5-HC M2-S4, S4-WP4C

Unit 5: M3-S3, S4, S5, S5-WP5E

Unit 7: M1-S1, S1-WP7A, S5, S5-HC, S5-WP7C

Unit 8: M2-S5 M3-S2, S4

Sep: CF, NL

Oct: NL

Nov: NL

Dec: NL

Jan: CF, NL

Feb: NL

Apr: NL

May: NL





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MEASUREMENT & DATA

##### C. Work with time and money.

**2.MD.7:** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Unit 5: M3-S2-HC  
Unit 8: M2-S3-HC

Sep: CG  
Oct: CC  
Nov: CG  
Feb: CC

**2.MD.8:** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Unit 1: M1-S3-HC, S5-HC M2-S3-WP1F  
Unit 3: M1-S3-HC, S5-HC M2-S4-HC M3-S1-HC, S3-HC, S7-HC  
Unit 4: M2-S2-HC M3-S1-HC, S3-HC  
Unit 5: M1-S1 M2-S1, S2, S2-WP5B, S3, S3-WP5C, S4, S4-HC, S5, S6, S6-HC, S6-WP5D M3-S2-HC, S5  
Unit 6: M1-S5-HC  
Unit 7: M1-S1 M3-S2, S3, S5, S5-HC M4-S1, S2, S4, S5  
Unit 8: M1-S1-HC, S3-HC M2-S3-HC, S5-HC M3-S2-HC

Mar: CC, NL

##### D. Represent and interpret data.

**2.MD.9:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Unit 8: M2-S4, S5 M3-S1, S2, S3, S4, S5 M4-S1

Apr: CC  
May: CC

**2.MD.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Unit 1: M1-S2-WP1A, S4 M3-S4, S4-WP1I, S5, S5-WP1J  
Unit 3: M4-S2, S2-HC, S3  
Unit 4: M1-S3-HC M2-S2-HC  
Unit 5: M2-S3, S3-WP5C  
Unit 6: M4-S2  
Unit 7: M2-S4, S5 M3-S3-HC M4-S4-HC  
Unit 8: M4-S3

Dec: CC  
Jan: CG, CC



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

GEOMETRY	
A. Reason with shapes and their attributes.	
<b>2.G.1:</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	
Unit 1: M1-S2-WP1B, S2-WP1D Unit 6: M1-S1, S1-WP6A, S2, S3, S3-HC, S4, S5, S5-HC M2-S1, S2, S2-HC, S4, S4-HC, S4-WP6B, S4-WP6C M3-S1, S1-WP6D, S2, S4, S6 M4-S3-HC, S4	Dec: CG Mar: CG
<b>2.G.2:</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
Unit 1: M1-S2-WP1C, S2-WP1D Unit 6: M1-S1 M2-S3, S4, S4-WP6B, S4-WP6C, S5 M3-S1, S1-WP6D, S2, S3, S4, S5, S5-WP6D, S6 M4-S1, S4	Apr: DR May: DR
<b>2.G.3:</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as <i>two halves</i> , <i>three thirds</i> , <i>four fourths</i> . Recognize that equal shares of identical wholes need not have the same shape.	
Unit 1: M1-S2-WP1B, S2-WP1D Unit 6: M3-S2, S3-HC, S5, S5-HC M4-S1, S2, S3, S4 Unit 7: M1-S1 M2-S2, S3, S4, S4-HC, S4-WP7D, S5 M3-S1, S1-WP7E, S5, S5-HC Unit 8: M3-S4-HC	Nov: CG Dec: CG Jan: CC Feb: CG, CC Mar: CC Apr: CG

**MATHEMATICAL PRACTICES**

**1. Make sense of problems and persevere in solving them.**

**2.MP.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Unit 1:** M2-S2-HC M3-S1-HC, S3, S5 M4-S2, S2-HC

**Unit 2:** M2-S1 M3-S5

**Unit 3:** M1-S2 M2-S2, S3 M3-S2, S3, S4, S5, S5-HC, S6, S7 M4-S1

**Unit 4:** M3-S1-HC M4-S1

**Unit 5:** M2-S4 M3-S2-HC M4-S1-HC, S3-HC

**Unit 6:** M1-S1, S1-HC, S1-WP6A, S4, S5 M2-S2-HC, S3 M3-S1, S1-WP6D, S5-HC, S6 M4-S1, S1-HC, S2, S4

**Unit 7:** M1-S5 M2-S1, S2 M3-S2, S3, S4, S5 M4-S2, S3, S4, S5

**Unit 8:** M1-S3, S3-HC M2-S1, S2, S3 M3-S5, S6 M4-S1

**Sep:** CG

**Dec:** CG

**Feb:** CG

**Mar:** NL

**Apr:** CG

**2. Reason abstractly and quantitatively.**

**2.MP.2:** Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Unit 1:** M4-S3

**Unit 2:** M2-S4 M3-S1

**Unit 3:** M1-S3, S5, S5-WP3B M2-S4 M3-S1, S1-WP3D M4-S3

**Unit 4:** M2-S3 M3-S1, S2, S3, S4, S5, S6

**Unit 5:** M1-S1, S4 M2-S2, S3, S5, S6 M4-S1, S2, S3, S4

**Unit 6:** M2-S2

**Unit 7:** M2-S4, S5

**Unit 8:** M1-S4, S5, S6 M2-S5 M3-S2, S4

**Sep:** CF, NL

**Oct:** CG, CF, NL

**Nov:** CG, CF

**Dec:** CG

**Jan:** CG, CC, NL

**Feb:** CG, DR

**Mar:** CG, DR

**Apr:** NL

**May:** CG, DR, NL



**MATHEMATICAL PRACTICES**

**3. Construct viable arguments and critique the reasoning of others.**

**2.MP.3:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Unit 1: M1–S4

Unit 2: M3–S6 M4–S2

Unit 3: M2–S2, S3 M3–S5

Unit 4: M4–S1

Unit 5: M1–S3 M2–S1, S2, S3, S4, S6–WP5D M4–S1, S2, S3, S4

Unit 6: M1–S2, S3, S4, S5 M2–S1, S2, S3, S5 M3–S1, S4, S5 M4–S2, S4

Unit 7: M1–S1, S5 M2–S2, S3, S4, S5 M3–S4 M4–S1, S2, S3

Unit 8: M1–S4, S5, S6 M2–S2, S3, S5 M3–S2, S4, S5, S6

Dec: CG

Jan: CC, CF

Feb: CG, DR

Mar: DR

**4. Model with mathematics.**

**2.MP.4:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Unit 1: M1–S1, S3, S4 M2–S1 M4–S2, S2–HC

Unit 2: M1–S1, S2, S3, S4, S5 M2–S1, S4 M4–S1

Unit 3: M1–S4 M2–S1, S4 M3–S3, S4 M4–S2, S2–HC, S3

Unit 4: M4–S1, S2, S3

Unit 5: M1–S1, S2, S4 M3–S5

Unit 6: M1–S2, S3 M2–S1, S2, S3, S4, S5 M3–S3, S5, S6

Unit 7: M1–S5 M3–S2, S3, S5 M4–S1, S3

Unit 8: M1–S1, S2 M4–S3

Sep: CG, DR, NL

Oct: DR, CF, NL

Nov: DR, CF, NL

Dec: CC, DR, CF, NL

Jan: CG, DR, CF, NL

Mar: CG, CC

Apr: CG, CC, DR

May: CG, CC



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 5. Use appropriate tools strategically.

**2.MP.5:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Unit 1:** M2-S2 M3-S1, S2 M4-S1, S4  
**Unit 2:** M2-S2 M3-S4  
**Unit 3:** M1-S2 M2-S1  
**Unit 4:** M1-S1, S2, S3, S4, S5 M2-S1, S2, S3, S4, S5 M3-S1, S2  
**Unit 6:** M2-S4  
**Unit 7:** M1-S2, S3, S4 M2-S1  
**Unit 8:** M2-S1, S2, S3, S4 M3-S1, S3 M4-S1, S2

**Mar:** NL  
**Apr:** CC  
**May:** CC

##### 6. Attend to precision.

**2.MP.6:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Unit 1:** M1-S4  
**Unit 2:** M1-S3, S5, S6 M2-S2, S3 M3-S2  
**Unit 3:** M3-S2, S6, S7 M4-S1  
**Unit 4:** M1-S1, S2, S3, S4, S5, S5-WP4A M2-S1, S2, S3, S4, S5 M3-S1, S6  
**Unit 5:** M1-S2, S3, S5 M2-S6 M3-S1, S2, S3, S4  
**Unit 6:** M3-S2, S6  
**Unit 7:** M1-S2, S3, S3-WP7B, S4, S5, S5-WP7C M3-S1, S1-WP7E, S5  
**Unit 8:** M2-S4 M3-S1, S3 M4-S2, S3

**Sep:** CC  
**Oct:** CC  
**Nov:** CG, CC  
**Dec:** CF  
**Feb:** CC, CF  
**Mar:** CF  
**Apr:** CC, DR, CF  
**May:** CC, CF



**MATHEMATICAL PRACTICES**

**7. Look for and make use of structure.**

**2.MP.7:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Unit 1:** M1-S1, S2, S3 M2-S1, S2, S2-WP1E, S3, S4, S5 M3-S1, S2, S3, S4 M4-S1, S3, S4  
**Unit 2:** M1-S1, S1-HC, S2, S4, S6 M2-S3 M3-S1, S2, S3, S4, S5, S7 M4-S1, S2, S2-HC, S3  
**Unit 3:** M1-S3 M4-S2  
**Unit 4:** M3-S3, S4, S5, S6 M4-S2, S3, S4  
**Unit 5:** M1-S5 M2-S1 M3-S1, S2, S3, S4  
**Unit 6:** M3-S2, S3, S4, S6 M4-S3  
**Unit 7:** M1-S1, S1-WP7A M2-S3 M3-S1  
**Unit 8:** M1-S2 M4-S3

**Sep:** CG, CG, DR  
**Oct:** CG, CG, DR, CF  
**Nov:** CG, CG, DR, CF, NL  
**Dec:** CG, CG, DR, CF, NL  
**Jan:** CG, CF, NL  
**Feb:** CG, CF, NL  
**Mar:** CG, CG, CF  
**Apr:** CG, CF, NL  
**May:** CG, DR, CF, NL

**8. Look for and express regularity in repeated reasoning.**

**2.MP.8:** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Unit 1:** M1-S2 M2-S3, S4, S5 M3-S4, S5  
**Unit 2:** M3-S3, S6 M4-S2, S3  
**Unit 3:** M1-S4, S5  
**Unit 4:** M4-S4  
**Unit 5:** M2-S5 M3-S5  
**Unit 6:** M1-S1 M4-S1, S3  
**Unit 7:** M4-S3, S4, S5  
**Unit 8:** M1-S1, S3

**Sep:** CF  
**Oct:** CG  
**Nov:** CG, CF  
**Jan:** DR  
**Feb:** CG, CF  
**Mar:** DR, CF  
**Apr:** CF  
**May:** CF

## Grade 3 Scope & Sequence

Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Addition & Subtraction Patterns	Unit 2 Introduction to Multiplication	Unit 3 Multi-Digit Addition & Subtraction	Unit 4 Measurement & Fractions	Unit 5 Multiplication, Division & Area	Unit 6 Geometry	Unit 7 Extending Multiplication & Fractions	Unit 8 Bridge Design & Data Collection & Analysis
<b>Module 1</b>	Community Building & Addition Facts to Twenty 2.OA.2, 3.OA.9  OA	Multiplication in Context 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.9  OA	Rounding & Multi-Digit Addition 3.NBT.1, 3.NBT.2, 3.OA.8  NBT	Measuring Time & Mass 3.MD.1, 3.MD.2  MD	Linking Multiplication & Division 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.6, 3.OA.9  OA	Investigating Polygons 3.G.1  G	Multiplication Beyond the Basics 3.OA.8, 3.NBT.3  NBT	Introducing Bridges 3.MD.2, 3.MD.3, 3.MD.4, 3.MD.6, 3.MD.7  MD
<b>Module 2</b>	Subtraction Facts to Twenty 2.OA.2, 3.OA.9  OA	Multiplying with Arrays & Number Lines 3.OA.9  OA	Multi-Digit Subtraction 3.NBT.1, 3.NBT.2  NBT	Measuring Volume & Solving Measurement Story Problems 3.OA.8, 3.NBT.2, 3.MD.1, 3.MD.2  MD	Multiplication & Division Families 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7  OA	Quadrilaterals 3.G.1  G	One- by Two-Digit Multiplication 3.OA.5, 3.NBT.3  OA	Investigating Structures in Bridges 3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8 3.G.1, 3.G.2  MD G
<b>Module 3</b>	Double-Digit Addition 2.MD.1, 2.MD.3, 2.MD.5, 3.NBT.2  NBT	Ratio Tables & the Multiplication Table 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9, 3.MD.3  OA	Estimating to Add & Subtract 3.NBT.1, 3.NBT.2  NBT	Fractions as Fair Shares 3.NF.1, 3.NF.2a–b, 3.NF.3a–d  NF	Division Practice 3.OA.3, 3.OA.2, 3.OA.5, 3.OA.7, 3.OA.8  OA	Perimeter & Area 3.OA.3, 3.NF.1, 3.NF.3b, 3.NF.3d, 3.MD.5a–b, 3.MD.7a–b, 3.MD.8, 3.G.1  MD	Fractions as Parts of a Whole & Parts of a Set 3.NF.1, 3.NF.2, 3.NF.3a–b, 3.G.2  NF	Planning, Building & Analyzing Bridges 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8, 3.G.1, 3.G.2  MD G
<b>Module 4</b>	Story Problems & Strategies 2.NBT.5, 3.NBT.2  NBT	Story Problems with Graphs & Multiple Operations 3.OA.8, 3.MD.3  MD	Exploring the Algorithms for Addition & Subtraction 3.NBT.1, 3.NBT.2, 3.OA.8  NBT	Fractions on a Line Plot 3.NF.1, 3.NF.3a–d, 3.G.2  MD	Introducing Area 3.MD.5a–b, 3.MD.6, 3.MD.7a–b  MD	Shapes & Fractions 3.G.2  G	Fractions at Work 3.NF.1, 3.NF.2, 3.NF.3a–b, 3.G.2, 3.MD.3  NF	Demonstrating Our Learning About Bridges 3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.6, 3.MD.7, 3.MD.8, 3.G.1, 3.G.2  MD G

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry NF - Fractions



## Grade 3 Scope & Sequence

### Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Multiplication Models 3.OA.1, 3.OA.3  OA	Two-Dimensional Shapes 3.G.1  G	Multiplication Arrays 3.OA.1, 3.OA.5, 3.OA.7, 3.MD.7  OA	Unit Fraction Squares 3.NF.1, 3.NF.3a–d  NF	Equivalent Fractions 3.NF.1, 3.NF.3a–d  NF	Investigating Area & Perimeter 3.MD.5b, 3.MD.6, 3.MD.8  MD	Time & Data Displays 3.MD.1, 3.MD.3  MD	More Equivalent Fractions 3.NF.2a, 3.NF.3b–c  NF	Fractions & Area with Rectilinear Figures 3.NF.3, 3.MD.5, 3.MD.7  MD
Calendar Collector	Collecting Survey Data 3.MD.3  MD	Collecting Liters & Milliliters 3.MD.2  MD	Unit Fraction Race 3.NF.1–3.NF.3  NF	Collecting Grams 3.MD.2  MD	Collecting Minutes & Hours 3.NBT.3  MD	Collecting Fractions of a Dollar 3.NF.1  NF	Area & Perimeter of Rectilinear Figures 3.MD.5a–b, 3.MD.6, 3.MD.7a–d, 3.MD.8  MD	Collecting Fractions of an Hour 3.NF.1, 3.NF.3, 3.MD.1  NF	Roll & Multiply 3.OA.7, 3.OA.9, 3.MD.3  OA
Computational Fluency	Loops & Groups 3.OA.1, 3.OA.3  OA	Frog Jump Multiplication 3.OA.1  OA	Array Race 3.OA.1, 3.OA.5, 3.OA.7  OA	Fact Fluency for Multiplying by Zero, One & Two 3.OA.7, 3.OA.9  OA	Fact Fluency for Multiplying by Ten & Five 3.OA.6, 3.OA.7, 3.OA.9  OA	Fact Fluency for Multiplying by Three, Four & Eight 3.OA.6, 3.OA.7, 3.OA.9  OA	Fact Fluency for Multiplying by Six & Nine 3.OA.6, 3.OA.7, 3.OA.9  OA	Quick Facts & Games 3.OA.5, 3.OA.7  OA	More Quick Facts & Games 3.OA.7  OA
Number Line	Up to One Thousand 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.8  NBT	Changing Endpoints 3.NBT.2  NBT	Rounding to the Nearest Ten 3.NBT.1, 3.NBT.2  NBT	Rounding to the Nearest Hundred 3.NBT.1, 3.NBT.2  NBT	Benchmark Fractions on a Number Line 3.NF.2, 3.NF.3  NF	Comparing Fractions 3.NF.2, 3.NF.2a, 3.NF.3c, 3.NF.3d  NF	Find the Fraction 3.NF.2a, 3.NF.3c, 3.NF.3d  NF	Put It on the Line 3.NF.1, 3.NF.2a, 3.NF.3a–c  NF	Put It on the Line with Fractions & Mixed Numbers 3.NF.2, 3.NF.3a–c  NF
Solving Problems	Adding 2- and 3-Digit Numbers 3.NBT.2  NBT	Subtracting Two- & Three-Digit Numbers 3.NBT.2  NBT	One-Step Story Problems with Equations 3.OA.3, 3.OA.4  OA	Multiplying with the Distributive Property 3.OA.1, 3.OA.5, 3.OA.7, 3.OA.9  OA	Multi-Step Problems & Equations 3.OA.8  OA	Data Problems 3.MD.3  MD	Area & Perimeter Puzzles 3.MD.7, 3.MD.8  MD	Multiplication & Division Practice 3.OA.5, 3.OA.6, 3.OA.7  OA	More Multiplication & Division Practice 3.OA.4, 3.OA.6  OA

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry NF - Fractions



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations



In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example,  $\frac{1}{2}$  of the paint in a small bucket could be less paint than  $\frac{1}{3}$  of the paint in a larger bucket, but  $\frac{1}{3}$  of a ribbon is longer than  $\frac{1}{5}$  of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

*From the Common Core State Standards for Mathematics 2010*

### Grade 3 Overview

#### Operations & Algebraic Thinking

- A. Represent and solve problems involving multiplication & division.
- B. Understand properties of multiplication and the relationship between multiplication and division.
- C. Multiply and divide within 100.
- D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

#### Number & Operations in Base Ten

- A. Use place value understanding and properties of operations to perform multi-digit arithmetic.

#### Number & Operations—Fractions

- A. Develop understanding of fractions as numbers.

#### Measurement & Data

- A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- B. Represent and interpret data.
- C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

#### Geometry

- A. Reason with shapes and their attributes.

#### Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### OPERATIONS & ALGEBRAIC THINKING

#### A. Represent and solve problems involving multiplication and division.

**3.OA.1:** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .

**Unit 2:** M1-S1, S2, S3, S3-DP, S4, S4-HC, S5, S5-DP, S5-WP2A, S6, S6-DP M2-S1, S2-HC, S3, S3-DP, S3-WP2B, S4, S5, S5-WP2C  
M3-S2, S2-DP, S3, S3-DP, S4, S4-DP, S5-HC M4-S2-DP, S3, S3-DP, S4, S4-DP

**Unit 5:** M1-S1, S2, S2-DP, S3, S3-DP, S3-HC, S4, S5, S6, S6-DP, S6-WP5A M2-S1-DP, S2-DP, S3, S3-DP, S4 M3-S2-DP M4-S1-DP, S3-HC, S6  
**Unit 7:** M1-S2, S3, S4

**Sep:** CG, CF  
**Oct:** CF  
**Nov:** CF  
**Dec:** SP

**3.OA.2:** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  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. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

**Unit 2:** M1-S6-DP M4-S2

**Unit 4:** M1-S1-DP

**Unit 5:** M1-S1, S1-HC, S2, S3, S3-HC, S4, S5, S5-DP, S6, S6-WP5A M2-S1-DP, S2, S2-DP, S3, S3-DP, S4 M3-S1, S1-DP, S2, S2-DP, S3, S3-WP5C  
M4-S1-HC, S3-HC, S6

**Unit 7:** M4-S3-DP

**May:** SP

**3.OA.3:** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**Unit 2:** M1-S1, S2, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP, S5-WP2A, S6, S6-DP, S6-HC M2-S1, S1-DP, S2-DP, S3-DP, S4-DP, S4-HC  
M3-S1, S1-DP, S1-HC, S2, S2-DP, S3-HC, S5-HC M4-S4, S4-DP

**Unit 3:** M1-S3-HC

**Unit 4:** M1-S4-HC, S5-DP, S6-DP M4-S2-HC

**Unit 5:** M1-S1, S1-HC, S2, S2-DP, S3, S3-HC, S4, S4-DP, S5, S5-HC, S6, S6-DP, S6-WP5A M2-S1, S2 M3-S3, S3-HC M4-S1, S3-HC, S6

**Unit 6:** M1-S1-DP M3-S1, S1-DP, S3-HC

**Unit 7:** M2-S2 M3-S3-HC

**Nov:** SP

**3.OA.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  $8 \times ? = 48$ ,  $5 = \underline{\quad} \div 3$ ,  $6 \times 6 = ?$ .

**Unit 2:** M2-S2-HC, S3, S3-DP, S4-HC, S5, S5-DP M3-S1, S1-DP, S1-HC, S3-DP, S4-DP, S3-HC, S5-DP, S5-HC M4-S4

**Unit 3:** M1-S4-DP

**Unit 5:** M1-S1 M2-S1, S2-DP, S3, S3-DP, S4, S4-DP M3-S1, S1-DP, S2-DP, S3-DP, S3-HC, S4-DP M4-S3-HC, S5-HC, S6

**Unit 7:** M1-S1-DP M2-S3-DP, S4-DP, S4-HC M3-S2-DP

**Unit 8:** M1-S1-DP, S2-DP, S3-DP, S4-DP, S5-DP M2-S2-DP, S4-DP M3-S4-HC, S6-DP M4-S2-DP

**Nov:** SP  
**Apr:** CF, SP  
**May:** CF, SP





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>		
<b>B. Understand properties of multiplication and the relationship between multiplication and division.</b>		
<b>3.OA.5:</b> Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) (Students need not use formal terms for these properties.)		
<b>Unit 2:</b> M1-S1, S2, S3, S4-HC M2-S5, S5-WP2C M3-S2, S3, S4, S3-HC, S5-WP2D	<b>Nov:</b> CG, CF	<b>Apr:</b> CF, SP
<b>Unit 5:</b> M1-S3-DP M4-S1-DP	<b>Dec:</b> SP	<b>May:</b> CF
<b>Unit 7:</b> M1-S1, S3, S4, S4-DP, S4-HC M2-S1, S2, S3, S4, S4-DP, S4-HC, S5, S5-DP M3-S1 M4-S3-DP, S5	<b>Mar:</b> CF	
<b>3.OA.6:</b> Understand division as an unknown-factor problem. For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.		
<b>Unit 2:</b> M3-S1, S1-DP, S2, S2-DP, S3-HC, S5-HC M4-S2-DP, S3-DP	<b>Jan:</b> CF	<b>Apr:</b> CF, SP
<b>Unit 5:</b> M1-S1, S4, S5, S6 M2-S1, S2, S2-WP5B, S3, S3-HC, S4 M3-S3-DP, S4, S4-DP, S4-WP5D M4-S1, S6	<b>Feb:</b> CF <b>Mar:</b> CF	<b>May:</b> CF, SP
<b>C. Multiply and divide within 100.</b>		
<b>3.OA.7:</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.		
<b>Unit 2:</b> M2-S3, S4, S5, S5-DP, S5-WP2C M3-S1, S1-HC, S2, S3, S4, S5-WP2D M4-S1-DP, S1-HC, S2, S3, S4	<b>Nov:</b> CG, CC, CF	
<b>Unit 3:</b> M1-S1-DP, S1-HC M3-S1-DP	<b>Dec:</b> CF, SP	
<b>Unit 5:</b> M1-S1, S3-DP M2-S1-HC, S2-DP, S2-WP5B, S3, S3-DP, S3-HC, S4, S4-DP M3-S1, S1-DP, S1-HC, S2, S3-DP, S3-WP5C, S4, S4-DP, S4-WP5D M4-S1-DP, S1-HC, S3-DP, S3-HC, S6	<b>Jan:</b> CC, CF <b>Feb:</b> CF	
<b>Unit 6:</b> M1-S1-DP, S3-DP, S5-DP M2-S2-DP, S5-DP, S5-HC M3-S1-DP, S3-HC	<b>Mar:</b> CF	
<b>Unit 7:</b> M1-S1, S1-DP, S2, S2-HC, S3, S3-DP, S4, S4-DP M2-S2, S2-HC, S3-DP, S5 M3-S5-HC M4-S5	<b>Apr:</b> CF, SP	
<b>Unit 8:</b> M4-S2-DP	<b>May:</b> CC, CF	



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### OPERATIONS & ALGEBRAIC THINKING

D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

**3.OA.8:** Solve two-step word problems using the four operations. 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)

<b>Unit 1:</b> M1-S4-HC M2-S3-HC M3-S1-HC, S4-DP, S5-DP, S5-HC M4-S2, S2-DP, S3-DP, S4-DP, S4-HC, S5, S5-DP <b>Unit 2:</b> M1-S2-HC, S4-HC, S6-DP M2-S2-HC, S4-HC M3-S1-HC, S3-HC, S5-DP, S5-HC M4-S1-HC, S2, S3 <b>Unit 3:</b> M1-S1, S1-HC, S2-DP, S3-HC, S5, S5-HC, S6 M2-S1-HC, S2, S3-HC, S4, S5-HC M3-S1, S2-HC, S3-DP, S4-HC M4-S2-HC, S4-HC, S5 <b>Unit 4:</b> M1-S3-DP M2-S4, S4-DP, S4-HC, S5, S5-DP M4-S2-HC, S4-DP <b>Unit 5:</b> M1-S1, S1-HC, S5-HC, S6-WP5A M2-S1-HC, S4 M3-S1, S1-HC, S2, S3-HC M4-S1-HC, S6 <b>Unit 6:</b> M3-S1-DP <b>Unit 7:</b> M1-S1, S2, S2-DP, S2-HC, S3, S4, S4-HC, S5 M2-S1, S1-DP, S2-HC, S3, S4-DP, S4-HC M3-S3-HC, S4-DP, S5-HC M4-S3-HC, S4-HC, S5 <b>Unit 8:</b> M1-S1-DP, S4-HC M2-S2-DP, S3-DP, S4-DP M3-S2-DP, S2-HC, S4-HC M4-S1-DP, S2, S2-HC, S3-DP	<b>Oct:</b> NL <b>Jan:</b> SP
--	----------------------------------

**3.OA.9:** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

<b>Unit 1:</b> M1-S3, S4, S4-DP, S4-HC, S5, S5-DP, S5-WP1A M2-S1, S2, S2-DP, S3 M3-S5 M4-S6 <b>Unit 2:</b> M1-S3, S4, S5, S6 M2-S1, S2 M3-S1-HC, S2, S3, S4 M4-S4 <b>Unit 5:</b> M1-S2 <b>Unit 7:</b> M1-S4-DP, S5 <b>Unit 8:</b> M2-S1 M4-S2, S2-HC, S3-DP	<b>Sep:</b> NL <b>Dec:</b> CF, SP <b>Jan:</b> CF <b>Feb:</b> CF	<b>Mar:</b> CF <b>Apr:</b> CF <b>May:</b> CC, CF
---	--	---



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

<b>NUMBER &amp; OPERATIONS IN BASE TEN</b>	
<b>A. Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	
<b>3.NBT.1:</b> Use place value understanding to round whole numbers to the nearest 10 or 100.	
<b>Unit 1:</b> M4-S3 <b>Unit 3:</b> M1-S1, S2, S2-WP3A, S3, S3-DP, S3-HC, S3-WP3B, S4, S4-DP, S4-WP3C, S5-DP, S5-HC M2-S1, S1-HC M3-S1, S1-DP, S1-WP3D, S2-HC, S3, S4, S4-DP M4-S1-DP, S4-HC, S5 <b>Unit 6:</b> M1-S4-HC M3-S1-DP	<b>Nov:</b> NL <b>Dec:</b> CC, NL
<b>3.NBT.2:</b> Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (A range of algorithms may be used.)	
<b>Unit 1:</b> M3-S1-HC, S2, S2-DP, S3, S4, S4-WP1E, S5 M4-S1, S1-DP, S1-WP1F, S2-DP, S2-HC, S3, S3-DP, S3-WP1G, S4-DP, S5, S5-WP1H <b>Unit 2:</b> M4-S2, S3 <b>Unit 3:</b> M1-S1, S3, S3-DP, S3-WP3B, S5, S5-HC, S6, S6-DP M2-S1, S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC M3-S1, S1-WP3D, S2-HC, S3, S3-DP, S4, S4-HC M4-S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5 <b>Unit 4:</b> M2-S3, S3-WP4C, S4 <b>Unit 5:</b> M3-S1-DP, S2-DP, S3-HC <b>Unit 6:</b> M1-S2-HC, S4-DP, S4-HC M3-S1-DP <b>Unit 7:</b> M1-S2-HC, S3-DP M2-S2-HC, S3-DP <b>Unit 8:</b> M3-S6, S6-DP	<b>Sep:</b> SP <b>Oct:</b> CC, NL, SP <b>Nov:</b> NL, SP <b>Dec:</b> CC, NL <b>Jan:</b> CC
<b>3.NBT.3:</b> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations. (A range of algorithms may be used.)	
<b>Unit 5:</b> M2-S3-HC M3-S3-DP <b>Unit 6:</b> M1-S5-DP M2-S2-DP, S5-HC <b>Unit 7:</b> M1-S1, S3, S4, S4-HC, S5, S5-DP M2-S1, S2-DP, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP M3-S1-DP, S1-HC M4-S5	<b>Feb:</b> CC, SP





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

<b>NUMBER &amp; OPERATIONS—FRACTIONS*</b>	
<b>A. Develop understanding of fractions as numbers.</b>	
<b>3.NF.1:</b> 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 quantity formed by $a$ parts of size $1/b$ .	
<b>Unit 4:</b> M3-S1, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC, S3-WP4D, S4, S4-DP, S5-DP M4-S2, S4 <b>Unit 5:</b> M4-S1-HC, S6-DP <b>Unit 6:</b> M4-S2, S2-DP, S3 <b>Unit 7:</b> M1-S1 M3-S1, S2, S2-DP, S3, S3-DP, S4, S4-DP, S5, S5-HC, S5-WP7A M4-S1, S1-WP7B, S3, S4, S5 <b>Unit 8:</b> M2-S1, S1-WP8D, S5-HC M3-S1	<b>Oct:</b> CC <b>Nov:</b> CC <b>Dec:</b> CC <b>Jan:</b> CC <b>Feb:</b> CC <b>Apr:</b> CC, CC, NL
<b>3.NF.2:</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
<b>Unit 4:</b> M1-S1 M3-S4-DP, S5, S5-DP, S5-HC M4-S1, S3-HC, S4, S4-DP <b>Unit 5:</b> M4-S1-HC <b>Unit 6:</b> M3-S3-DP <b>Unit 7:</b> M1-S1, S1-DP M3-S2, S3, S3-DP, S4, S5-DP M4-S1, S1-WP7B, S2, S2-DP, S3-HC, S5	<b>Jan:</b> NL <b>Feb:</b> NL <b>Mar:</b> NL <b>Apr:</b> NL <b>May:</b> NL
<b>3.NF.2a:</b> 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>Unit 4:</b> M3-S4, S5, S5-HC M4-S1, S2 <b>Unit 7:</b> M1-S1 M3-S1, S2, S3, S4 M4-S1, S2, S5	<b>Jan:</b> NL <b>Feb:</b> NL <b>Mar:</b> NL <b>Apr:</b> CC, NL <b>May:</b> NL
<b>3.NF.2b:</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 $a/b$ and that its endpoint locates the number $a/b$ on the number line.	
<b>Unit 4:</b> M3-S5, S5-HC <b>Unit 7:</b> M1-S1 M3-S1, S2, S3, S4 M4-S2, S5	<b>Nov:</b> CC <b>Jan:</b> NL

\* Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

<b>NUMBER &amp; OPERATIONS—FRACTIONS*</b>	
<b>3.NF.3:</b> Explain equivalence of fractions (see 3.NF.3a–3.NF.3d) in special cases, and compare fractions by reasoning about their size.	
<b>3.NF.3a:</b> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
Unit 4: M1–S1 M3–S3, S3–WP4D, S5–HC M4–S4 Unit 5: M4–S1–HC Unit 6: M4–S2–DP, S3–DP, S3–HC Unit 7: M1–S1 M3–S1, S2, S3, S4 M4–S1, S1–WP7B, S3, S3–HC, S4, S5	Dec: CG Jan: CG Apr: CG, NL May: CG, NL
<b>3.NF.3b:</b> Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$ , $\frac{4}{6} = \frac{2}{3}$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
Unit 4: M1–S1 M3–S3, S3–WP4D M4–S4 Unit 5: M4–S1–HC Unit 6: M1–S1–DP M4–S2, S3, S3–DP, S3–HC Unit 7: M1–S1 M3–S3, S4, S5, S5–WP7A M4–S1, S1–WP7B, S2, S3, S4, S5	Oct: CC Dec: CG Jan: CG Apr: CG, CG, NL May: CG, NL
<b>3.NF.3c:</b> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$ ; recognize that $\frac{6}{1} = 6$ ; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.	
Unit 4: M1–S1 M3–S3, S3–WP4D, S5–HC M4–S4 Unit 5: M4–S6–DP Unit 7: M1–S1 M3–S1, S3–DP M4–S3–HC, S5	Oct: CC Nov: CC Dec: CG Jan: CG, NL Feb: NL Mar: NL Apr: CG, CG, NL May: NL
<b>3.NF.3d:</b> Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that valid comparisons rely on the two fractions referring 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.	
Unit 4: M1–S1 M3–S2, S2–DP, S3, S3–DP, S3–HC, S4, S5 M4–S3–HC, S4 Unit 5: M1–S1–DP Unit 6: M4–S2, S2–DP Unit 7: M1–S1 M3–S1, S2–DP, S3–DP M4–S2, S4–DP, S5 Unit 8: M3–S5, S5–DP, S6, S6–HC	Dec: CG Jan: CG, NL Feb: NL Mar: NL May: CG

\* Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

<b>MEASUREMENT &amp; DATA</b>		
<b>A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>		
<b>3.MD.1:</b> 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.		
<b>Unit 1:</b> M3-S3-HC, S5-DP <b>M4-S2-DP, S3-DP, S6-DP</b> <b>Unit 3:</b> M4-S2-HC, S3-DP <b>Unit 4:</b> M1-S1, S2, S2-DP, S2-HC, S2-WP4A, S3, S3-DP, S4-DP, S4-HC, S6-HC <b>M2-S1, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP</b> <b>M3-S3-HC</b> <b>M4-S3-HC, S4</b> <b>Unit 5:</b> M1-S5-HC <b>Unit 6:</b> M2-S1-DP, S1-HC <b>Unit 7:</b> M3-S1-DP, S1-HC, S3-HC <b>Unit 8:</b> M2-S1, S1-WP8C <b>M3-S1, S1-DP, S2, S2-DP, S4</b> <b>M4-S2, S4-DP</b>	<b>Jan:</b> CC <b>Mar:</b> CG <b>Apr:</b> CC	
<b>3.MD.2:</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm <sup>3</sup> and finding the geometric volume of a container.) 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. (Excludes multiplicative comparison problems (problems involving notions of "times as much.")		
<b>Unit 4:</b> M1-S1, S4, S5, S5-DP, S6, S6-DP, S6-HC <b>M2-S1, S1-DP, S2, S2-DP, S2-HC, S2-WP4B, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP</b> <b>M3-S1-DP, S1-HC, S3-DP, S3-HC, S5-HC</b> <b>M4-S1-DP, S2-HC, S4, S4-DP</b> <b>Unit 6:</b> M2-S4-DP, S5-HC <b>Unit 8:</b> M1-S2, S2-WP8A, S4, S4-DP, S4-HC, S5 <b>M2-S2, S2-DP</b> <b>M3-S2, S3, S4, S5</b> <b>M4-S2-DP</b>	<b>Oct:</b> CC, NL <b>Dec:</b> CC <b>Feb:</b> SP	
<b>B. Represent and interpret data.</b>		
<b>3.MD.3:</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.		
<b>Unit 1:</b> M1-S2-DP <b>Unit 2:</b> M3-S5, S5-DP <b>M4-S1, S1-DP, S1-HC, S2</b> <b>Unit 8:</b> M1-S5 <b>M2-S4, S4-DP</b> <b>M3-S3, S3-DP</b> <b>M4-S4</b>	<b>Sep:</b> CC <b>Mar:</b> CG <b>Feb:</b> SP <b>May:</b> CC	
<b>3.MD.4:</b> 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.		
<b>Unit 4:</b> M4-S1, S2, S2-DP, S3, S3-DP <b>Unit 8:</b> M1-S4 <b>M2-S3, S3-HC</b> <b>M3-S5, S5-DP, S6-DP</b>		
<b>C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>		
<b>3.MD.5:</b> Recognize area as an attribute of plane figures and understand concepts of area measurement (as described in 3.MD.5a & 3.MD.5b).		
<b>3.MD.5a:</b> 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>Unit 5:</b> M1-S1 <b>M4-S1, S2, S2-DP, S3, S6</b> <b>Unit 6:</b> M3-S3 <b>M4-S1</b> <b>Unit 8:</b> M2-S3-HC	<b>Feb:</b> CG <b>Mar:</b> CC	
<b>3.MD.5b:</b> A plane figure which can be covered without gaps or overlaps by <i>n</i> unit squares is said to have an area of <i>n</i> square units.		
<b>Unit 5:</b> M1-S1 <b>M4-S1, S2, S2-DP, S3, S6</b> <b>Unit 6:</b> M3-S3 <b>Unit 8:</b> M2-S3-HC	<b>Feb:</b> CG <b>Mar:</b> CC	

Bridges: M—Module, S—Session, HC—Home Connection, WP—Work Place

Number Corner: CG—Calendar Grid, CC—Calendar Collector, CF—Computational Fluency, NL—Number Line, SP—Solving Problems



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

<b>MEASUREMENT &amp; DATA</b>		
<b>3.MD.6:</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		
Unit 5: M1-S1 M4-S1, S2, S2-DP, S3, S4, S4-DP, S5, S6 Unit 6: M3-S3 Unit 8: M1-S2, S2-WP8B		Feb: CG Mar: CC
<b>3.MD.7:</b> Relate area to the operations of multiplication and addition (as described in 3.MD.7a–3.MD.7d).		
<b>3.MD.7a:</b> 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.		
Unit 5: M1-S1, S3-DP M4-S1, S2, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-HC, S6 Unit 6: M3-S3, S4 Unit 7: M1-S1-DP M2-S2, S4, S5		Nov: CG Feb: CG Mar: CC
<b>3.MD.7b:</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.		
Unit 2: M2-S5-WP2C Unit 3: M1-S1-DP Unit 5: M1-S1 M4-S4, S4-DP, S5, S5-DP, S5-HC, S6 Unit 6: M1-S1, S4-HC M3-S3-DP, S4, S4-DP, S5, S5-HC, S5-WP6D M4-S4 Unit 7: M1-S5 M2-S2, S4, S5 Unit 8: M1-S2, S2-DP, S2-WP8B, S3-DP, S4 M3-S4-DP M4-S3		Mar: SP
<b>3.MD.7c:</b> 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 $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.		
Unit 2: M2-S5-WP2C Unit 5: M4-S5, S5-DP Unit 7: M1-S1 M2-S1, S2, S3, S4, S5 M4-S5		Nov: CG Mar: CC
<b>3.MD.7d:</b> 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.		
Unit 2: M2-S5 Unit 5: M4-S5, S5-DP Unit 6: M1-S1 M3-S3-DP, S4-DP, S5, S5-DP M4-S4 Unit 7: M2-S4-HC Unit 8: M1-S2-DP M2-S3-HC M4-S3		Mar: SP
<b>D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b>		
<b>3.MD.8:</b> 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 area or with the same area and different perimeter.		
Unit 1: M2-S3-HC Unit 4: M2-S4-HC Unit 6: M1-S1 M2-S6, S6-DP M3-S1, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC, S5-WP6D M4-S2-HC, S3-HC, S4 Unit 7: M1-S3-DP M2-S2-HC M4-S1-DP Unit 8: M2-S1, S1-WP8C, S5-DP M3-S4, S4-DP		Mar: SP



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

<b>GEOMETRY</b>	
<b>A. Reason with shapes and their attributes.</b>	
<b>3.G.1:</b> 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.	
<b>Unit 6:</b> M1-S1, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP, S5-WP6A M2-S1, S1-DP, S1-HC, S2, S2-DP, S2-WP6B, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC, S6 <b>M3-S2, S2-WP6C</b> <b>M4-S2-HC, S4</b> <b>Unit 7:</b> M4-S3-HC <b>Unit 8:</b> M2-S2, S5    M3-S1, S3-DP, S4, S4-DP    M4-S3	<b>Oct:</b> CG
<b>3.G.2:</b> 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 is $\frac{1}{4}$ of the area of the shape.	
<b>Unit 4:</b> M3-S1, S2, S3    M4-S4 <b>Unit 6:</b> M1-S1    M4-S1, S1-DP, S2-DP, S3, S4 <b>Unit 7:</b> M1-S1    M3-S2-DP, S5    M4-S2, S3, S3-DP, S4, S5 <b>Unit 8:</b> M2-S1, S1-WP8D, S5, S5-HC    M3-S1	<b>Dec:</b> CG <b>May:</b> CG





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 1. Make sense of problems and persevere in solving them.

**3.MP.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Unit 1:** M1–S1, S2 M2–S3 M4–S1, S5–DP, S6

**Unit 2:** M1–S1, S2, S4, S5 M2–S3 M4–S4

**Unit 3:** M1–S1, S5 M2–S1, S3, S4 M3–S1 M4–S5

**Unit 4:** M1–S1, S3 M2–S3, S4, S5 M3–S3, S5 M4–S4

**Unit 5:** M1–S1, S4, S5, S6 M2–S1 M3–S4–DP M4–S6

**Unit 6:** M1–S1, S5 M2–S4, S5 M3–S1, S5 M4–S1, S4, S4–DP

**Unit 7:** M1–S1, S2 M3–S1, S3 M4–S2, S5

**Unit 8:** M1–S1, S3, S4, S5 M2–S1, S1–WP8C, S2, S3 M3–S2, S3, S4 M4–S1, S4

**Sep:** SP

**Oct:** SP

**Nov:** SP

**Jan:** CC

**Feb:** CG, CC

**Mar:** SP

**Apr:** SP

**May:** SP

##### 2. Reason abstractly and quantitatively.

**3.MP.2:** Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Unit 1:** M1–S1 M2–S1, S4 M4–S1, S4, S5

**Unit 2:** M1–S2, S6 M2–S5 M3–S1

**Unit 3:** M1–S1, S2, S3, S4 M2–S1, S4 M3–S2 M4–S2, S3, S4, S5

**Unit 4:** M1–S3, S4 M2–S5 M3–S1, S4, S5

**Unit 5:** M2–S3, S4 M3–S4 M4–S4, S5

**Unit 6:** M2–S1

**Unit 7:** M2–S1, S3 M3–S5 M4–S1

**Unit 8:** M3–S1, S6 M4–S1

**Sep:** CG, CF, NL, SP

**Oct:** CF, NL, SP

**Nov:** CG

**Dec:** CF

**Jan:** CF, SP

**Feb:** CF

**Mar:** CF

**Apr:** CG

**May:** SP





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 3. Construct viable arguments and critique the reasoning of others.

**3.MP.3:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Unit 1:** M1-S2 M2-S4 M3-S3 M4-S2

**Unit 2:** M1-S1, S4, S6 M2-S5

**Unit 3:** M1-S6 M2-S2, S5 M3-S3, S4 M4-S2, S3, S4

**Unit 4:** M2-S4 M3-S3

**Unit 5:** M1-S4, S5, S6 M2-S1, S4 M3-S1, S2

**Unit 6:** M1-S2 M2-S4 M3-S1-HC, S5 M4-S2, S3

**Unit 7:** M2-S5 M3-S5

**Unit 8:** M2-S4, S5 M3-S5 M4-S1

**Sep:** SP

**Oct:** SP

**Nov:** SP

**Dec:** CG

**Jan:** SP

**Feb:** SP

**Mar:** SP

**Apr:** NL, SP

**May:** CG, NL, SP

##### 4. Model with mathematics.

**3.MP.4:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Unit 1:** M1-S1, S2, S3 M2-S3 M3-S2, S3, S4, S5 M4-S2, S4, S5, S6

**Unit 2:** M2-S2, S3, S4 M3-S5 M4-S1, S3

**Unit 3:** M1-S5, S6 M2-S3, S5 M3-S1, S3

**Unit 4:** M2-S3 M3-S1, S2, S4 M4-S2, S3

**Unit 5:** M1-S2, S3 M2-S2 M3-S1, S2, S3 M4-S1, S2, S3

**Unit 6:** M1-S2, S3, S4 M2-S2, S6 M3-S2, S3, S4 M4-S1, S2, S3

**Unit 7:** M1-S2, S3, S4 M2-S2, S4 M3-S1, S2, S3, S4 M4-S1, S2, S3, S4

**Unit 8:** M1-S1, S2 M3-S3, S4 M4-S3

**Sep:** CG, CG, CF

**Oct:** CF, NL

**Nov:** CF, NL, SP

**Dec:** NL, SP

**Jan:** NL

**Feb:** NL

**Mar:** NL



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 5. Use appropriate tools strategically.

**3.MP.5:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Unit 1: M3-S1

Unit 2: M1-S5 M4-S2, S3

Unit 3: M2-S4 M4-S2, S4

Unit 4: M1-S5, S6 M2-S1, S2 M4-S1

Unit 5: M2-S3 M4-S3

Unit 6: M1-S5

Unit 7: M2-S2

Unit 8: M1-S3 M2-S1, S3 M4-S2

Oct: CG

Nov: CF, SP

Jan: CC

Feb: CC

Mar: CF

Apr: NL

##### 6. Attend to precision.

**3.MP.6:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Unit 1: M2-S4 M3-S1 M4-S3

Unit 2: M1-S3 M4-S1, S2, S4

Unit 3: M3-S4

Unit 4: M1-S1, S2, S5, S6 M2-S1, S2 M4-S1, S4

Unit 5: M1-S1 M4-S1, S2, S6

Unit 6: M1-S1, S3, S4 M2-S3, S5, S6 M4-S4

Unit 7: M1-S1 M2-S4 M4-S5

Unit 8: M1-S2 M3-S4, S5 M4-S2, S3, S4

Oct: CC

Nov: CC, CF

Dec: CF

Jan: CF

Feb: CF

Mar: CC

Apr: CF

May: CF, NL





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 7. Look for and make use of structure.

**3.MP.7:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Unit 1:** M1-S1, S2, S3, S4, S5 M2-S2 M3-S2, S4

**Unit 2:** M1-S3, S5 M2-S1, S2, S4 M3-S2, S3, S4, S5

**Unit 3:** M2-S2 M3-S2 M4-S1

**Unit 4:** M4-S2, S3

**Unit 5:** M1-S2, S3

**Unit 6:** M2-S2, S3 M3-S2, S3 M4-S4-DP

**Unit 7:** M1-S3, S4, S5 M2-S1 M3-S2 M4-S3, S4

**Unit 8:** M1-S1, S3, S4, S5 M2-S2, S3, S4 M3-S1, S2, S3, S4, S6 M4-S2-HC, S3-DP, S4

**Sep:** CG, NL

**Oct:** CG, NL

**Nov:** CG, CC, NL

**Dec:** CG, NL

**Jan:** CG, NL

**Feb:** CG, NL

**Mar:** CG, NL

**Apr:** CG, CF

**May:** CF

##### 8. Look for and express regularity in repeated reasoning.

**3.MP.8:** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Unit 1:** M1-S4, S5 M2-S1, S2 M3-S5

**Unit 2:** M2-S1 M3-S1, S2, S3, S4

**Unit 3:** M1-S2, S3, S4 M4-S1

**Unit 4:** M1-S2, S4 M3-S2

**Unit 5:** M2-S2 M3-S3, S4 M4-S4, S5

**Unit 6:** M2-S1 M3-S1, S3, S4

**Unit 7:** M1-S5 M2-S3, S5 M3-S4

**Unit 8:** M1-S1 M2-S4, S5, S5-DP

**Oct:** CC

**Nov:** CG

**Dec:** SP

**Jan:** CG






































**Feb:** SP

**Mar:** CG, CC

**May:** CC

## Grade 4 Scope & Sequence

Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Multiplicative Thinking	Unit 2 Multi-Digit Multiplication & Early Division	Unit 3 Fractions & Decimals	Unit 4 Addition, Subtraction & Measurement	Unit 5 Geometry & Measurement	Unit 6 Multiplication & Division, Data & Fractions	Unit 7 Reviewing & Extending Fractions, Decimals & Multi-Digit Multiplication	Unit 8 Playground Design
Module 1	Models for Multiplication & Division 3.OA.4, 4.OA.1, 4.OA.2, 4.NBT.5, 4.NBT.6 	Building Multiplication Arrays 4.NBT.1, 4.NBT.5, 4.MD.1, 4.MD.3 	Equivalent Fractions 4.NF.1, 4.NF.2, 4.NF.3 	Place Value & the Standard Algorithm 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4 	Measuring Angles 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2  	Multiplication & Division Strategies 4.NBT.5, 4.NBT.6 	Comparing Fractions & Writing Equivalent Fractions 4.NF.1, 4.NF.2 	Introducing Playground Design 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1  
Module 2	Primes & Composites 3.OA.4, 4.OA.4 	Arrays & Ratio Tables 4.OA.3, 4.OA.4, 4.NBT.1, 4.NBT.5 	Comparing, Composing & Decomposing Fractions & Mixed Numbers 4.NF.1, 4.NF.2, 4.NF.3a–d, 4.NF.4a–b 	The Standard Subtraction Algorithm 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4 	Polygons & Symmetry 4.OA.5, 4.MD.5b, 4.MD.6, 4.G.1, 4.G.2, 4.G.3 	Revisiting Area & Perimeter 4.NBT.5, 4.NBT.6, 4.MD.1, 4.MD.2, 4.MD.3 	Decimals & Decimal Fractions 4.NF.5, 4.NF.6, 4.NF.7 	Making Decisions 4.MD.1, 4.MD.2, 4.MD.3, 4.G.1  
Module 3	Multiplicative Comparisons & Equations 3.OA.4, 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4 	Multiplication Stories & Strategies 4.OA.3, 4.NBT.5, 4.MD.2 	Introducing Decimals 4.NF.5, 4.NF.6, 4.NF.7 	Measurement 4.MD.1, 4.MD.2 	Area & Perimeter 4.NBT.5, 4.MD.3, 4.G.1, 4.G.2, 4.G.3 	Line Plots, Fractions & Division 4.OA.3, 4.OA.4, 4.NBT.6, 4.NF.1, 4.MD.4 	Introducing the Standard Multiplication Algorithm 4.OA.3, 4.NBT.5 	Using Scale Models for Our Playground & Field 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.G.1  
Module 4	Measurement Experiences 4.OA.2, 4.MD.1, 4.MD.2 	Early Division with Remainders 4.NBT.5, 4.NBT.6 	Fractions & Decimals 4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7 	Measurement & Data Displays 4.MD.2, 4.MD.4 	Angles in Motion 4.MD.5, 4.MD.6, 4.MD.7 	More Division 4.OA.3, 4.OA.4, 4.NBT.6 	Extending the Standard Multiplication Algorithm 4.NBT.5, 4.NBT.6 	Building Model Playgrounds 4.MD.1, 4.MD.2, 4.MD.6, 4.G.1, 4.G.2  

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry NF - Fractions



## Grade 4 Scope & Sequence

### Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Ancient Egyptian Symbols 4.OA.5, 4.NBT.1, 4.NBT.2  NBT	Fractions & Decimals 4.NF.1, 4.NF.2  NF	Night & Day 4.OA.5, 4.MD.1, 4.MD.2  MD	Pentominoes 4.MD.3, 4.G.1, 4.G.3  G	Similar Figures 4.OA.1, 4.OA.5, 4.MD.3  OA	Constructing Angles & Polygons 4.MD.7, 4.G.1, 4.G.2  G	The Function Machine 4.OA.5  OA	Perimeter Puzzles 4.MD.3, 4.G.2, 4.G.3  MD	Quilt Block Symmetry 4.G.3  G
Calendar Collector	Six Inches a Day 4.NF.1, 4.NF.3, 4.NF.4, 4.MD.1, 4.MD.2  NF	Race to the Millions 4.NBT.2  NBT	A Cup a Day 4.NF.1, 4.NF.2, 4.NF.3, 4.MD.1, 4.MD.2  NF	Up & Down to Two Thousand 4.NBT.2, 4.NBT.4  MD	Three Quarters a Day 4.NF.3a-d, 4.NF.4a-b, 4.MD.2  NF	Spin, Add & Measure 4.MD.5, 4.MD.6, 4.MD.7  MD	The Great Fraction Race 4.NF.1-4.NF.3d  NF	A Decimeter a Day 4.OA.1, 4.OA.2, 4.MD.1, 4.MD.2  MD	Water Evaporation Experiment 4.MD.1, 4.MD.2  MD
Computational Fluency	The Number Line & Splat! 4.OA.4, 4.NBT.1, 4.NBT.5  NBT	The Number Line & Put It on the Line, Part 1 4.OA.3, 4.OA.4, 4.NBT.1-4.NBT.3  NBT	The Number Line & Roll & Compare 4.OA.4, 4.NBT.2  NBT	The Number Line & The Mystery Grid Game 4.OA.4, 4.MD.3  OA	Division Capture 4.NF.1, 4.NF.2  NF	The Number Line & Put It on the Line, Part 2 4.NF.1-4.NF.3, 4.NF.3a-c, 4.NF.4  NF	Don't Break 3.00 4.NF.1-4.NF.7  NF	Color Ten 4.NF.2-4.NF.4  NF	Decimal Draw 4.NF.5-4.NF.7  NF
Problem Strings	Multiplication Models 4.OA.1, 4.NBT.1, 4.NBT.5  NBT	Ratio Tables 4.NBT.5  NBT	Multi-Digit Addition Strategies 4.NBT.2, 4.NBT.4, 4.MD.2  NBT	Multi-Digit Subtraction Strategies 4.NBT.4, 4.NBT.2, 4.MD.2  NBT	Division Strategies 4.NBT.5, 4.NBT.6  NBT	Adding & Subtracting Fractions with Like & Unlike Denominators 4.NF.3a-c, 4.NF.4  NF	Generating Equivalent Fractions 4.NF.1, 4.NF.5  NF	More Division Strategies 4.NBT.6  NBT	Multiplying Fractions & Whole Numbers 4.NF.4  NF
Solving Problems	One-Step Multiplication Problems 4.OA.1, 4.OA.2, 4.OA.4, 4.NBT.5  OA	Multi-Step Multiplication Problems 4.OA.3, 4.NBT.5  NBT	Place Value, Rounding & Comparing 4.NBT.2, 4.NBT.3  NBT	Lines & Symmetry 4.G.1, 4.G.2, 4.G.3  G	Multi-Step Division Problems 4.OA.3, 4.NBT.6  OA	Multi-Step Problems & Equations 4.OA.3  OA	Multiplying Fractions & Whole Numbers Story Problems 4.NF.3a-d, 4.NF.4  NF	Line Plots 4.MD.4  MD	Measurement Conversions 4.MD.1, 4.MD.2  MD

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry NF - Fractions



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations



In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $\frac{15}{5} = \frac{3}{1}$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

*From the Common Core State Standards for Mathematics 2010*

### Grade 4 Overview

#### Operations & Algebraic Thinking

- A. Use the four operations with whole numbers to solve problems.
- B. Gain familiarity with factors and multiples.
- C. Generate and analyze patterns.

#### Number & Operations in Base Ten

- A. Generalize place value understanding for multi-digit whole numbers.
- B. Use place value understanding and properties of operations to perform multi-digit arithmetic.

#### Number & Operations—Fractions

- A. Extend understanding of fraction equivalence and ordering.
- B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- C. Understand decimal notation for fractions, and compare decimal fractions.

#### Measurement & Data

- A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- B. Represent and interpret data.
- C. Geometric measurement: understand concepts of angle and measure angles.

#### Geometry

- A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

#### Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.



**OPERATIONS & ALGEBRAIC THINKING**

**A. Use the four operations with whole numbers to solve problems.**

**4.OA.1:** Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  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.

**Unit 1:** M1-S1, S2-HC, S3, S4, S4-DP M3-S2, S3, S3-DP, S4, S4-DP, S4-WP1E, S5 M4-S2-DP  
**Unit 2:** M1-S1-DP, S2, S2-DP M4-S5  
**Unit 7:** M1-S2-HC

**Sep:** PS, SP **Jan:** CG  
**Nov:** CC **Apr:** CC

**4.OA.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.

**Unit 1:** M1-S1, S2, S2-DP, S3, S3-DP, S4, S4-DP, S6-DP, S6-HC M2-S2-HC, S4-DP  
M3-S2, S2-HC, S3, S3-DP, S4-DP, S5 M4-S1-DP, S1-HC, S2, S2-DP, S3-DP  
**Unit 2:** M1-S1-DP, S2, S2-DP M3-S4-DP, S5-DP M4-S5  
**Unit 6:** M4-S1, S2-HC  
**Unit 7:** M4-S3-HC  
**Unit 8:** M1-S5-DP

**Sep:** SP  
**Apr:** CC

**4.OA.3:** Solve multistep 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.

**Unit 1:** M1-S2-HC, S3, S4-HC, S5-DP M2-S5, S6 M3-S2-HC, S4-DP, S4-HC, S5 M4-S3-HC  
**Unit 2:** M1-S1-DP, S2, S2-HC M2-S1, S1-DP, S1-HC, S3 M3-S2-HC, S3 M4-S1-HC, S3-HC, S4-DP, S5  
**Unit 3:** M1-S1-DP, S4-HC  
**Unit 4:** M1-S2-HC, S5, S6, S6-HC M2-S3, S3-DP, S3-HC, S4, S5-HC M3-S1-DP, S4-HC M4-S1-HC, S2-HC  
**Unit 5:** M1-S1-DP  
**Unit 6:** M1-S1, S3, S3-DP, S5-HC, S7, S7-DP, S7-HC M2-S4-HC, S5-DP M3-S4 M4-S2, S2-DP, S3  
**Unit 7:** M1-S1 M3-S1, S3, S4, S4-HC M4-S1-HC, S2-DP, S3-HC, S4  
**Unit 8:** M2-S2-HC, S4-DP

**Oct:** CF, SP  
**Nov:** SP  
**Jan:** SP  
**Feb:** SP

**B. Gain familiarity with factors and multiples.**

**4.OA.4:** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

**Unit 1:** M1-S3 M2-S1, S1-DP, S2, S2-DP, S2-HC, S3-DP, S5, S5-DP, S6-DP  
M3-S1, S1-DP, S1-WP1E, S2, S2-DP, S2-HC, S4-HC, S5  
**Unit 2:** M1-S2 M2-S1, S4, S4-DP, S5 M3-S2-DP, S5-DP  
**Unit 3:** M1-S1-DP, S2-HC M2-S2-DP  
**Unit 4:** M3-S4-HC  
**Unit 5:** M1-S1-DP M4-S4-DP  
**Unit 6:** M2-S3-DP, S3-WP6A M3-S1-DP, S3-HC  
**Unit 7:** M2-S1-HC

**Sep:** CF, SP  
**Oct:** CF  
**Nov:** CF  
**Dec:** CF

**C. Generate and analyze patterns.**

**4.OA.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. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

**Unit 1:** M2-S2 M3-S1-DP  
**Unit 2:** M1-S1 M2-S5  
**Unit 5:** M3-S2-DP  
**Unit 6:** M1-S1-DP  
**Unit 7:** M4-S3-HC

**Sep:** CG **Mar:** CG  
**Nov:** CG **May:** CG  
**Jan:** CG



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### NUMBER & OPERATIONS IN BASE TEN\*

A. Generalize place value understanding for multi-digit whole numbers.

**4.NBT.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. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

**Unit 2:** M1-S1, S1-DP, S2, S2-DP, S4, S4-DP, S4-HC M2-S3, S3-DP, S5, S5-HC M4-S5

**Unit 4:** M1-S2, S3, S4-HC, S5 M2-S3, S4, S5 M4-S2-HC

**Sep:** CG, CF, PS

**Oct:** CF

**Nov:** SP

**Apr:** CC

**4.NBT.2:** Read and 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.

**Unit 2:** M1-S1 M2-S3

**Unit 4:** M1-S1, S2, S2-DP, S2-HC, S3, S3-DP, S4-HC, S5, S5-DP, S7 M2-S2, S2-DP, S3-HC, S4-DP, S5-DP M3-S2, S2-DP, S2-WP4D, S4-DP  
M4-S1-HC, S2-HC, S3

**Sep:** CG

**Oct:** CG, CF

**Nov:** CF, PS, SP

**Dec:** CC, PS

**4.NBT.3:** Use place value understanding to round multi-digit whole numbers to any place.

**Unit 4:** M1-S1, S2, S2-DP, S3-DP, S4, S4-DP, S4-HC, S4-WP4B, S5, S6-DP, S7 M2-S2, S5 M3-S1, S1-DP, S4-HC M4-S2-HC, S3

**Unit 5:** M1-S1-DP

**Oct:** CG, CF

**Nov:** SP

\* Grade 4 expectations in Number & Operations in Base Ten are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.



<b>NUMBER &amp; OPERATIONS IN BASE TEN*</b>	
<b>B. Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	
<b>4.NBT.4:</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
<b>Unit 2:</b> M2-S4 <b>Unit 4:</b> M1-S5, S5-DP, S6, S6-DP, S6-HC, S7 M2-S1-HC, S3, S3-DP, S4, S4-DP, S5, S5-DP, S5-HC M3-S2-WP4D M4-S1-HC, S2-HC, S3 <b>Unit 5:</b> M3-S2, S3, S3-DP M4-S2, S3, S3-HC <b>Unit 6:</b> M1-S1, S1-HC M2-S4, S4-WP6B M4-S3 <b>Unit 7:</b> M3-S2-HC M4-S3-DP <b>Unit 8:</b> M2-S2-HC	<b>Nov:</b> PS <b>Dec:</b> CC, PS
<b>4.NBT.5:</b> Multiply a whole number of up to four 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.	
<b>Unit 1:</b> M1-S3, S3-DP, S4-DP, S5-DP M4-S1-DP, S2-DP, S3-HC <b>Unit 2:</b> M1-S2, S4, S4-DP, S4-HC, S5, S5-DP M2-S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC M3-S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP2C, S5, S5-DP M4-S1-HC, S3-DP, S4, S4-DP, S4-WP2E, S5, S5-DP, S5-HC <b>Unit 3:</b> M1-S2-DP, S2-HC M3-S4-DP <b>Unit 4:</b> M1-S6-HC, S7-DP M3-S2-HC <b>Unit 5:</b> M1-S1-DP, S5-DP M3-S1, S2-DP, S3, S3-DP, S4-DP, S4-HC M4-S2, S2-DP, S3, S3-HC <b>Unit 6:</b> M1-S1, S3, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC M2-S1, S1-DP, S2, S2-HC, S3, S4-HC, S5-DP M3-S3-HC M4-S1, S1-DP, S1-WP6D, S3, S3-DP <b>Unit 7:</b> M1-S1, S1-DP, S2-HC M3-S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP M4-S1, S1-DP, S2, S2-DP, S3, S3-HC, S4, S4-DP	<b>Sep:</b> CF, PS, SP <b>Oct:</b> PS, SP <b>Jan:</b> PS
<b>4.NBT.6:</b> 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.	
<b>Unit 1:</b> M1-S5, S6, S6-DP, S6-HC <b>Unit 2:</b> M1-S2 M3-S3 M4-S1, S1-DP, S2, S2-DP, S3, S3-HC, S3-WP2D, S4, S4-WP2E, S5, S5-DP <b>Unit 3:</b> M1-S2-HC <b>Unit 5:</b> M1-S5-DP <b>Unit 6:</b> M1-S1, S2, S3, S3-DP, S3-HC, S5, S5-DP, S5-HC, S6, S7-DP M2-S1, S1-DP, S2, S2-HC, S3, S4, S4-DP, S4-HC, S4-WP6B, S5 M3-S1-HC, S3-HC, S4, S5, S5-DP M4-S1, S1-DP, S1-WP6D, S2, S2-DP, S2-HC, S3, S3-DP <b>Unit 7:</b> M3-S2-HC M4-S2-DP	<b>Jan:</b> CF, PS, SP <b>Apr:</b> PS

\* Grade 4 expectations in Number & Operations in Base Ten are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.

**NUMBER & OPERATIONS—FRACTIONS\***

**A. Extend understanding of fraction equivalence and ordering.**

**4.NF.1:** Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  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.

**Unit 3:** M1-S1, S3, S4, S4-HC, S5, S5-DP, S6, S6-DP, S6-HC M2-S1, S1-DP, S2-DP, S2-HC, S3, S4, S4-DP, S4-WP3A, S5-DP, S6, S6-HC, S6-WP3B  
M3-S4 M4-S4

**Unit 6:** M3-S3, S3-DP, S3-HC, S3-WP6C, S4-DP

**Unit 7:** M1-S1, S2, S2-DP, S3, S4, S4-DP, S5, S5-DP, S6, S6-HC, S7, S7-DP M2-S1, S1-HC

**Sep:** CC

**Feb:** CF, PS

**Oct:** CC

**Mar:** CC, CF, PS

**Nov:** CC

**Apr:** CF

**Jan:** CF

**May:** PS

**4.NF.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  $\frac{1}{2}$ . 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.

**Unit 3:** M1-S1, S3, S3-DP, S4-DP, S4-HC, S5-DP, S6-HC M2-S2-DP, S3, S4-DP M3-S4 M4-S2-HC, S3, S3-DP, S3-HC, S4

**Unit 4:** M2-S1-HC M3-S2-DP

**Unit 5:** M1-S1-DP

**Unit 6:** M3-S1-HC, S3-HC, S4-DP

**Unit 7:** M1-S1, S2, S2-DP, S3, S3-DP, S4, S4-HC, S4-DP, S5-DP, S6, S6-HC, S6-DP, S7, S7-DP M2-S1, S1-HC, S2, S4-HC

**Oct:** CC

**Jan:** CF

**Feb:** CF

**Mar:** CC

**Apr:** CF

**B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

**4.NF.3:** Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$  (as described in 4.NF.3a–4.NF.3d).

**4.NF.3a:** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

**Unit 3:** M1-S4 M2-S3, S4, S4-WP3A, S5, S6, S6-WP3B

**Sep:** CC

**Feb:** PS

**Nov:** CC

**Mar:** CC

**Jan:** CC

**4.NF.3b:** 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:  $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ;  $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ;  $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .

**Unit 3:** M1-S1, S4, S5, S6 M2-S1, S2, S2-DP, S4, S4-WP3A, S6, S6-HC, S6-WP3B M3-S3 M4-S3-HC, S4

**Nov:** CC

**Feb:** PS

**Jan:** CC

**4.NF.3c:** 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.

**Unit 3:** M1-S1 M2-S3, S5, S6 M4-S2-HC, S3-HC, S4

**Unit 4:** M2-S1-DP

**Unit 6:** M2-S2-DP M3-S2, S3-DP, S3-WP6C, S5-HC

**Unit 7:** M2-S1-HC

**Feb:** CF, PS

**Apr:** CF

**Mar:** CC

**4.NF.3d:** 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.

**Unit 3:** M1-S1 M2-S1-DP, S2, S2-HC, S3-DP, S4-HC, S5, S6-HC M3-S4 M4-S2-HC, S3-HC, S4

**Unit 4:** M2-S5-HC

**Unit 6:** M1-S3-HC M2-S2-DP

**Sep:** CC

**Jan:** CC

**Nov:** CC

**Mar:** CC

\* Grade 4 expectations in Number & Operations—Fractions are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.



# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

NUMBER & OPERATIONS—FRACTIONS*		
<b>4.NF.4:</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number (as described in 4.NF.4a–4.NF.4c).		
<b>4.NF.4a:</b> 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 $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ .		
Unit 3: M2–S1, S2, S6 M4–S4-DP	Jan: CG Mar: SP	Apr: CF May: PS
<b>4.NF.4b:</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 $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .)		
Unit 3: M2–S1, S6-HC Unit 5: M1–S6-DP M4–S2-DP Unit 6: M1–S5-HC M3–S3-HC	Sep: CG Jan: CG Feb: CF	Mar: SP Apr: CF May: PS
<b>4.NF.4c:</b> 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?		
Unit 3: M4–S4-DP Unit 5: M4–S2-DP	Unit 6: M1–S3-HC	Mar: SP May: PS
<b>C. Understand decimal notation for fractions, and compare decimal fractions.</b>		
<b>4.NF.5:</b> 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. For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$ . (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition and subtraction with unlike denominators in general is not a requirement at this grade.)		
Unit 3: M1–S1 M3–S1, S2, S3, S3-DP, S3-WP3C, S4, S4-HC M4–S1, S1-DP, S2-HC, S3-HC, S4, S4-DP Unit 4: M1–S1-DP M2–S1-DP, S3-HC Unit 7: M1–S1 M2–S1, S1-DP, S2, S2-DP, S3-DP, S4, S4-HC, S4-DP	Oct: CG Feb: CF, PS	Mar: CF, PS May: CF
<b>4.NF.6:</b> Use decimal notation for fractions with denominators 10 or 100. For example, rewrite $0.62$ as $62/100$ ; describe a length as $0.62$ meters; locate $0.62$ on a number line diagram.		
Unit 3: M1–S1 M3–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S3-WP3C, S4-HC M4–S1, S1-DP, S2, S2-WP3E, S3-DP, S4, S4-DP Unit 4: M1–S1-DP M2–S1-HC Unit 6: M3–S4 M4–S1 Unit 7: M1–S1 M2–S1-DP, S2-DP, S3, S3-DP, S4-HC, S4-DP Unit 8: M3–S1-HC	Oct: CG Feb: CF Mar: CF Apr: CG May: CF	
<b>4.NF.7:</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when 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.		
Unit 3: M1–S1 M3–S2, S2-DP, S2-HC, S3-WP3C, S4, S4-DP, S4-HC, S4-WP3D M4–S2, S2-HC, S2-WP3E, S3, S3-DP, S4 Unit 4: M2–S3-HC	Unit 5: M1–S1-DP Unit 7: M1–S1 M2–S3, S3-DP, S4-HC, S4-DP Unit 8: M3–S1-HC	Feb: CF Mar: CF May: CF

\* Grade 4 expectations in Number & Operations—Fractions are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

**MEASUREMENT & DATA**

**A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

**4.MD.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), ....

**Unit 1:** M4-S1, S1-DP, S1-HC, S2, S3, S3-HC

**Unit 2:** M1-S1, S3, S3-DP, M3-S4

**Unit 3:** M1-S1-DP, M2-S1-DP, M3-S4-DP

**Unit 4:** M1-S1, M3-S1, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP, M4-S2-HC, S3

**Unit 5:** M3-S4-HC

**Unit 6:** M2-S1, S2-HC

**Unit 7:** M1-S2-HC

**Unit 8:** M1-S2, S3, S3-DP, S4-HC, S5, S5-DP, M2-S1, M3-S2, S2-DP, S3, S3-HC, S5, S5-DP, M4-S1, S1-DP, S2, S3

**Sep:** CC

**Nov:** CG, CC

**Apr:** CC

**May:** CC, SP

**4.MD.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.

**Unit 1:** M1-S6-HC, M4-S2, S2-DP, S3-DP, S3-HC

**Unit 2:** M1-S2, M2-S3-HC, M3-S4-DP, S4-HC, S4-WP2G, S5, S5-DP, M4-S5-HC

**Unit 3:** M1-S2-HC

**Unit 4:** M1-S1, M3-S1, S2, S2-DP, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP, M4-S1, S1-DP, S2, S2-HC, S3

**Unit 6:** M2-S2-DP, M3-S1, S1-HC, S3-HC

**Unit 7:** M1-S1-DP, S2-HC, M4-S3

**Unit 8:** M1-S2, S2-DP, S2-HC, S3, S3-DP, S4-HC, S5, S5-DP, S6, S6-HC, M2-S1, S1-DP, S2-DP, S4, S4-DP, S4-HC, S5-DP, M3-S1, S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4, S5, S5-DP, S5-HC, S6, S6-DP, M4-S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP

**Sep:** CC

**Nov:** CG, CC, PS

**Dec:** PS

**Jan:** CC

**Apr:** CC, SP

**May:** CC, SP

**4.MD.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.

**Unit 2:** M1-S1, S3, S3-DP, S4, S5, M4-S5

**Unit 3:** M1-S2-HC

**Unit 5:** M1-S1, M3-S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, M4-S2, S3-HC, S4

**Unit 6:** M1-S1, S1-DP, S1-HC, S7-HC, M2-S1, S1-DP, S2, S2-DP, S2-HC, S3, S4, S4-DP, S4-HC, S4-WP6B, S5, S5-DP, M3-S5-DP, M4-S2-HC, S3

**Unit 7:** M1-S1

**Unit 8:** M1-S2, S2-DP, S2-HC, M2-S1, S1-DP, M3-S1, S1-DP, S2, S2-DP, S3, S3-HC, S5, S5-DP, S5-HC, S6, S6-DP

**Dec:** CG, CF

**Jan:** CG

**Apr:** CG

**B. Represent and interpret data.**

**4.MD.4:** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). 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.

**Unit 4:** M4-S2

**Unit 6:** M3-S1, S1-HC, S2, S2-DP, S5-HC

**Unit 8:** M3-S4, S4-DP

**Apr:** SP





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### MEASUREMENT & DATA

C. Geometric measurement: understand concepts of angle and measure angles.

**4.MD.5:** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

**Unit 5:** M1-S2, S2-DP, S3, S3-DP, S6 M2-S2 M4-S1, S2, S2-HC

**Unit 8:** M1-S5, S6, S6-DP

**Feb:** CG

**4.MD.5a:** 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  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles.

**Unit 5:** M1-S3, S3-DP, S5, S6 M2-S2 M4-S1, S1-DP, S2-HC

**Unit 8:** M1-S6-HC

**Feb:** CG

**4.MD.5b:** An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.

**Unit 5:** M1-S3, S3-DP M2-S2 M4-S1, S1-DP

**Feb:** CG

**4.MD.6:** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

**Unit 5:** M1-S1, S6, S6-DP, S6-HC M2-S2 M4-S1, S1-DP, S4, S4-DP

**Unit 8:** M1-S4, S5, S5-DP, S6, S6-DP M4-S1, S1-HC, S2, S2-DP, S3

**Feb:** CG

**4.MD.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.

**Unit 5:** M1-S1, S4, S4-HC, S4-WP5A, S6-HC M2-S2, S5-DP M4-S2, S2-DP, S2-HC, S3, S3-DP, S4

**Unit 8:** M1-S6, S6-DP, S6-HC

**Feb:** CG, CC



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

<b>GEOMETRY</b>		
<b>A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>		
<b>4.G.1:</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		
<b>Unit 5:</b> M1-S2, S2-DP, S3, S4-DP, S4-HC, S5 M3-S2, S4 M4-S3-HC, S4	<b>Unit 6:</b> M1-S1-DP <b>Unit 8:</b> M1-S5, S5-DP, S6, S6-DP M2-S1 M3-S1, S2, S3, S5-HC M4-S1, S1-HC, S2, S3	<b>Dec:</b> CG, SP <b>Feb:</b> CG <b>May:</b> CG
<b>4.G.2:</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		
<b>Unit 5:</b> M1-S1 M2-S2-DP, S4, S5, S5-WP5C, S6, S6-DP, S6-HC, S6-WP5D M3-S2, S4 M4-S2-HC, S3-HC, S4, S4-DP <b>Unit 6:</b> M1-S1-DP <b>Unit 8:</b> M4-S2, S3		<b>Dec:</b> SP <b>Feb:</b> CG <b>Apr:</b> CG <b>May:</b> CG
<b>4.G.3:</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		
<b>Unit 5:</b> M1-S1 M2-S3, S3-DP, S3-WP5B, S4-HC, S5-DP, S5-WP5C, S6, S6-WP5D M3-S2 M4-S2-HC, S3-HC, S4 <b>Unit 8:</b> M1-S6, S6-DP		<b>Dec:</b> CG, SP <b>Apr:</b> CG <b>May:</b> CG

**MATHEMATICAL PRACTICES**

**1. Make sense of problems and persevere in solving them.**

**4.MP.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Unit 1:** M1-S1, S3 M3-S2, S3, S4

**Unit 2:** M2-S4 M3-S1, S5 M4-S2, S4

**Unit 3:** M1-S2 M2-S2, S5, S6 M3-S3, S4

**Unit 4:** M3-S3, S4, S5

**Unit 5:** M1-S4 M2-S2, S4, S5, S6 M3-S4 M4-S2, S3

**Unit 6:** M1-S1, S1-HC, S2, S4 M2-S1, S4, S5 M3-S1, S2 M4-S2, S3

**Unit 7:** M1-S1 M4-S3, S4

**Unit 8:** M1-S1 M3-S5 M4-S1

**Sep:** SP

**Oct:** SP

**Nov:** SP

**Dec:** CF

**Jan:** SP

**Feb:** CF, SP

**Mar:** SP

**Apr:** CG

**May:** CG

**2. Reason abstractly and quantitatively.**

**4.MP.2:** Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Unit 1:** M1-S2, S3, S5 M2-S1 M3-S1, S2, S3, S4 M4-S1

**Unit 2:** M1-S1, S3 M2-S5 M3-S1, S4

**Unit 3:** M1-S1, S2 M2-S1 M3-S1 M4-S1, S4

**Unit 4:** M1-S1, S2, S3 M3-S1, S2 M4-S3

**Unit 5:** M1-S4, S6 M4-S2

**Unit 6:** M1-S4 M3-S3, S4, S5 M4-S1, S3

**Unit 7:** M1-S2, S3, S5, S7 M2-S2 M3-S2 M4-S2

**Unit 8:** M1-S3, S4, S5 M3-S6

**Sep:** CG

**Oct:** CG

**Jan:** CG

**Feb:** CF

**Mar:** CG, PS, SP

**Apr:** CG

**May:** CG



### MATHEMATICAL PRACTICES

#### 3. Construct viable arguments and critique the reasoning of others.

**4.MP.3:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Unit 1:** M1-S1, S2, S6 M3-S1, S3

**Unit 2:** M3-S2, S3, S5 M4-S3, S4

**Unit 3:** M2-S6 M3-S2, S3

**Unit 4:** M1-S4, S5, S6, S7 M2-S1, S2, S3, S4, S5 M4-S1

**Unit 5:** M2-S2, S3, S4, S5, S6 M3-S3 M4-S3

**Unit 6:** M1-S3, S4 M2-S2, S3, S4, S5 M3-S5

**Unit 7:** M1-S3 M2-S2, S4 M3-S1, S3 M4-S3

**Unit 8:** M1-S1 M2-S2, S5 M3-S6

**Sep:** CG, SP

**Oct:** CF, SP

**Nov:** CG, PS, SP

**Dec:** CC, CF

**Jan:** SP

**Feb:** CF, SP

**Mar:** CC, CF, SP

**May:** CG

#### 4. Model with mathematics.

**4.MP.4:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Unit 1:** M1-S4, S6 M2-S1, S5 M3-S3 M4-S2

**Unit 2:** M1-S1, S4, S5 M2-S3 M3-S3 M4-S1, S3

**Unit 3:** M1-S3, S4, S5, S6 M2-S1, S3, S4 M3-S2, S4 M4-S1, S3

**Unit 4:** M2-S3, S4 M3-S3

**Unit 5:** M1-S2, S3 M2-S1, S3 M3-S1, S2, S4 M4-S1

**Unit 6:** M1-S2, S3, S5, S6, S7 M2-S1, S2, S3, S4, S5 M3-S1, S2 M4-S2

**Unit 7:** M3-S1, S4, S5 M4-S1

**Unit 8:** M2-S2, S3, S3-DP, S4, S5 M3-S1, S2, S3, S4, S5 M4-S1

**Sep:** CF, PS

**Oct:** CG, CC

**Nov:** CF, PS

**Jan:** CC, CF

**Feb:** PS

**Mar:** CG, CC, CF, PS, SP

**Apr:** CF, PS, SP

**May:** CF, PS





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 5. Use appropriate tools strategically.

**4.MP.5:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Unit 1:** M1-S4 M2-S4 M4-S1, S2

**Unit 2:** M1-S3 M2-S1, S2 M3-S1 M4-S2

**Unit 3:** M3-S1

**Unit 4:** M1-S6, S7 M2-S1, S5 M4-S1

**Unit 5:** M1-S1, S5, S6 M4-S1, S4

**Unit 6:** M2-S2

**Unit 7:** M3-S3, S4-HC

**Unit 8:** M1-S2, S6 M2-S1, S3, S4 M3-S1 M4-S2, S3

**Oct:** PS

**Nov:** CG, CC

**Dec:** CC, PS

**Jan:** SP

**Feb:** CG, CC

**May:** CC

#### 6. Attend to precision.

**4.MP.6:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Unit 1:** M2-S2, S6 M4-S2, S3

**Unit 2:** M2-S4 M3-S2

**Unit 3:** M1-S1 M4-S3, S4

**Unit 4:** M1-S1, S7 M2-S4 M3-S1, S2, S4, S5 M4-S3

**Unit 5:** M1-S1, S5 M4-S4

**Unit 6:** M4-S3

**Unit 7:** M1-S1, S3, S6, S7 M2-S3, S4 M4-S4

**Unit 8:** M1-S2, S3, S4, S5, S6 M2-S1 M3-S2, S3, S4 M4-S2, S3

**Sep:** CC, PS

**Oct:** CC

**Nov:** CF

**Dec:** SP

**Jan:** CF, PS

**Feb:** CC, PS

**Apr:** SP

**May:** CC



## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 7. Look for and make use of structure.

**4.MP.7:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Unit 1:** M1-S2, S5 M2-S3, S4, S5, S6

**Unit 2:** M2-S2, S5 M4-S1, S3

**Unit 3:** M1-S4, S5, S6 M2-S4 M4-S2

**Unit 4:** M4-S2

**Unit 6:** M1-S1, S3, S5 M3-S3, S5 M4-S1

**Unit 7:** M1-S4, S6 M3-S1, S4, S5 M4-S1

**Sep:** CG

**Nov:** CF

**Dec:** CG, PS

**Jan:** CC

**Mar:** CG

**Apr:** CG, CC, SP

**May:** PS, SP

##### 8. Look for and express regularity in repeated reasoning.

**4.MP.8:** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Unit 1:** M2-S2 M4-S3

**Unit 2:** M1-S4, S5 M2-S1, S3 M3-S3, S4

**Unit 3:** M1-S2, S3 M2-S2, S3, S5 M4-S2

**Unit 4:** M1-S2, S3, S4, S5 M2-S1, S2 M4-S2

**Unit 5:** M1-S2, S3 M2-S1 M3-S1, S2, S3

**Unit 6:** M1-S6, S7 M3-S4 M4-S1

**Unit 7:** M1-S4, S5 M2-S3 M3-S2 M4-S2

**Sep:** CF

**Oct:** CF, PS

**Nov:** CC

**Dec:** CG, SP

**Jan:** CG, PS

**Feb:** CG

**Mar:** CG, CF, PS

**Apr:** CF, PS

**May:** CG, CF, PS



## Grade 5 Scope & Sequence

Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Expressions, Equations & Volume	Unit 2 Adding & Subtracting Fractions	Unit 3 Place Value & Decimals	Unit 4 Multiplying & Dividing Whole Numbers & Decimals	Unit 5 Multiplying & Dividing Fractions	Unit 6 Graphing, Geometry & Volume	Unit 7 Division & Decimals	Unit 8 Solar Design
Module 1	Multiplication & Volume 4.OA.4, 5.OA.1, 5.OA.2, 5.MD.3b, 5.MD.5a (MD)	Adding & Subtracting Fractions 5.NF.1, 5.NF.2 (NF)	Whole Number & Decimal Place Value 5.NBT.1, 5.NBT.2, 5.NBT.7 (NBT)	Multiplication & Division Strategies 5.OA.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a (NBT)	Multiplying Whole Numbers by Fractions 5.NF.1, 5.NF.4a–b, 5.NF.5b, 5.NF.6, 5.MD.1 (NF)	Graphing Ordered Pairs 5.OA.3 5.G.1 5.G.2 (G)	Division of Fractions & Whole Numbers 5.OA.1, 5.NBT.2, 5.NBT.6, 5.NF.3, 5.NF.7a–c (NBT) (NF)	Investigating Solar Energy 5.MD.5a–b, 5.G.2 (MD) (G)
Module 2	Factors, Multiples & the Associative Property 4.OA.4, 4.NBT.5, 5.OA.1, 5.OA.2, 5.NF.5a, 5.MD.3a–b, 5.MD.5a (OA)	Introducing Common Denominators 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a (NF)	Adding & Subtracting Decimals 5.NBT.1, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.7 (NBT)	More Multiplication & Division Strategies 5.OA.1, 5.NBT.5, 5.NBT.7, 5.NF.4a (NBT)	Multiplying Fractions by Fractions 5.NF.1, 5.NF.4a–b, 5.NF.5a–b, 5.NF.6 (NF)	Classifying Polygons 5.MD.3a, 5.G.1, 5.G.3, 5.G.4 (G)	Division Interpretations & Strategies 5.NBT.6, 5.NF.3, 5.NF.7a–c (NBT) (NF)	Investigating Passive Solar Design 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2 (NBT) (NF) (MD) (G)
Module 3	Multiplication Strategies 4.NBT.5, 5.OA.1, 5.OA.2, 5.NBT.6 (OA)	Common Denominators 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a (NF)	Conversions 5.NBT.2, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1 (NBT) (MD)	From Array to Algorithm 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.5b (NBT)	More Fraction-by- Fraction Multiplication 5.NF.4a–b, 5.NF.5b, 5.NF.6 (NF)	Volume 5.OA.1, 5.NBT.6, 5.MD.3b, 5.MD.4, 5.MD.5a–c, 5.G.1, 5.G.3, 5.G.4 (MD)	Powers of Ten 5.NBT.2, 5.NBT.6, 5.NBT.7 (NBT)	Designing Solar Homes 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2 (NBT) (NF) (MD) (G)
Module 4	From Multiplication to Division 4.NBT.6, 5.MD.5a, 5.NBT.6 (NBT)	LCMs and GCFs 5.NF.1, 5.NF.2 (NF)	Division & the Area Model 5.NBT.6 (NBT)	Multiplying to Divide 5.NBT.5, 5.NBT.6 (NBT)	Dividing Fractions & Whole Numbers 5.NBT.6, 5.NF.7a–c (NF)	Banners & Flags 5.NF.4b, 5.NF.5a–b, 5.NF.6 (NF)	Decimal Multiplication & Division 5.NBT.2, 5.NBT.7 (NBT)	Finishing Our Models 5.NBT.5, 5.NF.4a–b, 5.NF.6, 5.MD.1, 5.MD.5a–b, 5.G.2 (NBT) (NF) (MD) (G)

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry NF - Fractions

## Grade 5 Scope & Sequence

### Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Fractions & Decimals 4.NF.1, 4.NF.4a, 4.NF.5, 4.NF.6, 5.NBT.7  NF NBT	Mystery Buildings: Views & Volume 5.MD.4, 5.MD.5c  MD	Tumbling Triangles 5.G.1, 5.G.2  G	Classifying Quadrilaterals 5.G.3, 5.G.4  G	Numerical Patterns & Graphs 5.OA.1, 5.OA.2, 5.OA.3  OA	Using the Area Model to Multiply Fractions 5.NF.4b  NF	Multiplication with Decimal Numbers 5.NBT.1, 5.NBT.5, 5.NBT.7  NBT	Growing Cube Constructions 5.MD.3a–b, 5.MD.4, 5.MD.5a–b  MD	Mumford Mole's Meadow 5.G.1, 5.G.2  G
Calendar Collector	Layer a Day 5.OA.1, 5.OA.2, 5.MD.3a–b, 5.MD.4, 5.MD.5a  OA MD	Carrot Graphing Experiment 5.G.1 5.G.2  G	Meter a Day 5.NBT.1, 5.NBT.2  NBT	Student Height & Foot Lengths 5.MD.1, 5.MD.2, 5.G.1, 5.G.2  MD G	Time & Money 5.NF.1  NF	Two Liters or Spill 5.MD.1  MD	Line Plots & Length 5.NF.1, 5.NF.2  NF	Collecting Quarters 5.NBT.7, 5.NF.1  NF NBT	Two Quarts or Spill 5.MD.1  MD
Computational Fluency	Multiple Game 4.OA.4  OA	Group It! 5.OA.1 5.NF.1  OA	Expression Bingo 5.OA.1, 5.OA.2  OA	Put It on the Line, Part 1 5.NBT.4, 5.NF.1  NF	Color Ten 5.NF.1, 5.NF.4a  NF	I Have, Who Has? 5.NBT.5, 5.NBT.6, 5.NBT.7  NBT	Quotient Bingo 5.NF.3  NF	Put It on the Line Decimals 5.NBT.7, 5.NF.1, 5.NF.4a  NBT NF	Fraction Splat! 5.NF.1  NF
Solving Problems	Solving Problems Using Multiples & Factors 4.OA.4  OA	Solving Problems with Organized Lists 5.OA.3 5.NBT.7  NBT	Using Logical Reasoning to Solve Problems 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4, 5.MP.5  MP	Problems That Suggest Making an Informed Start 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4  MP	Volume Problems 5.MD.3a–b, 5.MD.4, 5.MD.5c  MD	Conversion Problems 5.NBT.1, 5.NBT.2, 5.MD.1  NBT MD	Student-Posed Problems 5.NBT.5, 5.NBT.6, 5.NBT.7  NBT	More Student-Posed Problems 5.NF.2, 5.NF.4a, 5.NF.7a, 5.NF.7b  NF	Problems That Emphasize Reasoning 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4, 5.MP.6  MP
Problem Strings	Addition & Subtraction Strings 5.NBT.7  NBT	Fraction Addition with Money & Clocks 5.NBT.7, 5.NF.1  NF	Fraction Subtraction with Money & Clock Models 5.NBT.7, 5.NF.1  NF	Multiplication & Division 5.NBT.7  NBT	More Multiplication & Division Strings 5.NBT.7  NBT	Multiplying Whole Numbers by Fractions 5.NF.4a, 5.NF.5b  NF	Fraction Addition & Subtraction 5.NF.1  NF	Fraction Multiplication & Division 5.NF.4, 5.NF.6, 5.NF.7  NF	Fraction Multiplication & Division 5.NF.4, 5.NF.6, 5.NF.7  NF

Primary Focus: OA - Operations & Algebraic Thinking NBT - Number & Operations in Base Ten MD - Measurement & Data G - Geometry NF - Fractions MP - Math Practices





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations



In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

### Grade 5 Overview

#### Operations & Algebraic Thinking

- A. Write and interpret numerical expressions.
- B. Analyze patterns and relationships.

#### Number & Operations in Base Ten

- A. Understand the place value system.
- B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

#### Number & Operations—Fractions

- A. Use equivalent fractions as a strategy to add and subtract fractions.
- B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

#### Measurement & Data

- A. Convert like measurement units within a given measurement system.
- B. Represent and interpret data.
- C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

#### Geometry

- A. Graph points on the coordinate plane to solve real-world and mathematical problems.
- B. Classify two-dimensional figures into categories based on their properties.

#### Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

*From the Common Core State Standards for Mathematics 2010*



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### OPERATIONS & ALGEBRAIC THINKING

#### A. Write and interpret numerical expressions.

**5.OA.1:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

**Unit 1:** M1-S2-HC, S3, S4, S4-DP, S4-HC, S5, S5-DP M2-S1, S1-HC, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S6, S6-DP  
M3-S1, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S4-WP1C M4-S1-DP, S1-HC, S2, S3-HC, S5

**Unit 2:** M3-S1-HC

**Unit 3:** M1-S2-DP, S4-DP, S4-HC

**Unit 4:** M1-S1-HC, S2-DP M2-S1, S1-WP4B, S2-DP M3-S1, S1-WP4C

**Unit 5:** M1-S3-HC

**Unit 6:** M1-S2-DP, S4-HC M3-S3

**Unit 7:** M1-S1-DP, S2-HC, S3, S3-DP, S3-WP7A, S4-HC M2-S2-HC, S4-HC

**Unit 8:** M1-S1, S1-DP, S3-HC, S4-DP

**Sep:** CC

**Oct:** CF

**Nov:** CF

**5.OA.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  $2 \times (8 + 7)$ . Recognize that  $3 \times (18,932 + 921)$  is three times as large as  $18,932 + 921$ , without having to calculate the indicated sum or product.

**Unit 1:** M1-S2, S2-DP, S2-HC, S3, S4, S4-DP, S4-HC, S5, S5-DP M2-S1, S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S6-DP  
M3-S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC M4-S1-DP, S1-HC, S2-DP, S3-HC, S5

**Unit 2:** M3-S1-HC

**Unit 3:** M1-S2-DP

**Unit 4:** M1-S1-HC, S2-DP, S3 M4-S1-DP

**Unit 7:** M1-S3-DP, S4-HC M2-S4-HC

**Sep:** CC

**Nov:** CF

**Jan:** CG

**Mar:** CG

**Apr:** CG

#### B. Analyze patterns and relationships.

**5.OA.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.

**Unit 4:** M3-S5-HC

**Unit 6:** M1-S1, S4, S5, S6, S6-DP, S7 M4-S3-HC, S4

**Sep:** SP

**Oct:** SP

**Jan:** CG





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

NUMBER & OPERATIONS IN BASE TEN		
A. Understand the place value system.		
<b>5.NBT.1:</b> 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 $\frac{1}{10}$ of what it represents in the place to its left.		
Unit 3: M1-S3, S4, S5 M2-S1, S2, S4 M3-S4 Unit 4: M1-S1-DP Unit 7: M4-S1		Nov: CG Feb: SP Mar: CG
<b>5.NBT.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.		
Unit 3: M1-S1, S3, S4 M3-S1, S3, S4 M4-S4 Unit 4: M3-S5-HC Unit 6: M1-S2-DP, S7, S7-WP&A Unit 7: M1-S1, S2 M3-S1, S1-DP, S2, S2-DP, S3, S3-DP, S4 M4-S1, S1-DP, S4		Nov: CG Dec: PS Jan: PS Feb: CC, SP
<b>5.NBT.3:</b> Read, write, and compare decimals to thousandths (as described in 5.NBT.3a & 5.NBT.3b).		
<b>5.NBT.3a:</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$ .		
Unit 3: M1-S1, S5 M2-S1, S1-DP, S1-HC, S2, S2-WP3B, S3, S3-DP, S3-HC, S3-WP3C, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC M3-S4-HC M4-S3-HC, S4 Unit 4: M1-S1-DP, S1-HC M2-S3-HC Unit 7: M3-S2-DP, S4-DP, S4-HC M4-S1-DP		Nov: CG
<b>5.NBT.3b:</b> Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.		
Unit 3: M1-S1, S5 M2-S1-DP, S2, S2-DP, S2-WP3B, S3, S3-HC, S4, S4-DP, S5-HC, S6-DP, S7 M3-S1 M4-S3-HC, S4 Unit 4: M1-S1-HC M2-S3-HC Unit 7: M4-S2-DP		Mar: CF Apr: CF
<b>5.NBT.4:</b> Use place value understanding to round decimals to any place.		
Unit 3: M1-S1 M2-S3, S3-HC, S3-WP3C, S4-DP, S7, S7-DP, S7-HC M3-S1, S2-HC, S4-DP, S4-HC M4-S4 Unit 4: M1-S1-DP M2-S2-DP M4-S2-HC Unit 5: M1-S3-HC M4-S3-DP Unit 7: M1-S4-HC M2-S6-HC M3-S4-HC		Nov: CC Dec: CF Apr: CF



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### NUMBER & OPERATIONS IN BASE TEN

B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

**5.NBT.5:** Fluently multiply multi-digit numbers using the standard algorithm.

**Unit 4:** M1-S1 M3-S4-DP, S5, S5-DP, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC M4-S1, S1-DP, S2-HC, S3-DP, S4-HC, S5  
**Unit 5:** M1-S1-HC M2-S1-DP M4-S3-DP  
**Unit 6:** M1-S4-DP, S4-HC M3-S1-HC, S3-DP  
**Unit 7:** M1-S1-DP, S6-HC M2-S2-DP  
**Unit 8:** M2-S3, S3-DP, S5, S5-HC M3-S2-DP, S3, S3-HC, S4, S4-DP, S5, S5-DP M4-S1, S2-HC

**Feb:** CF  
**Mar:** CG, SP

**5.NBT.6:** 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.

**Unit 1:** M2-S3-HC M3-S1, S1-DP, S1-HC, S2-DP, S3, S3-HC, S4-DP M4-S1, S1-HC, S3, S4, S4-DP, S4-WP1D, S5, S5-DP  
**Unit 3:** M1-S1, S4-HC M4-S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-WP3E, S4, S4-DP  
**Unit 4:** M1-S1, S2, S2-DP, S2-WP4A, S3-DP, S3-HC, S4-DP M2-S1-WP4B, S4-DP M3-S1-DP, S7  
 M4-S1, S1-WP4D, S2, S2-DP, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP4E, S5, S5-DP  
**Unit 5:** M1-S1-HC M2-S2-HC, S4-HC M4-S1, S1-DP, S1-HC, S2-DP, S4-DP  
**Unit 6:** M1-S1, S4-DP, S4-HC M3-S1, S3-DP, S5, S5-WP6C M4-S4  
**Unit 7:** M1-S1, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP, S6 M2-S1, S2, S2-HC, S3, S3-WP7B, S4, S4-DP, S4-HC, S5, S5-DP, S6, S6-DP, S6-HC  
 M3-S1, S2-HC M4-S3-DP, S4  
**Unit 8:** M1-S5, S5-DP M2-S3, S3-DP M3-S3, S4, S4-DP, S5

**Dec:** PS  
**Jan:** PS  
**Feb:** CF  
**Mar:** SP

**5.NBT.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.

**Unit 1:** M4-S5-HC  
**Unit 2:** M2-S4, S5 M3-S1, S1-DP  
**Unit 3:** M1-S1, S2, S3-DP, S4-DP, S4-HC M2-S1, S2, S2-DP, S3, S3-DP, S3-HC, S3-WP3C, S4, S4-WP3D, S5, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC  
 M3-S1, S1-DP, S2, S2-DP, S2-HC, S3-DP, S4, S4-DP, S4-HC M4-S3-HC, S4  
**Unit 4:** M1-S1, S3, S3-DP, S3-HC, S4 M2-S1, S1-DP, S1-HC, S2, S3, S3-DP, S3-HC, S4, S4-DP M3-S1-DP, S1-HC, S5-HC, S6, S6-DP, S7, S7-HC  
 M4-S1-WP4D, S2-HC, S4-HC, S5  
**Unit 5:** M1-S3-HC M2-S4-DP M3-S3-HC M4-S1-DP, S2-DP, S3-DP, S4-DP, S5-DP  
**Unit 6:** M1-S1-DP, S6-HC, S7, S7-WP6A M3-S3-HC M4-S1-DP  
**Unit 7:** M1-S1, S5-DP M2-S1-DP M3-S2, S2-DP, S3, S3-DP, S4, S4-DP, S4-HC M4-S1, S2, S2-DP, S2-HC, S3, S3-HC, S4, S4-DP  
**Unit 8:** M1-S3-DP, S5-DP M2-S3, S3-HC, S4-DP, S5, S5-HC M3-S2, S2-DP, S3, S4, S5, S5-DP M4-S3-DP

**Sep:** CG, PS  
**Oct:** PS, SP  
**Nov:** PS  
**Dec:** PS, SP  
**Jan:** CG, PS  
**Feb:** CF  
**Mar:** CG, CF, SP  
**Apr:** CG, CF





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### NUMBER & OPERATIONS—FRACTIONS

A. Use equivalent fractions as a strategy to add and subtract fractions.

**5.NF.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,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)

<b>Unit 2:</b> M1-S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP2A, S5, M2-S1, S1-DP, S2, S2-WP2B, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3-S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP M4-S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC	<b>Oct:</b> CF, PS <b>Nov:</b> PS, SP <b>Dec:</b> CF <b>Jan:</b> CC, CF <b>Mar:</b> CC, PS <b>Apr:</b> CC, CF <b>May:</b> CF
<b>Unit 3:</b> M1-S1-DP, S2, S2-HC, S2-WP3A <b>Unit 4:</b> M1-S1-DP M3-S7-HC <b>Unit 5:</b> M1-S2, S2-DP, S2-WP5A, S3, S4, S5, S5-DP, S5-HC M2-S1, S3-DP, S4-DP, S5-DP M3-S1-HC, S3-HC M4-S1-DP, S2-DP, S3-DP, S4-DP, S5-DP, S6-DP <b>Unit 6:</b> M4-S2-DP, S2-HC <b>Unit 7:</b> M1-S6-HC	

**5.NF.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  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$  by observing that  $\frac{1}{7} < \frac{1}{2}$ .

<b>Unit 2:</b> M1-S4, S4-HC, S5 M2-S1, S1-HC, S2, S2-DP, S3, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3-S2, S3, S3-HC, S4, S4-DP, S5-DP, S5-HC, S6, S6-DP M4-S1, S1-HC, S2, S3, S3-DP, S3-HC <b>Unit 3:</b> M1-S1-DP, S2-HC M2-S1-HC, S7-HC <b>Unit 4:</b> M1-S1-DP <b>Unit 5:</b> M2-S3-DP, S4-HC, S5-DP M4-S4-DP, S6-DP <b>Unit 6:</b> M1-S1-DP, S2-HC, S6-HC M3-S3-HC M4-S2-DP <b>Unit 8:</b> M2-S4-DP M3-S1-DP M4-S1-DP	<b>Nov:</b> SP <b>Dec:</b> CF <b>Jan:</b> CC <b>Mar:</b> CC <b>Apr:</b> CC, SP
---	--



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### NUMBER & OPERATIONS—FRACTIONS

**B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

**5.NF.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  $\frac{3}{4}$  as the result of dividing 3 by 4, noting that  $\frac{3}{4}$  multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size  $\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

**Unit 1:** M4-S2

**Unit 2:** M2-S4, S5, S5-DP, S6 M3-S1, S1-DP, S3, S3-DP, S6

**Unit 3:** M1-S2-HC

**Unit 7:** M1-S4 M2-S5, S5-DP, S6, S6-DP, S6-HC

**5.NF.4:** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction (as described in 5.NF.4a & 5.NF.4b).

**5.NF.4a:** Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(\frac{2}{3}) \times 4 = \frac{8}{3}$ , and create a story context for this equation. Do the same with  $(\frac{2}{5}) \times (\frac{4}{5}) = \frac{8}{25}$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)

**Unit 2:** M2-S1, S1-HC, S2, S3, S3-DP, S5-HC, S6 M3-S3, S3-HC, S6

**Unit 3:** M1-S1-DP

**Unit 4:** M1-S1, S4 M2-S1, S1-DP, S1-HC, S2, S3 M3-S1, S1-WP4C, S7-DP, S7-HC M4-S2-HC, S4-HC, S5

**Unit 5:** M1-S1, S2, S2-DP, S2-WP5A, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC M2-S1, S2, S3, S4, S4-DP, S4-HC, S5, S5-DP  
M3-S1, S1-DP, S2, S2-DP, S3, S3-DP, S4, S4-DP, S4-WP5B M4-S1-DP, S1-HC, S2-DP, S3-DP, S3-HC, S5-DP, S5-HC, S6

**Unit 6:** M1-S6-HC M4-S1, S1-DP, S2, S2-DP, S2-HC, S3

**Unit 7:** M1-S2-DP, S2-HC, S5, S6 M2-S2-HC M3-S2

**Unit 8:** M2-S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-HC M3-S1-DP, S2, S2-DP, S3, S3-HC, S4, S4-DP, S5, S5-DP M4-S1, S1-DP, S2-DP, S3-DP

**Oct:** CF

**Nov:** SP

**Jan:** CC, CF

**Feb:** PS

**Apr:** CC, CF, PS, SP

**May:** CF, PS

**5.NF.4b:** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

**Unit 5:** M1-S1 M2-S2, S3, S4, S5 M3-S1, S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4 M4-S1-HC, S2-DP, S3-HC, S5-DP, S5-HC, S6

**Unit 6:** M4-S1, S1-DP, S2, S3

**Unit 8:** M2-S4, S4-DP, S5, S5-HC M3-S2, S2-DP, S3, S4, S4-DP, S5, S5-DP M4-S1, S1-DP, S2-DP, S3-DP

**Feb:** CC

**Apr:** PS

**May:** PS



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### NUMBER & OPERATIONS—FRACTIONS

**5.NF.5:** Interpret multiplication as scaling (resizing) by:

**5.NF.5a:** 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.

**Unit 1:** M1-S5 M2-S1, S1-DP, S2, S3, S3-DP, S3-HC  
**Unit 4:** M1-S3  
**Unit 5:** M2-S4, S5 M3-S3

**Feb:** CG  
**May:** CF

**5.NF.5b:** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

**Unit 5:** M1-S1, S3 M2-S4, S5 M3-S4, S4-DP, S4-WP5B M4-S5-HC, S6  
**Unit 6:** M4-S4-DP

**Feb:** PS

**5.NF.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.

**Unit 5:** M2-S3 M3-S1, S2  
**Unit 6:** M4-S1, S2, S2-DP, S2-HC, S3, S3-DP  
**Unit 7:** M1-S2-HC  
**Unit 8:** M1-S1, S1-DP, S3-HC M2-S3, S4-DP M3-S3, S4, S5 M4-S1

**Apr:** PS  
**May:** PS

**5.NF.7:** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions (as described in 5.NF.7a–5.NF.7c). (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)

**5.NF.7a:** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$  and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .

**Unit 5:** M1-S1 M4-S4, S5, S5-DP, S5-HC, S6  
**Unit 7:** M1-S1 M2-S1, S3, S3-DP, S4 M3-S2-HC M4-S4

**Apr:** PS, SP  
**May:** PS

**5.NF.7b:** Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$  and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .

**Unit 5:** M1-S1 M4-S2, S3, S3-HC, S4-DP, S5-DP, S5-HC, S6  
**Unit 7:** M1-S1, S5, S6, S6-DP, S6-HC M2-S1, S2-HC, S3, S3-DP, S4 M3-S2-HC M4-S3-DP, S4  
**Unit 8:** M2-S5-DP

**Apr:** PS, SP  
**May:** PS

**5.NF.7c:** Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

**Unit 5:** M1-S1 M4-S2, S3, S3-HC, S4, S5, S5-HC, S6  
**Unit 7:** M1-S1, S4, S5, S6, S6-DP, S6-HC M2-S1, S1-DP, S2, S2-HC, S3, S3-DP, S4 M4-S4  
**Unit 8:** M2-S5, S5-DP, S5-HC M3-S4, S5, S5-DP





# Bridges in Mathematics & Number Corner Second Edition

## Common Core State Standards Correlations (continued)

### MEASUREMENT & DATA

#### A. Convert like measurement units within a given measurement system.

**5.MD.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.

**Unit 3:** M1-S1 M2-S7 M3-S1, S2-DP, S2-HC, S3, S3-DP, S4-DP, S4-HC M4-S3-DP, S3-HC, S4

**Unit 4:** M4-S1, S1-WP4D, S3

**Unit 5:** M1-S1-DP, S3, S3-DP

**Unit 6:** M3-S1-HC M4-S3

**Unit 7:** M1-S2-HC, S6-HC

**Unit 8:** M2-S3, S3-HC, S5, S5-DP, S5-HC M3-S3, S4, S5, S5-DP M4-S1

**Feb:** CC, SP

**May:** CC

#### B. Represent and interpret data.

**5.MD.2:** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). 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.

**Dec:** CC

**Mar:** CC

#### C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

**5.MD.3:** Recognize volume as an attribute of solid figures and understand concepts of volume measurement (as described in 5.MD.3a & 5.MD.3b).

**5.MD.3a:** 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.

**Unit 1:** M2-S2

**Unit 6:** M3-S3-HC, S5-HC

**Sep:** CC

**Oct:** CC

**Jan:** SP

**Apr:** CC

**5.MD.3b:** 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.

**Unit 1:** M1-S3, S4, S5 M2-S1-HC, S2, S2-DP M3-S1-DP, S1-HC, S3-HC, S4-DP M4-S1-DP, S1-HC, S5

**Unit 6:** M3-S1

**Sep:** CC

**Jan:** SP

**Apr:** CC

**5.MD.4:** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

**Unit 1:** M2-S1-HC

**Unit 6:** M3-S1, S2

**Sep:** CC

**Oct:** CC

**Jan:** SP

**Apr:** CC





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

MEASUREMENT & DATA	
<b>5.MD.5:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume (as described in 5.MD.5a–5.MD.5c).	
<b>5.MD.5a:</b> Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
<b>Unit 1:</b> M1–S3 M2–S2, S2-DP, S3-HC, S4-DP M3–S3-DP, S3-HC, S4-DP M4–S1-HC, S5 <b>Unit 3:</b> M1–S4-DP <b>Unit 5:</b> M1–S1-DP <b>Unit 6:</b> M3–S1, S2, S2-DP, S3, S4, S5, S5-WP6C <b>Unit 8:</b> M1–S5, S5-HC, S6 M2–S1-DP, S1-HC, S2 M3–S3, S4, S4-DP, S5	<b>Sep:</b> CG <b>Jan:</b> SP <b>Apr:</b> CG
<b>5.MD.5b:</b> Apply the formulas $V = (l)(w)(h)$ and $V = (b)(h)$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	
<b>Unit 1:</b> M2–S1-HC M4–S5-HC <b>Unit 3:</b> M1–S4-DP M2–S7-HC <b>Unit 4:</b> M3–S7, S7-HC <b>Unit 5:</b> M1–S1-DP <b>Unit 6:</b> M1–S1 M3–S2, S3, S3-DP, S4, S4-DP, S5, S5-DP, S5-HC M4–S3-DP, S3-HC, S4 <b>Unit 7:</b> M2–S4-HC <b>Unit 8:</b> M1–S4, S5, S5-HC, S6 M2–S1-DP, S1-HC, S2, S3-HC M3–S3, S4, S4-DP, S5 M4–S2-DP, S2-HC	<b>Apr:</b> CG
<b>5.MD.5c:</b> Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	
<b>Unit 6:</b> M1–S1 M3–S4, S5, S5-DP M4–S4 <b>Unit 8:</b> M4–S2-DP, S2-HC	<b>Oct:</b> CG <b>Jan:</b> SP



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### GEOMETRY

#### A. Graph points on the coordinate plane to solve real-world and mathematical problems.

**5.G.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).

**Unit 6:** M1-S1, S2, S2-HC, S3, S3-DP, S4, S5, S5-DP, S6, S6-DP, S6-HC, S7, S7-DP, S7-WP6A M3-S1-DP, S2-DP, S3, S3-WP6B, S5-HC M4-S3-HC, S4

**Oct:** CC

**Nov:** CG

**Dec:** CC

**May:** CG

**5.G.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.

**Unit 6:** M1-S1, S2, S3, S4, S5, S6, S6-HC, S7, S7-DP M2-S2-DP M3-S1-DP, S5-HC M4-S3-HC, S4

**Unit 8:** M1-S2, S2-DP, S3, S3-DP, S4, S4-DP, S5-DP, S6-DP M2-S1, S2, S2-DP, S3, S4, S6, S6-DP M3-S1, S3-DP M4-S1

**Oct:** CC

**Nov:** CG

**Dec:** CC

**May:** CG

#### B. Classify two-dimensional figures into categories based on their properties.

**5.G.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.

**Unit 6:** M1-S1 M2-S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP M3-S1, S2-DP M4-S3-HC, S4

**Dec:** CG

**5.G.4:** Classify two-dimensional figures in a hierarchy based on properties.

**Unit 6:** M1-S1 M2-S1, S1-DP, S1-HC, S2, S3, S3-HC, S4, S4-DP M3-S1, S2-DP, S3, S3-WP6B M4-S3-HC, S4

**Nov:** CG

**Dec:** CG

**MATHEMATICAL PRACTICES**

**1. Make sense of problems and persevere in solving them.**

**5.MP.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Unit 1:** M1-S2, S3, S4 M2-S1, S3, S5 M3-S1, S2 M4-S5

**Unit 2:** M1-S2, S5 M2-S1, S4, S5, S6 M3-S1, S3, S6 M4-S3

**Unit 3:** M1-S1, S2 M2-S2, S7 M3-S1, S3 M4-S2, S4

**Unit 4:** M1-S1, S3, S4 M2-S1, S2, S3 M3-S7 M4-S5

**Unit 5:** M1-S1, S3, S5 M2-S1, S2, S3, S5 M3-S1, S2, S4 M4-S3, S4, S5, S6

**Unit 6:** M1-S1, S2-HC, S4-DP, S4-HC, S7-DP M2-S3, S4 M3-S5 M4-S1, S2, S3, S4

**Unit 7:** M1-S1, S2, S4, S6 M2-S1, S5 M4-S4

**Unit 8:** M2-S1-HC, S4, S5 M3-S1, S2-DP M4-S3-DP

**Sep:** SP

**Oct:** CF, SP

**Nov:** SP

**Dec:** SP

**Jan:** SP

**Feb:** CF

**Mar:** SP

**Apr:** SP

**May:** SP

**2. Reason abstractly and quantitatively.**

**5.MP.2:** Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Unit 1:** M1-S1 M2-S4 M3-S4 M4-S3, S4

**Unit 2:** M1-S5 M2-S2 M3-S5 M4-S2, S3

**Unit 3:** M1-S3 M2-S4, S5 M4-S1

**Unit 4:** M2-S4 M3-S7 M4-S1, S2, S3, S4

**Unit 5:** M1-S2, S3 M2-S4 M3-S3

**Unit 6:** M1-S5, S6 M3-S1, S2, S5 M4-S1, S2, S3

**Unit 7:** M1-S1, S2, S5 M2-S5 M3-S2, S3 M4-S4

**Unit 8:** M1-S2, S3, S5 M2-S1, S2, S3, S4 M3-S2, S3 M4-S1

**Sep:** CG, CC

**Oct:** CG, CF

**Nov:** CC, CF, PS, SP

**Dec:** CG, CF, SP

**Feb:** CG, CC

**Mar:** CF

**Apr:** CF

**May:** CC, CF, SP





## Bridges in Mathematics & Number Corner Second Edition

### Common Core State Standards Correlations (continued)

#### MATHEMATICAL PRACTICES

##### 3. Construct viable arguments and critique the reasoning of others.

**5.MP.3:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Unit 1:** M1-S1, S5 M2-S2, S4, S6 M3-S2

**Unit 2:** M1-S3 M2-S2, S3, S5 M3-S4 M4-S2, S3

**Unit 3:** M2-S6 M3-S2 M4-S2

**Unit 4:** M1-S2, S4 M2-S1 M3-S1, S5, S6 M4-S1

**Unit 5:** M1-S2, S4 M3-S1, S2

**Unit 6:** M1-S5, S6, S7 M2-S3, S4 M3-S2, S3

**Unit 7:** M1-S3, S5 M2-S2, S4, S6 M4-S3-DP

**Unit 8:** M2-S3, S5 M3-S1, S1-HC M4-S3

**Sep:** CG, PS

**Oct:** CF, SP

**Nov:** CG, PS, SP

**Dec:** SP

**May:** SP

##### 4. Model with mathematics.

**5.MP.4:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Unit 1:** M2-S6 M3-S3 M4-S1, S2

**Unit 2:** M1-S1, S3, S4 M2-S3 M3-S1

**Unit 3:** M1-S1, S4 M2-S1, S2, S7 M3-S2, S3 M4-S1, S4

**Unit 4:** M1-S1, S3, S4 M2-S2, S3 M3-S2, S3, S4, S6 M4-S3, S4

**Unit 5:** M2-S1, S2, S3 M2-S5 M3-S4 M4-S1, S2, S3, S4, S5

**Unit 6:** M1-S2, S3 M2-S1

**Unit 7:** M1-S3, S6 M2-S3, S4 M3-S4 M4-S1, S2, S3

**Unit 8:** M1-S2 M2-S2 M3-S3, S4, S5, S5-HC M4-S1, S3

**Sep:** PS, SP

**Oct:** CG, PS, SP

**Nov:** CF, PS, SP

**Dec:** CG, SP

**Jan:** CG

**Feb:** CF

**Mar:** CG, CG, SP

**Apr:** CG, CG, SP

**May:** SP





## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 5. Use appropriate tools strategically.

**5.MP.5:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Unit 2:** M1–S4 M2–S1 M3–S3

**Unit 6:** M1–S2, S3 M2–S1 M3–S3

**Unit 7:** M4–S2, S3

**Unit 8:** M1–S1, S1–HC, S4, S6 M2–S1, S2, S6 M3–S5, S5–HC M4–S2

**Sep:** CF

**Oct:** PS

**Nov:** CC, PS

**Dec:** PS

**Jan:** PS

**Feb:** PS

**Mar:** PS

**Apr:** PS

**May:** CG, PS

#### 6. Attend to precision.

**5.MP.6:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Unit 1:** M1–S3 M3–S1, S4 M4–S5

**Unit 2:** M1–S2 M2–S4 M3–S6

**Unit 3:** M1–S5 M2–S4, S5

**Unit 4:** M3–S1 M4–S5

**Unit 5:** M1–S1 M4–S6

**Unit 6:** M1–S1, S7 M2–S3–DP M3–S4 M4–S4

**Unit 7:** M2–S1

**Unit 8:** M1–S1, S2, S3, S4, S5, S6 M2–S6 M3–S2, S4 M4–S2

**Oct:** CG, CC, SP

**Dec:** CC, CF

**Jan:** CC

**Feb:** SP

**Mar:** CC

**Apr:** CC, CF

**May:** CE, SP



## Bridges in Mathematics & Number Corner Second Edition Common Core State Standards Correlations (continued)

### MATHEMATICAL PRACTICES

#### 7. Look for and make use of structure.

**5.MP.7:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Unit 1:** M2-S1, S2, S3, S4, S5

**Unit 2:** M2-S3 M3-S2 M4-S1

**Unit 3:** M1-S2, S4 M2-S1, S3 M3-S1, S4 M4-S3

**Unit 4:** M1-S2 M2-S4 M3-S2, S3, S4, S5

**Unit 5:** M1-S5

**Unit 6:** M1-S4, S4-DP, S4-HC M2-S2 M3-S1

**Unit 7:** M3-S1, S4 M4-S1

**Sep:** CC, SP

**Oct:** CG, CC, SP

**Nov:** CG, CC

**Dec:** PS, SP

**Jan:** CG, CF, PS, SP

**Feb:** CG, PS, SP

**Mar:** CG, CF, PS

**Apr:** CG, PS

**May:** CG, PS

#### 8. Look for and express regularity in repeated reasoning.

**5.MP.8:** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Unit 1:** M1-S2, S4, S5 M3-S3, S4 M4-S1, S2, S3, S4

**Unit 2:** M1-S1 M2-S6 M3-S2, S4, S5 M4-S1

**Unit 3:** M1-S3, S5 M2-S6 M3-S4 M4-S3

**Unit 4:** M2-S4 M3-S2, S3, S4, S5 M4-S2, S3, S4, S4-DP

**Unit 5:** M1-S4 M2-S4 M3-S3 M4-S1, S2, S3, S4, S5

**Unit 6:** M1-S4 M2-S2 M3-S4

**Unit 7:** M1-S4c M2-S2, S3, S6 M3-S1, S2, S3

**Sep:** CF, PS

**Oct:** PS, SP

**Nov:** CG, CC, PS

**Dec:** CG

**Jan:** CG, CF

**Feb:** CC

**May:** CC



# Agile Mind Mathematics 6 Scope and Sequence, 2022-2023

## Common Core State Standards for Mathematics

### With Corequisite Supports

---



In the three years preceding Grade 6, students have acquired a strong foundation in numbers and operations, geometry, measurement, and data. They are fluent in multiplication of multi-digit whole numbers and have a solid conceptual understanding of all four operations with positive decimals. Understanding of measurement concepts (e.g. length, area, volume, angles), and of the representation and interpretation of data, are also emerging. The Grade 6 course outlined in this document begins by building on students' understanding of multiplication and division as a basis for understanding ratios and proportional reasoning. Work with positive rational numbers continues as students build fluency with standard algorithms for fraction and multi-digit decimal operations. Formal work with expressions and equations also begins at this level as students use variables to represent relationships and solve problems. Students then extend their understanding of numbers to include negative rational numbers, absolute value as a distance, and coordinates of points in all quadrants of the coordinate plane. Students also extend their understanding of length, area, and volume as they solve problems involving the areas of triangles, special quadrilaterals, and polygons, and volume of rectangular prisms. Finally, formal work with statistics begins at this grade level in the final two units as students represent data in various ways and build their understanding of statistical variation.

Throughout this Grade 6 course, students should continue to develop proficiency with the eight Standards for Mathematical Practice:

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be encouraged by teachers and applied by students, some practices may prove more useful than others in a given lesson, a problem, or a topic.

These course materials are designed to support 136-140 blocks of instruction and assessment (1 block equals 45 minutes).

Agile Mind Topics	Time allotment (1 block = 45 minutes)	Topic Descriptions	<p><b>Common Core State Standards</b></p> <p><b>Standards for Mathematical Content</b></p> <ul style="list-style-type: none"> <li>Standards listed in black are the primary instructional focus of the topic.</li> <li>Standards in gray support topic content or indicate foundations for future work.</li> </ul>
<b>Whole numbers, ratios, and rates</b>			
1: Operations with whole numbers	10 blocks	<p>This topic reinforces the use of operations with whole numbers and moves students toward fluency with the division algorithm. Students also apply common factors and multiples in a variety of contexts, including using the Distributive Property in numerical contexts, and will extend their understanding of order of operations to include the use of exponents. Students identify parts of numerical expressions using mathematical terms, and apply properties of operations to generate equivalent numerical expressions; thereby, building foundational understandings for use with algebraic expressions later in the course. Students will continue to build fluency with whole number division in subsequent topics, including</p> <p><b>Understanding and representing rates, Multiplying and dividing rational numbers, Using equations and inequalities, Length and area, Surface area and volume, and Describing data.</b></p>	<p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>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. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p> <p><b>Expressions and Equations — 6.EE</b></p> <p>A. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>1. Write and evaluate numerical expressions involving whole-number exponents.</p> <p>2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</i></p> <p>3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p>



2: Adding and subtracting rational numbers	8 blocks	This topic provides students with opportunities to solve problems by adding and subtracting fractions and decimals, while reinforcing fluency with whole number operations. A variety of models that use appropriate tools allow interactive exploration of these operations. Students will apply their fluency with positive rational number addition and subtraction in subsequent topics, including <b>Using equations and inequalities, Length and area, Surface area and volume, and Describing data.</b>	<b>The Number System — 6.NS</b> B. Compute fluently with multi-digit numbers and find common factors and multiples. 3. Fluently add, subtract, <del>multiply, and divide</del> multi-digit decimals using the standard algorithm for each operation.
3: Multiplying and dividing rational numbers	12 blocks	This topic provides students with opportunities to solve problems by multiplying and dividing fractions and decimals. A variety of models and appropriate tools allow interactive exploration of these operations and reinforce students' fluency with whole number operations, especially the division algorithm. This learning is extended to include explorations with multiple operations in a single numerical expression. Students will apply their fluency with positive rational number operations in subsequent topics, including <b>Using equations and inequalities, Length and area, Surface area and volume, and Describing data.</b>	<b>The Number System — 6.NS</b> A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 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. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?          B. Compute fluently with multi-digit numbers and find common factors and multiples.          2. Fluently divide multi-digit numbers using the standard algorithm.          3. Fluently <del>add, subtract,</del> multiply, and divide multi-digit decimals using the standard algorithm for each operation.       </i>
4: Introducing ratios  <i>Corequisite support: "Hide-and-seek in the coordinate plane"</i>	11 blocks  0-1 blocks	This topic builds on students' understanding of multiplication and division to introduce ratios. Students investigate the uses of ratios and ratio reasoning in solving real-world problems. Student use a variety of diagrams, tables of equivalent ratios, and coordinate graphs to reason about quantities related with ratios.	<b>The Number System — 6.NS</b> C. Apply and extend previous understandings of numbers to the system of rational numbers. 8. Solve real-world and mathematical problems by graphing points in all four <del>quadrants of the coordinate plane, include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</del> <b>Ratios and Proportional Relationships — 6.RP</b> A. Understand ratio concepts and use ratio reasoning to solve problems. 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there</i>

<p>"The coordinate plane with geoboards"</p> <p><i>These tasks are located in the Grade 6 Corequisite Support Guide.</i></p>			<p>was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p>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.</p> <p>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.</p> <p><i>Corequisite standards:</i></p> <p><b>Geometry — 5.G</b></p> <p>A. Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>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).</p> <p>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.</p>
5: Understanding and representing rates	12 blocks	<p>This topic builds on the key ideas around ratio developed in the previous topic. Students learn that every ratio has associated unit rates and that unit rates are useful for solving a wide variety of problems, including converting measurement units. Students explore the concept of rate through the use of diagrams, tables, and coordinate graphs. Students use rates in situations to solve real-world problems such as determining the "best buy" using unit prices, hourly rates, miles per gallon, percents, batting averages, and measurement conversion. This topic also investigates the relationship between distance, rate, and time through multiple representations. This topic provides</p>	<p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>2. Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i><sup>1</sup></p> <p>NOTE: <sup>1</sup>Expectations for unit rates in this grade are limited to non-complex fractions.</p> <p>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.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. <i>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?</i></p>



		<p>numerous opportunities for students to build fluency with whole number division.</p>	<p>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.</p> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. <del>Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</del></p>
<b>Rational numbers and their applications</b>			
<p>6: Equivalent forms: fractions, decimals, and percents</p>	<p>9* blocks</p> <p><i>*Because local standards often require it, Block 3 introduces the conversion of fractions to decimals through an equivalent fraction approach. Additionally, for completeness, students are exposed to conversion through long division, including repeating decimals.</i></p>	<p>This topic investigates the multiple representations of rational numbers as fractions, decimals, and percents. Students explore real-world settings and practice ordering rational numbers, from least to greatest and greatest to least. Students also practice converting from one form of a rational number to another through multiple representations.</p>	<p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>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.</p> <p>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.</p> <p><b>The Number System — 6.NS</b></p> <p>C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>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.</p> <p>c. Find and position <del>integers and</del> other rational numbers on a horizontal or vertical number line diagram; <del>find and position pairs of integers and other rational numbers on a coordinate plane.</del></p>

7: Extending the number system	9 blocks	<p>This topic focuses on models that represent integers. Students learn about the position of integers and other rational numbers on number lines and develop an understanding of opposites and absolute value. They explore real-world examples of integers in a variety of contexts. Students then extend their understanding of integers and other rational numbers as they graph points in all four quadrants, and examine how the coordinates of points are impacted by reflections across the x- and y-axes.</p>	<p><b>The Number System — 6.NS</b></p> <p>C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <ol style="list-style-type: none"> <li>5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</li> <li>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.             <ol style="list-style-type: none"> <li>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., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> <li>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.</li> <li>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.</li> </ol> </li> <li>7. Understand ordering and absolute value of rational numbers.             <ol style="list-style-type: none"> <li>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></li> <li>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i></li> <li>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></li> <li>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i></li> </ol> </li> <li>8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. <del>Include use of coordinates and absolute</del></li> </ol>
--------------------------------	----------	--	---



			<p>value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b>Geometry — 6.G</b></p> <p>A. Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>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.</p>
<b>Expressions, equations, and inequalities</b>			
8: Variables, expressions, and equations	13 blocks	In this topic, students explore patterns and relationships through multiple representations such as tables, graphs, models, and algebraic rules. They use variables to represent numbers and write expressions when solving problems. Students will also generate and compare equivalent expressions and use equivalent expressions to investigate and represent properties of operations with variables.	<p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>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.</p> <p>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.</p> <p>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?</p> <p><b>Expressions and Equations — 6.EE</b></p> <p>A. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</p>

			<p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, <del>including those involving whole number exponents,</del> in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</i></p> <p>3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p>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). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p> <p>B. Reason about and solve one-variable equations and inequalities.</p> <p>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.</p> <p>C. Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>
9: Using equations and inequalities	10 blocks	In this topic, students explore the relationships among different representations of patterns and continue to develop equations to describe patterns. They also formulate simple equations	<p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>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</p>

		<p>and inequalities and solve them with concrete models and properties of equality. As students solve equations, they continue to build and apply fluency with positive rational number operations.</p>	<p>number line diagrams, or equations.</p> <p>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?</p> <p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>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.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; <del>find and position pairs of integers and other rational numbers on a coordinate plane.</del></p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i></p> <p>8. Solve real-world and mathematical problems by graphing points in <del>all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</del></p> <p><b>Expressions and Equations — 6.EE</b></p> <p>A. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation of "Subtract y from 5" as <math>5 - y</math>.</i></p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents,</p>
--	--	---	--

			<p>in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></p> <p>B. Reason about and solve one-variable equations and inequalities.</p> <p>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.</p> <p>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.</p> <p>7. Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p>8. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p>C. Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>
--	--	--	---



Geometry			
10: Length and area	13 blocks	In this topic, students will build on their understanding of length and area in rectangles to find the area of triangles, quadrilaterals and other polygons. Students will find the area of polygons by rearranging parts of the polygons into figures with known area. Students will also analyze polygons in the coordinate plane and determine simple distances by applying their understanding of integers and other rational numbers. As students find length and area, they continue to build and apply fluency with positive rational number operations.	<p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <ol style="list-style-type: none"> <li>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.</li> <li>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ol> <p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <ol style="list-style-type: none"> <li>2. Fluently divide multi-digit numbers using the standard algorithm.</li> <li>3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</li> </ol> <p>C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <ol style="list-style-type: none"> <li>8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</li> </ol> <p><b>Expressions and Equations — 6.EE</b></p> <p>A. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <ol style="list-style-type: none"> <li>1. Write and evaluate numerical expressions involving whole-number exponents.</li> <li>2. Write, read, and evaluate expressions in which letters stand for numbers. <ol style="list-style-type: none"> <li>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</li> </ol> </li> </ol> <p><b>Geometry — 6.G</b></p> <p>A. Solve real-world and mathematical problems involving area, surface area, and volume.</p> <ol style="list-style-type: none"> <li>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.</li> </ol>

			<p>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.</p> <p><i>Corequisite standards:</i></p> <p><b>Geometry — 5.G</b></p> <p>B. Classify two-dimensional figures into categories based on their properties.</p> <p>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.</p> <p>4. Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>11: Surface area and volume</p> <p><i>Corequisite support:</i></p> <p>“Comparing volumes”</p> <p>“Designing prisms”</p> <p><i>These tasks are located in the Grade 6 Corequisite Support Guide.</i></p>	<p>7-9 blocks</p> <p><i>Blocks 7 and 8 can be used as an extension activity related to different views of 3-dimensional shapes.</i></p> <p>0-1 block</p>	<p>This topic introduces volume and surface area of prisms. Students will use nets to construct three-dimensional shapes and to determine surface area. Students will solve problems involving surface area and volume in a variety of contexts. As students find surface area and volume, they continue to build and apply fluency with positive rational number operations.</p>	<p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>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.</p> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><b>Expressions and Equations — 6.EE</b></p> <p>A. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</p> <p><b>Geometry — 6.G</b></p> <p>A. Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>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</p>

			<p>show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>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.</p> <p><i>Corequisite standards:</i></p> <p><b>Measurement and Data – 5.MD</b></p> <p>C. Geometric measurement: understand concepts of volume.</p> <p>3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p>4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
<b>Data analysis</b>			
12: Graphical representations of data	8 blocks	This topic explores graphical representations of data including bar graphs, circle graphs, stem-and-leaf plots, and histograms. Students explore the characteristics of each representation and use them to both pose and answer questions. Students will collect data and learn to choose a representation based on the type of data (categorical or numerical) they have collected and the purpose of the representation.	<p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>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.</p> <p>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.</p> <p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and</p>



			<p> multiples.  2. Fluently divide multi-digit numbers using the standard algorithm.  3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. </p> <p><b>Statistics and Probability — 6.SP</b></p> <p>A. Develop understanding of statistical variability.</p> <p>1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students'.</i></p> <p>B. Summarize and describe distributions.</p> <p>4. Display numerical data in plots on a number line, including <del>dot plots</del>, histograms <del>and box plots</del>.</p>
13: Describing data	14 blocks	<p> This topic explores the measures of central tendency: mean, median, and mode. Students learn how to compute the measures and how to choose one measure to represent their data. They learn how to make a visual representation of data, such as a dot plot, box plot, or a histogram, and describe the shape and variability of their data, including finding the range, mean absolute deviation, and interquartile range, and identifying outliers. As students find measures of center and spread, including through their own data collection, they continue to build and apply fluency with positive rational number operations. </p>	<p><b>The Number System — 6.NS</b></p> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-digit numbers using the standard algorithm.  3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><b>Statistics and Probability — 6.SP</b></p> <p>A. Develop understanding of statistical variability.</p> <p>2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>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.</p> <p>B. Summarize and describe distributions.</p> <p>4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>5. Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> <li>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ol>



### Key Competencies from Earlier Grades

The standards call for students' capabilities with whole number operations, fractions, and decimals to be well developed in elementary school. However, many teachers report that students come to middle school mathematics with varying needs for review and repair of these key skills. To support teachers in addressing this challenge, we have provided this set of lessons and problem-solving resources that can be used for differentiated practice and review. Teachers may choose to assign these resources to students for independent review and practice, or they may choose to use them in facilitating small-group instruction.

Agile Mind Topics	Time allotment	Topic Descriptions	<b>Common Core State Standards for Mathematics</b> <ul style="list-style-type: none"> <li>Standards listed in black are the primary instructional focus of the topic.</li> <li>Standards in gray support topic content or indicate foundations for future work.</li> </ul>
Solidifying your skills with whole numbers	0-2 blocks	In this topic, students can review and strengthen their fluency with whole number operations.	<b>Operations and Algebraic Thinking – 4.OA</b> A. Use the four operations with whole numbers to solve problems. 3. Solve multistep 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. <b>Number and Operations in Base Ten – 4.NBT</b> B. Use place value understanding and properties of operations to perform multi-digit arithmetic. 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. 5. Multiply a whole number of up to four 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. 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. <b>Number and Operations in Base Ten – 5.NBT</b> B. Perform operations with multi-digit whole numbers and with decimals to hundredths. 5. Fluently multiply multi-digit whole numbers using the standard algorithm.

			<p>6. 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.</p>
Solidifying your skills with fractions and decimals	0-2 blocks	<p>In this topic, students can review and strengthen their ability to represent fractions and decimals, carry out simple fraction operations, and carry out addition, subtraction, and multiplication of decimals with fluency. They will also review and strengthen their ability to divide using a variety of strategies.</p>	<p><b>Number and Operations – Fractions – 3.NF</b></p> <p>A. Develop understanding of fractions as numbers.</p> <ol style="list-style-type: none"> <li>1. Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>.</li> <li>2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ol style="list-style-type: none"> <li>a. Represent a fraction <math>\frac{1}{b}</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>\frac{1}{b}</math> and that the endpoint of the part based at 0 locates the number <math>\frac{1}{b}</math> on the number line.</li> <li>b. Represent a fraction <math>\frac{a}{b}</math> on a number line diagram by marking off a lengths <math>\frac{1}{b}</math> from 0. Recognize that the resulting interval has size <math>\frac{a}{b}</math> and that its endpoint locates the number <math>\frac{a}{b}</math> on the number line.</li> </ol> </li> <li>3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <ol style="list-style-type: none"> <li>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</li> <li>b. Recognize and generate simple equivalent fractions, e.g., <math>\frac{1}{2} = \frac{2}{4}</math>, <math>\frac{4}{6} = \frac{2}{3}</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</li> <li>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</li> </ol> </li> </ol> <p><b>Number and Operations – Fractions – 4.NF</b></p> <p>B. Build fractions from unit fractions.</p> <ol style="list-style-type: none"> <li>3. Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>. <ol style="list-style-type: none"> <li>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> </ol> </li> <li>4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <ol style="list-style-type: none"> <li>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 <math>\frac{3}{8}</math> of a pound</li> </ol> </li> </ol>

			<p>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?</p> <p>C. Understand decimal notation for fractions, and compare decimal fractions.</p> <p>6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p><b>Number and Operations in Base Ten – 5.NBT</b></p> <p>B. Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>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.</p> <p><b>Number and Operations – Fractions – 5.NF</b></p> <p>B. Apply and extend previous understandings of multiplication and division.</p> <p>4. Apply and extend previous understandings of multiplication to multiply a <del>fraction or</del> whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. <del>Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = (ac)/(bd)</math>.</del></p>
--	--	--	---

# Agile Mind Mathematics 7 Scope and Sequence, 2022-2023

## Common Core State Standards for Mathematics

### With Corequisite Supports

---



In Grade 6, students developed an understanding of variables from two perspectives—as placeholders for specific values and as representing sets of values represented in algebraic relationships. They applied properties of operations to write and solve simple one-step equations. By the end of Grade 6, students were fluent in all positive rational number operations, and they developed a solid foundation for understanding area of polygons and surface area and volume of rectangular prisms. The Grade 7 course outlined in this scope and sequence document builds on Grade 6 work by extending students' understanding of ratio to a more formal understanding of rate and its application with percents. Students extend their understanding of operations with rational numbers to include negative rational numbers. Students then continue the work they started in Grade 6 in writing expressions and equations, laying the groundwork for their Grade 8 work with functions. The course then turns to more formal methods for writing and solving multi-step equations and inequalities. Students also build on the Grade 6 work with proportional reasoning as they learn to scale 2-dimensional figures and to apply proportional reasoning to probability and statistical situations. Students extend their work with area to include circles and extend their work with 3-dimensional shapes to include the surface area and volume of shapes composed of polygons, including right prisms and pyramids. They investigate the 2-dimensional figures that result from slicing 3-dimensional figures. The course also lays the groundwork for high school Geometry as students investigate informal proofs of key geometric relationships among triangles.

Throughout this Grade 7 course, students should continue to develop proficiency with the eight Standards for Mathematical Practice:

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be encouraged by teachers and applied by students, some practices may prove more useful than others in a given lesson, a problem, or a topic.



These course materials are designed to support 143-150 blocks of instruction and assessment (1 block equals 45 minutes).

Agile Mind Topics	Time allotment (1 block = 45 minutes)	Topic Descriptions	Common Core State Standards Standards for Mathematical Content <ul style="list-style-type: none"> <li>Standards listed in black are the primary instructional focus of the topic.</li> <li>Standards in gray support topic content or indicate foundations for future work.</li> </ul>
<b>Proportional reasoning and relationships</b>			
<p>1: Using ratios</p> <p><i>Corequisite support:</i></p> <p><b>Math 6</b> <b>Topic 4,</b> <b>Introducing ratios</b></p> <p><i>Exploring</i> "Understanding ratios" p1-3; <i>Exploring</i> "Using tables and graphs of equivalent ratios" p1-6</p> <p><b>Math 7</b> <b>Key competencies from earlier grades:</b> <b>Solidifying your skills with positive rational numbers</b></p> <p><i>Exploring</i> "Operations with fractions and mixed numbers"</p>	<p>12 blocks</p> <p>0-2 blocks</p>	<p>This topic explores and applies proportional reasoning through multiple representations. Students interactively use ratios and proportional reasoning to enlarge and reduce images. They also apply ratios and proportional reasoning in a variety of contexts. Real-world applications engage students to explore and make reasonable conjectures while testing their predictions.</p>	<p><b>Ratios and Proportional Relationships — 7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep ratio <del>and percent</del> problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the <del>four</del> operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations — 7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive <del>and negative</del> rational numbers in any form (whole numbers, fractions, <del>and decimals</del>), using tools strategically. Apply properties of operations to calculate with numbers in any form; <del>convert between forms as appropriate</del>; and assess the reasonableness of answers using mental computation and estimation strategies. <i>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.</i></p> <p><b>Geometry — 7.G</b></p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>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.</p>

			<p><i>Corequisite standards:</i></p> <p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <ol style="list-style-type: none"> <li>1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>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."</i></li> <li>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. <ol style="list-style-type: none"> <li>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.</li> </ol> </li> </ol> <p><b>The Number System — 6.NS</b></p> <p>A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <ol style="list-style-type: none"> <li>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. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></li> </ol>
<p>2: Ratios and rates</p> <p><i>Corequisite support:</i></p> <p><b>Math 6</b></p> <p><b>Topic 5, Understanding and representing rates</b></p> <p><i>Exploring "Solving problems with unit rates" p1-6</i></p>	<p>9 blocks</p> <p>0-1 blocks</p>	<p>In this topic, students will apply their understanding of ratios and proportional reasoning to working with rates and unit rates in a variety of contexts such as speed, mileage, and unit pricing, including situations involving ratios of fractions. Students will also find and apply a constant of proportionality to solve problems.</p>	<p><b>Ratios and Proportional Relationships — 7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ol style="list-style-type: none"> <li>1. Compute unit rates associated with ratios of fractions, including ratios of lengths, <del>areas</del> and other quantities measured in like or different units. <i>For example, if a person walks <math>1/2</math> mile in each <math>1/4</math> hour, compute the unit rate as the complex fraction <math>(1/2)/(1/4)</math> miles per hour, equivalently 2 miles per hour.</i></li> <li>2. Recognize and represent proportional relationships between quantities. <ol style="list-style-type: none"> <li>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> <li>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> </ol> </li> </ol>



<p><b>Topic 4, Introducing ratios</b> <i>Exploring "Using tables and graphs of equivalent ratios" p7</i></p>			<p>3. Use proportional relationships to solve multistep ratio <del>and percent</del> problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>The Number System — 7.NS</b> A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup> NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations — 7.EE</b> B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life and mathematical problems posed with positive <del>and negative</del> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p><b>Geometry — 7.G</b> A. Draw, construct, and describe geometrical figures and describe the relationships between them. 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths <del>and areas</del> from a scale drawing and reproducing a scale drawing at a different scale.</p> <p><i>Corequisite standards:</i></p> <p><b>Ratios and Proportional Relationships — 6.RP</b> A. Understand ratio concepts and use ratio reasoning to solve problems. 2. Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>\frac{3}{4}</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i><sup>1</sup> NOTE: <sup>1</sup>Expectations for unit rates in this grade are limited to non-complex fractions. 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,</p>
--	--	--	--

			<p>find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. <i>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?</i></p>
3: Patterns in proportional relationships	10 blocks	Students will build on their understanding of proportional relationships, rates, and unit rates in additional algebraic contexts and represent those relationships in multiple ways. Students will interpret the meaning of specific points on the graph of a proportional relationship in terms of the scenario represented. Students will write and solve simple equations to ask and answer questions involving proportional relationships.	<p><b>Ratios and Proportional Relationships —7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>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.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p><b>Expressions and Equations —7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. <del>Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</del> <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p>
4: Applications of percents  <i>Corequisite support:</i> <b>Math 6</b> <b>Topic 5, Understanding</b>	12 blocks  0-2 blocks	This topic investigates the various uses of percent in solving real-world problems. Applications include gratuities, commissions, fees, percent error, discount, markup, increases and decreases in value, and simple interest.	<p><b>Ratios and Proportional Relationships —7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep <del>ratio and</del> percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>9</sup></p>



<p><b>and representing rates</b></p> <p><i>Exploring "Understanding percents" p1-11</i></p> <p><b>Math 7</b></p> <p><b>Key competencies from earlier grades</b></p> <p>Solidifying your skills with equations</p> <p><i>Exploring "Solving one-step equations"</i></p>			<p>NOTE:<sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations — 7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive <del>and negative rational</del> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p><i>Corequisite standards:</i></p> <p><b>Expressions and Equations — 6.EE</b></p> <p>B. Reason about and solve one-variable equations and inequalities.</p> <p>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.</p> <p>7. Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p>8. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><b>Ratios and Proportional Relationships — 6.RP</b></p> <p>A. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>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.</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>\frac{30}{100}</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</p>
--	--	--	--

Integer and rational number applications			
5: Adding and subtracting integers	7 blocks	This topic focuses on the models that represent integers. Students build on their understanding of integers (including opposites and absolute value) and their relation to rational numbers, including their position on the number line. They investigate integers in multiple contexts. They learn to add and subtract integers using a variety of models, including number line and tiles. Students are given multiple opportunities to practice thus building proficiency with addition and subtraction of integers. Later in the course, student will extend this understanding to positive and negative rational numbers and apply their skills in solving equations.	<p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>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.</p> <p>a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p>b. Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> 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.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. 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.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>
6: Multiplying and dividing integers	8 blocks	In this topic, students experience real-world applications as the context for investigating multiplying and dividing integers. Patterns, profits and losses, ocean depth, and exponential notation are tools used to explore different products and quotients. Students are given multiple opportunities to practice these skills and build their numerically fluency using these operations with integers. Students will continue to strengthen fluency with rational numbers in future topics.	<p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>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 <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p>

7: Rational numbers	11 blocks	<p>This topic builds on students' prior work with applying properties of operations to solve problems with positive fractions and decimals, and with integers. Students will solve real-world and mathematical problems involving the four operations with positive and negative rational numbers, including negative fractions and decimals, thus culminating their numerical work with the four basic operations.</p>	<p><b>Ratios and Proportional Relationships —7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ol style="list-style-type: none"> <li>1. Compute unit rates associated with ratios of fractions, including ratios of <del>lengths, areas and</del> other quantities measured in like or different units. <i>For example, if a person walks <math>1/2</math> mile in each <math>1/4</math> hour, compute the unit rate as the complex fraction <math>(1/2)/(1/4)</math> miles per hour, equivalently 2 miles per hour.</i></li> </ol> <p><b>Expressions and Equations —7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <ol style="list-style-type: none"> <li>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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>1/10</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></li> </ol> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <ol style="list-style-type: none"> <li>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. <ol style="list-style-type: none"> <li>a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></li> <li>b. Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. <del>Show that a number and its opposite have a sum of 0 (are additive inverses).</del> Interpret sums of rational numbers by describing real-world contexts.</li> <li>c. Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. <del>Show that the distance between two rational numbers on the number line is the absolute value of their difference, and</del> apply this principle in real-world contexts.</li> <li>d. Apply properties of operations as strategies to add and subtract rational numbers.</li> </ol> </li> <li>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. <ol style="list-style-type: none"> <li>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 <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</li> </ol> </li> </ol>
---------------------	-----------	---	---



			<p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>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.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p>
<b>Equations and inequalities</b>			
8: Equations and inequalities	11 blocks	<p>In this topic, students will build on their understanding of proportional relationships to include other linear relationships and linear inequalities. Students broaden their understanding of algebraic expressions by applying properties of operations to solve problems with linear equations and inequalities. Students are given many opportunities to practice and build fluency. Students will have additional opportunities to demonstrate their fluency in solving equations in the topic <b>Angles and triangles</b>.</p>	<p><b>Expressions and Equations —7.EE</b></p> <p>A. Use properties of operations to generate equivalent expressions.</p> <ol style="list-style-type: none"> <li>1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</li> <li>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. <i>For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</i></li> </ol> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <ol style="list-style-type: none"> <li>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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></li> <li>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. <ol style="list-style-type: none"> <li>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></li> <li>b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>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.</i></li> </ol> </li> </ol>



Data analysis and probability			
9: Probability	13-14 blocks <i>Block 12 is optional as it deals with dependent events.</i>	In this topic, students continue to apply operations with rational numbers as they solve problems involving probabilities written as ratios and percents. Students investigate simple and compound events using proportional reasoning, and write and solve equations to make predictions using probabilities. Games of a probabilistic nature are developed as tools to test conjectures and the idea of fairness. Vocabulary and appropriate terminology are emphasized throughout the topic.	<p><b>Ratios and Proportional Relationships — 7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations — 7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p><b>Statistics and Probability — 7.SP</b></p> <p>C. Investigate chance processes and develop, use, and evaluate probability models.</p> <p>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times</i></p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>

			<p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space that compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>
<p>10: Representing and Interpreting data</p> <p><i>Corequisite support:</i> <b>Math 6</b> <b>Topic 13, Describing data</b> <i>Overview p1-2</i> <i>Exploring “Measures of center” p1-5</i></p>	<p>12 blocks</p> <p>0-1 blocks</p>	<p>This topic explores visual representations of data, including box plots, histograms, and dot plots. Students understand a variety of sampling methods and the benefits of each. Students learn that representations can be used to organize data, to compare data sets, and to express an opinion and imply conclusions. Students solve problems involving rational numbers, and they use data and representations of data to calculate statistics and investigate measures of center and variability. Students also see that representations can be manipulated and learn to carefully analyze the information contained in a graph.</p>	<p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Statistics and Probability — 7.SP</b></p> <p>A. Use random sampling to draw inferences about a population.</p> <p>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.</p> <p>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. <i>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.</i></p> <p>B. Draw informal comparative inferences about two populations.</p>



			<p>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. <i>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.</i></p> <p>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><i>Corequisite standards:</i></p> <p><b>Statistics and Probability — 6.SP</b></p> <p>A. Develop understanding of statistical variability.</p> <p>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.</p> <p>B. Summarize and describe distributions.</p> <p>4. Display numerical data in plots on a number line, including dot plots, histograms and box plots.</p> <p>5. Summarize numerical data sets in relation to their context, such as by:</p> <p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>
11: Designing simulations	6 blocks	<p>This topic explores the use of simulation techniques in probabilistic settings. Students generate results by conducting simulations using coins, spinners, playing cards, number cubes, and other related tools.</p> <p>Solving problems involving real-world situations, students apply operations with rational numbers and evaluate the reasonableness of their results. They use proportional reasoning to make predictions based on the results of simulations.</p>	<p><b>Ratios and Proportional Relationships — 7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p>

			<p><b>Expressions and Equations —7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive <del>and negative</del> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p><b>Statistics and Probability — 7.SP</b></p> <p>C. Investigate chance processes and develop, use, and evaluate probability models.</p> <p>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space that compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example,</i></p>
--	--	--	--



			use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
<b>Geometry</b>			
12: Angles and triangles	8 blocks	In this topic, students investigate angle relationships found among vertical, adjacent, complementary, and supplementary angles, as well as angle relationships found among the interior angles of triangles. They continue to demonstrate fluency with equations as they write and solve equations to solve problems related to angle pairs. Students also investigate conditions required to form a triangle, including whether or not a given set of three measures (combination of side lengths and angle measures) determines no triangle, a unique triangle, or multiple triangles. This provides an opportunity for students to continue their work with solving linear inequalities and lays the foundation for subsequent studies into triangle congruence theorems.	<p><b>Expressions and Equations —7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p>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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b>Geometry — 7.G</b></p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>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.</p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>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.</p>
13: Solving problems with 2-D shapes	9 blocks	In this topic students will expand their understanding of measurement with two-dimensional shapes as they investigate the relationships among circumference, area, radius, and	<p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p>

		<p>diameter in circles. They will also develop the formulas for circumference and area of circles, and areas of special quadrilaterals. They will apply formulas to solve problems in a variety of contexts involving circles and polygons. Students reinforce their previous work with writing and solving equations as they solve problems involving area and circumference. The real-world situations give rise to multi-step problems involving positive rational numbers.</p>	<p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations —7.EE</b>  B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive <del>and negative</del> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p>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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b>Geometry — 7.G</b>  B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>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.</p> <p>6. Solve real-world and mathematical problems involving area, <del>volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</del></p>
<p>14: Prisms, pyramids, and plane sections</p> <p><i>Corequisite support:</i>  <b>Math 6</b></p>	8 blocks	<p>This topic will extend students' understanding of volume and surface area as they work with more complex three-dimensional shapes including right prisms and pyramids. Students develop general formulas for finding volume of right prisms and right pyramids. They solve real-world problems involving positive rational numbers and reinforce their work</p>	<p><b>The Number System — 7.NS</b>  A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations —7.EE</b>  B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>



<p><b>Topic 11, Surface area and volume</b></p> <p>Exploring "Understanding volume" p2</p> <p>Exploring "Understanding surface area" p 2</p>		<p>with writing and solving equations in these problems. Students will also investigate plane sections of right prisms and pyramids.</p>	<p>3. Solve multi-step real-life and mathematical problems posed with positive <del>and negative</del> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></p> <p>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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b>Geometry — 7.G</b></p> <p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>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.</p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>6. Solve real-world and mathematical problems involving <del>area</del>, volume and surface area of <del>two- and</del> three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p><i>Corequisite standards:</i></p> <p><b>Geometry — 6.G</b></p> <p>A. Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>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 <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>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.</p>
--	--	--	--

15: Effects of change	7 blocks	<p>In this topic, students explore the effects of proportional change on perimeters and areas of figures. Students apply proportional reasoning in real-world situations involving positive rational numbers, and apply their knowledge of writing and solving equations to answer questions in context. Students also use estimation to solve problems involving perimeter and area.</p>	<p><b>Ratios and Proportional Relationships —7.RP</b>  A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ol style="list-style-type: none"> <li>1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>(\frac{1}{2})/(\frac{1}{4})</math> miles per hour, equivalently 2 miles per hour.</i></li> <li>3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></li> </ol> <p><b>The Number System — 7.NS</b>  A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <ol style="list-style-type: none"> <li>3. Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>1</sup></li> </ol> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p><b>Expressions and Equations —7.EE</b>  B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <ol style="list-style-type: none"> <li>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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</i></li> </ol> <p><b>Geometry — 7.G</b>  A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <ol style="list-style-type: none"> <li>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.</li> </ol>
-----------------------	----------	---	---



## Key Competencies from Earlier Grades

The standards call for students' capabilities with positive rational numbers, signed numbers, and one-step equations to be well developed by grade 7. However, many teachers report that students have varying needs for review and repair of these key skills. To support teachers in addressing this challenge, we have provided this set of lessons and problem-solving resources that can be used for differentiated practice and review. Teachers may choose to assign these resources to students for independent review and practice, or they may choose to use them in facilitating small-group instruction.

Agile Mind Topics	Time allotment	Topic Descriptions	<b>Common Core State Standards for Mathematics</b> <ul style="list-style-type: none"> <li>Standards listed in black are the primary instructional focus of the topic.</li> <li>Standards in gray support topic content or indicate foundations for future work.</li> </ul>
Solidifying your skills with positive rational numbers	0-2 blocks	In this topic, students can review and strengthen their fluency with rational number operations as they work with positive whole numbers, decimals, and fractions. This topic also contains resources for review of signed number operations.	<b>Number and Operations – Fractions – 5.NF</b> <p>A. Use equivalent fractions as a strategy to add and subtract fractions.</p> <ol style="list-style-type: none"> <li>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, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</li> </ol> <p>B. Apply and extend previous understandings of multiplication and division.</p> <ol style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.               <ol style="list-style-type: none"> <li>Interpret the product <math>(\frac{a}{b}) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(\frac{2}{3}) \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}</math>. (In general, <math>(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}</math>.)</li> </ol> </li> </ol> <b>The Number System — 6.NS</b> <p>A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <ol style="list-style-type: none"> <li>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. <i>For example, create a story context for <math>(\frac{2}{3}) \div (\frac{3}{4})</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}</math> because <math>\frac{3}{4}</math> of <math>\frac{8}{9}</math> is <math>\frac{2}{3}</math>. (In general, <math>(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}</math>.) How much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{3}{4}</math>-cup servings are in <math>\frac{2}{3}</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>\frac{3}{4}</math> mi and area <math>\frac{1}{2}</math> square mi?</i></li> </ol> <p>B. Compute fluently with multi-digit numbers and find common factors and</p>

			<p>multiples.</p> <ol style="list-style-type: none"> <li>2. Fluently divide multi-digit numbers using the standard algorithm.</li> <li>3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</li> </ol>
Solidifying your skills with equations	0-2 blocks	In this topic, students can review and strengthen their fluency with solving one-step equations.	<p><b>Expressions and Equations — 6.EE</b></p> <p>A. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <ol style="list-style-type: none"> <li>2. Write, read, and evaluate expressions in which letters stand for numbers. <ol style="list-style-type: none"> <li>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as <math>5 - y</math>.</i></li> </ol> </li> <li>3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</li> <li>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 <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</li> </ol> <p>B. Reason about and solve one-variable equations and inequalities.</p> <ol style="list-style-type: none"> <li>5. Understand solving an equation <del>or inequality</del> as a process of answering a question: which values from a specified set, if any, make the equation <del>or inequality</del> true? <del>Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</del></li> <li>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.</li> <li>7. Solve <del>real world and</del> mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</li> </ol>

# Agile Mind Mathematics 8 Scope and Sequence, 2022-2023

## Common Core State Standards for Mathematics

### With Corequisite Supports

---



Prior to Grade 8, students have written and interpreted expressions, solved equations and inequalities, explored quantitative relationships between dependent and independent variables, and solved problems involving area, surface area, and volume. Students have also begun to develop an understanding of statistical thinking. The Grade 8 course outlined in this document begins with congruence transformations of the coordinate plane, followed by exploration of similarity transformations, which contribute to students' conceptual understanding of slope. Students apply their previous understandings of ratio and proportional reasoning to the study of linear functions, equations, and systems, including a deep understanding of slope. Students use statistical analysis to determine how well data can be represented by a linear model and also analyze frequencies using two-way tables. They also compare linear and nonlinear relationships and have a brief introduction to exponential functions. They explore negative integer exponents and irrational numbers, and they deepen their understanding of geometric concepts by investigating and applying the Pythagorean theorem. Students extend their work with surface area and volume to include cylinders, cones, and spheres and explore geometric relationships in parallel lines and in triangles.

Throughout this Grade 8 course, students should continue to develop proficiency with the eight Standards for Mathematical Practice:

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be encouraged by teachers and applied by students, some practices may prove more useful than others in a given lesson, a problem, or a topic.



These course materials are designed to support 133-145 blocks of instruction and assessment (1 block equals 45 minutes).

Agile Mind Topics	Time allotment (1 block = 45 minutes)	Topic Descriptions	Common Core State Standards Standards for Mathematical Content <ul style="list-style-type: none"> <li>Standards in black are the primary instructional focus of the topic.</li> <li>Standards in gray support topic content or indicate foundations for future work.</li> </ul>
<b>Transformations</b>			
1: Transformational geometry and similarity  <i>Corequisite support:</i>  <b>Math 7</b>  <b>Topic 1, Using ratios</b> <i>Exploring "Scaling Images" p1-2,5-10</i>	11 blocks          0-1 block	This topic introduces coordinate geometry as a tool for exploring transformations. Using ordered pairs to describe reflections, translations, rotations, and dilations, students become more adept at solving problems in the coordinate plane. The work with congruence and similarity in this topic provides a foundation for the development of the formal definition of slope later in the course.	<b>Geometry — 8.G</b> A. Understand congruence and similarity using physical models, transparencies, or geometry software. <ol style="list-style-type: none"> <li>Verify experimentally the properties of rotations, reflections, and translations: <ol style="list-style-type: none"> <li>Lines are taken to lines, and line segments to line segments of the same length</li> <li>Angles are taken to angles of the same measure</li> <li>Parallel lines are taken to parallel lines</li> </ol> </li> <li>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.</li> <li>Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</li> <li>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.</li> <li>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. <i>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.</i></li> </ol> <i>Corequisite standards:</i>  <b>Geometry — 7.G</b> A. Draw, construct, and describe geometrical figures and describe the relationships between them. <ol style="list-style-type: none"> <li>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.</li> </ol>



Working with real numbers and exponents			
<p>2: Real numbers</p> <p><i>Corequisite support:</i></p> <p><b>Key competencies from earlier grades</b></p> <p>Solidifying your skills with rational numbers</p> <p>Exploring "Consolidating your skills with positive rational numbers"</p> <p>p3,7,10</p>	<p>12 blocks</p> <p>0-1 block</p>	<p>This topic explores the set of real numbers by investigating the idea that some numbers are not rational. The number line and the coordinate grid are used as models. Areas of squares that are drawn on grid or dot paper form the first set of key images in this topic. Students discover the relationship between a square's side length and area to estimate irrational numbers. Analogously, students study the relationship between a cube's volume and edge length to learn about cube roots.</p>	<p><b>The Number System — 8.NS</b></p> <p>A. Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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., <math>\pi^2</math>). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></li> </ol> <p><b>Expressions and Equations — 8.EE</b></p> <p>A. Work with radicals and integer exponents.</p> <ol style="list-style-type: none"> <li>2. Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</li> </ol> <p><i>Corequisite standards:</i></p> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <ol style="list-style-type: none"> <li>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; <del>represent addition and subtraction on a horizontal or vertical number line diagram.</del></li> <li>d. Apply properties of operations as strategies to add and subtract rational numbers.</li> <li>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</li> <li>c. Apply properties of operations as strategies to multiply and divide rational numbers.</li> </ol>
<p>3: Laws of exponents and scientific notation</p>	<p>8 blocks</p>	<p>This topic introduces laws of exponents, including principles for multiplying and dividing exponential expressions with common bases. It also uses explorations of number patterns to develop the meanings of positive and negative exponents and zero as an exponent. Students then expand</p>	<p><b>Expressions and Equations — 8.EE</b></p> <p>A. Work with radicals and integer exponents.</p> <ol style="list-style-type: none"> <li>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i></li> <li>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. <i>For example, estimate the population of the United States as 3</i></li> </ol>

		their understanding of exponents to represent numbers in scientific notation and to perform operations with numbers expressed in scientific notation.	$\times 10^9$ and the population of the world as $7 \times 10^9$ , and determine that the world population is more than 20 times larger. 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.
4: Pythagorean Theorem	9 blocks	This topic explores proofs of the Pythagorean Theorem and its converse, using concrete models and algebraic representations. Students then solve real-world problems using the Pythagorean Theorem and its converse. Students also apply the Pythagorean Theorem to calculate distance between two points in the coordinate plane.	<b>Expressions and Equations — 8.EE</b> A. Work with radicals and integer exponents. 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. <b>Geometry — 8.G</b> B. Understand and apply the Pythagorean Theorem. 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.
<b>Introduction to linear and nonlinear functions</b>			
5: Analyzing graphs	7 blocks	This topic is designed to enable students to understand clearly what is happening on a graph and to develop their ability to interpret information from axis labels and axis scales and, depending on the information desired, a graph's direction or graph intersections.	<b>Functions — 8.F</b> B. Use functions to model relationships between quantities. 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. 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.



6: Exploring rate of change in motion problems	7 blocks	Understanding the rate at which one quantity changes with respect to another is key to understanding how the two quantities are related. In this topic, students explore the concept of rate by analyzing motion over time. Students investigate the rate at which distance changes numerically and graphically.	<p><b>Functions — 8.F</b></p> <p>A. Define, evaluate, and compare functions.</p> <p>2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p>B. Use functions to model relationships between quantities.</p> <p>4. Construct a function to model a <del>linear</del> relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x,y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a <del>linear</del> function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>
7: Linear patterns and functions	10 blocks	In this topic, students explore patterns through problems, using multiple representations, such as tables, graphs, models, and algebraic rules, and develop the formal definition of a function. They generate algebraic rules and make predictions based on the situations. Additionally, students connect how a function rule relates to a physical model.	<p><b>Functions — 8.F</b></p> <p>A. Define, evaluate, and compare functions.</p> <p>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.<sup>2</sup></p> <p>NOTE: <sup>2</sup>Function notation is not required in Grade 8.</p> <p>B. Use functions to model relationships between quantities.</p> <p>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 <math>(x,y)</math> 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.</p>
<p>8: Understanding slope and <math>y</math>-intercept</p> <p><i>Corequisite support:</i></p> <p><b>Math 7</b></p> <p><b>Topic 3, Patterns in proportional relationships</b></p>	<p>10 blocks</p> <p>0-1 block</p>	This topic solidifies students' understanding of the concepts of slope and $y$ -intercept. It connects the constant rate of change of a linear function, the slope of the line that is the linear function's graph, and the slope-intercept form for the equation of a line, $y = mx + b$ .	<p><b>Expressions and Equations — 8.EE</b></p> <p>B. Understand the connections between proportional relationships, lines, and linear equations.</p> <p>5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> <p>6. Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p> <p><b>Functions — 8.F</b></p>

Exploring "Proportional and non-proportional relationships" p1-4			<p>A. Define, evaluate, and compare functions.</p> <ol style="list-style-type: none"> <li>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.<sup>1</sup> NOTE: <sup>1</sup>Function notation is not required in Grade 8.</li> <li>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></li> <li>Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; <del>give examples of functions that are not linear.</del> <i>For example, the function <math>A = s^2</math> 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.</i></li> <li>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 <math>(x,y)</math> 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.</li> </ol> <p><i>Corequisite standards:</i></p> <p><b>Ratios and Proportional Relationships —7.RP</b></p> <p>A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ol style="list-style-type: none"> <li>Recognize and represent proportional relationships between quantities.</li> <li>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> <li>Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> </ol>
9: Exploring bivariate data	13 blocks	This topic explores data that are approximately linear in scatter plots. Students graph and write equations of trend lines. Students learn characteristics of scatterplots and trend lines including the fit of a trend line to data, negative and positive associations, and outliers. They use the trend line to make predictions about the data and draw conclusions.	<p><b>Functions — 8.F</b></p> <p>A. Define, evaluate, and compare functions.</p> <ol style="list-style-type: none"> <li>Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; <del>give examples of functions that are not linear.</del> <i>For example, the function <math>A = s^2</math> 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.</i></li> <li>Use functions to model relationships between quantities.</li> <li>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</li> </ol>



		Students also analyze bivariate categorical data, and associations are found through analysis of frequencies and relative frequencies using two-way tables.	<p>relationship or from two <math>(x,y)</math> 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.</p> <p><b>Statistics and Probability — 8.SP</b></p> <p>A. Investigate patterns of association in bivariate data.</p> <ol style="list-style-type: none"> <li>1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</li> <li>2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</li> <li>3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></li> <li>4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></li> </ol>
10: Nonlinear relationships	7 blocks	This topic provides opportunities for students to investigate the relationship between input and output values for linear and nonlinear functions. They also explore the characteristics of linear, quadratic, and exponential functions so they can identify and differentiate between these types of functions.	<p><b>Functions — 8.F</b></p> <p>A. Define, evaluate, and compare functions.</p> <ol style="list-style-type: none"> <li>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.<sup>1</sup> NOTE: <sup>1</sup>Function notation is not required in Grade 8.</li> <li>3. Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> 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.</i></li> <li>5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). <del>Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</del></li> </ol>

Solving linear equations and systems of equations			
<p>11: Solving linear equations</p> <p><i>Corequisite support:</i></p> <p><b>Key competencies from earlier grades</b></p> <p>Solidifying your skills with equations</p> <p>Exploring "Reinforcing your understanding of equations" p5-7</p> <p>Exploring "Consolidating your skills with equation solving" p2-10</p>	<p>9 blocks</p> <p>0-1 block</p>	<p>In this topic, students learn how linear equations are related to functions. The topic explores how different representations of a function lead to techniques to solve linear equations, including tables, graphs, concrete models, algebraic operations, and "undoing" (reasoning backwards). Students will also investigate situations in which there are no solutions or infinitely many solutions.</p>	<p><b>Expressions and Equations — 8.EE</b></p> <p>C. Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>7. Solve linear equations in one variable.</p> <ol style="list-style-type: none"> <li>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 <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers)</li> <li>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</li> </ol> <p><i>Corequisite standards:</i></p> <p><b>Expressions and Equations — 7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>4. Use variables to represent quantities in a <del>real world or</del> mathematical problem, and construct simple equations <del>and inequalities</del> to solve problems by reasoning about the quantities.</p> <ol style="list-style-type: none"> <li>Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. <del>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?</del></li> </ol>
<p>12: Formulating and solving systems</p>	<p>8 blocks</p>	<p>Systems of linear equations, in which two conditions apply to a situation, are introduced in this topic. Students learn how to set up a system of linear equations, solve it using graphs and tables, and check the solution for reasonableness.</p>	<p><b>Expressions and Equations — 8.EE</b></p> <p>C. Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>8. Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Solve systems of two linear equations in two variables <del>algebraically</del>, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></li> <li>Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></li> </ol>

13: Other methods for solving systems	9 blocks	Continuing with the exploration of systems of two linear equations, this topic introduces two algebraic methods for solving systems: the substitution method and the linear combination method. Students begin to understand when to use each method, and how to interpret the results each method yields.	<p><b>Expressions and Equations — 8.EE</b></p> <p>C. Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>8. Analyze and solve pairs of simultaneous linear equations.</p> <p>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.</p> <p>b. Solve systems of two linear equations in two variables algebraically, <del>and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</del></p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p>
<b>Geometry</b>			
14: Exploring geometric relationships	7 blocks	This topic explores lines, transversals, and special angles associated with them. Students learn about properties of corresponding angles, alternate interior angles, and consecutive interior angles formed when parallel lines are cut by a transversal. Students also learn how to use angle congruence to establish that two lines are parallel. Students also explore the relationships among the interior and exterior angles of a triangle.	<p><b>Geometry — 8.G</b></p> <p>A. Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>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, <del>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.</del></p> <p><i>Corequisite standards:</i></p> <p><b>Geometry — 7.G</b></p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>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.</p>



<p>15: Cylinders, cones, and spheres</p> <p><i>Corequisite support:</i></p> <p><b>Math 7</b></p> <p><b>Topic 13, Solving problems with 2-D shapes</b>  <i>Exploring "From polygons to circles" p1-11</i>  <i>Exploring "Area of polygons and circles" p1-5</i></p> <p><b>Topic 14, Prisms, pyramids, and plane sections</b>  <i>Exploring "Volume" p5,6</i></p>	<p>6-9 blocks  <i>Blocks 1-3 are optional blocks that address surface area of cones, cylinders, and spheres, which may go beyond your district's standard for grade 8.</i></p> <p>0-5 blocks</p>	<p>This topic builds on students' work with surface area of prisms to develop formulas for the surface area and volume of three-dimensional shapes with curved surfaces, including cylinders, cones, and spheres. By connecting models of these figures to the derivation of these formulas, students deepen their understanding of three-dimensional shapes, and the relationships among these shapes.</p>	<p><b>Geometry — 8.G</b></p> <p>C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p> <p>9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p><i>Corequisite standards:</i></p> <p><b>Geometry — 7.G</b></p> <p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>4. Know the formulas for the area and circumference of a circle and use them to solve problems; <del>give an informal derivation of the relationship between the circumference and area of a circle.</del></p> <p>6. Solve real-world and mathematical problems involving <del>area</del>, volume and surface area of <del>two</del> and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>
---	--	---	--



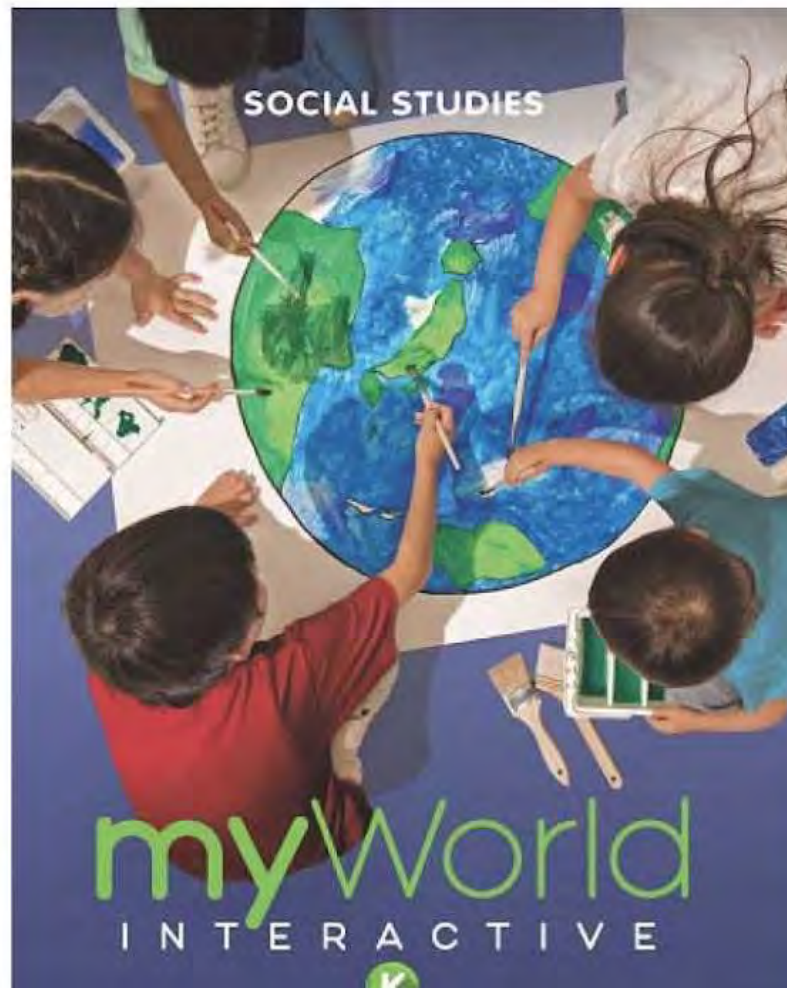
### Key Competencies from Earlier Grades

The standards call for students' capabilities with positive rational numbers, signed number operations, and equations to be well developed in earlier grades, yet many teachers report that students still have varying needs for review and repair of these key skills. To support teachers in addressing this challenge, we have provided this set of lessons and problem-solving resources that can be used for differentiated practice and review. Teachers may choose to assign these resources to students for independent review and practice, or they may choose to use them in facilitating small-group instruction.

Agile Mind Topics	Time allotment	Topic Descriptions	<b>Common Core State Standards Standards for Mathematical Content</b> <ul style="list-style-type: none"> <li>Standards in black are the primary instructional focus of the topic.</li> <li>Standards in gray support topic content or indicate foundations for future work.</li> </ul>
Solidifying your skills with rational numbers	0-2 blocks	In this topic, students can review and strengthen their fluency with rational number operations as they work with positive whole numbers, decimals, and fractions. This topic also contains resources for review of signed number operations.	<p><b>The Number System — 6.NS</b></p> <p>A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <ol style="list-style-type: none"> <li>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. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></li> </ol> <p>B. Compute fluently with multi-digit numbers and find common factors and multiples.</p> <ol style="list-style-type: none"> <li>Fluently divide multi-digit numbers using the standard algorithm.</li> <li>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</li> </ol> <p><b>The Number System — 7.NS</b></p> <p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <ol style="list-style-type: none"> <li>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.               <ol style="list-style-type: none"> <li>Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. <del>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.</del></li> <li>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. <del>Show that the distance between two rational numbers on the number</del></li> </ol> </li> </ol>

			<p>line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>3. Solve <del>real-world and</del> mathematical problems involving the four operations with rational numbers.<sup>1</sup></p> <p>NOTE: <sup>1</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p>
Solidifying your skills with equations	0-2 blocks	In this topic, students can review and strengthen their fluency with solving one-step and two-step linear equations to ensure that they move to high school with well-developed equation solving skills.	<p><b>Expressions and Equations — 6.EE</b></p> <p>B. Reason about and solve one-variable equations and inequalities.</p> <p>5. Understand solving an equation <del>or inequality</del> as a process of answering a question: which values from a specified set, if any, make the equation <del>or inequality</del> true? <del>Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</del></p> <p>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.</p> <p>7. Solve <del>real-world and</del> mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p><b>Expressions and Equations — 7.EE</b></p> <p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>4. Use variables to represent quantities in a <del>real-world or</del> mathematical problem, and construct simple equations <del>and inequalities</del> to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. <del>Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</del> <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p>

## A Correlation of



**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies* ©2019 meets the Michigan Social Studies Content Expectations 2019 for Kindergarten. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.



**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

**Table of Contents**

<b>H History .....</b>	<b>4</b>
<b>G Geography .....</b>	<b>4</b>
<b>C Civics and Government.....</b>	<b>5</b>
<b>E Economics .....</b>	<b>7</b>
<b>P Public Discourse, Decision Making, And Civic Participation.....</b>	<b>7</b>

**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

Michigan Social Studies Standards 2019 Kindergarten	myWorld Interactive Social Studies Kindergarten ©2019
<b>H History</b>	
H2 Living and Working Together - Use historical thinking to understand the past.	
K – H2.0.1 Distinguish among the past, present, and future.	<p><b>SE/TE:</b> The Big Question: How do we track time?, 112; Unlock the Big Question, 116; Interactivity, 116, 130; The Present, 116; Lesson 1: Check, 117; The Past and the Future, 117; Unlock the Big Question, 130; Chapter 5: Assessment, 137-138</p> <p><b>Digital Resources:</b> <i>Chapter 6: Learning About the Past&gt;Leveled Readers&gt;How Our Heroes Lived</i></p>
K – H2.0.2 Create a timeline using events from their own lives.	<p><b>SE/TE:</b> Quest Project-Based Learning: Make a Timeline, 114-115; Quest Findings: Make a Timeline, 139</p> <p><b>Digital Resources:</b> <i>Chapter 5: Time and Chronology&gt;Quest Project-Based Learning: Make Your Timeline&gt;Quest Findings: Make a Timeline</i></p>
K – H2.0.3 Describe ways people learn about the past.	<p><b>SE/TE:</b> Using Primary and Secondary Sources, SSH5-SSH7</p> <p><b>TE Only:</b></p>

**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

<b>Michigan Social Studies Standards 2019 Kindergarten</b>	<b>myWorld Interactive Social Studies Kindergarten ©2019</b>
K – G1.0.2 Use directions or positional words to identify significant locations in the classroom.	<b>SE/TE:</b> Where We Are, 84; Location Words, 85
G2 Places and Regions - Understand how regions are created from common physical and human characteristics.	
K – G2.0.1 Identify and describe places in the immediate environment.	<b>SE/TE:</b> Jumpstart Activity, 88; A Classroom, 90; Quest Findings: Make a Map Game, 111
G5 Environment and Society - Understand the effects of human-environment interactions.	
K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants.	<b>SE/TE:</b> Resources Long Ago, 103; Resources Today, 104; Lesson 6 Check, 105
<b>C Civics and Government</b>	
C1 Purposes of Government - Explain why people create governments.	
K – C1.0.1 Identify and explain reasons for rules at home and in school.	<b>SE/TE:</b> Unlock the Big Question, 12; Interactivity, 12; Rules at Home, 12; Rules at School, 13; School Rules in the Past, 14  <b>Digital Resources:</b> <i>Digital Reader Library</i> >Thinking Like a Citizen>Why Can't I Say That?
K – C2.0.1 Identify the American flag as an important symbol of the United States.	<b>SE/TE:</b> Quest Project-Based Learning: Guess What? 34-

**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

<b>Michigan Social Studies Standards 2019 Kindergarten</b>	<b>myWorld Interactive Social Studies Kindergarten ©2019</b>
K – C2.0.2 Explain why people do not have the right to do whatever they want.	<p><b>SE/TE:</b> Quest Shared Discussion: Make a Rule for Your Class!, 2-3; Unlock the Big Question, 4, 12; How We Act, 5; Interactivity, 12; Rules at Home, 12; Rules at School, 13; Lesson 3 Check, 15; Street Rules, 100; Jumpstart Activity, 100</p> <p><b>TE Only:</b> Quest Connection, 13</p> <p><b>Digital Resources:</b> <i>Chapter 1: Learning and Working Together&gt;Lesson 3, Rules and Laws&gt;Quest Connection: Safety Rules</i></p>
K – C2.0.3 Describe fair ways for groups to make decisions.	<p><b>SE/TE:</b> How We Solve Problems, 9; Lesson 2 Check, 9; Solve a Problem, 10; Your Turn!, 11</p> <p><b>TE Only:</b> Active Classroom, 11</p>
C5 Civic Participation - Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	
K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.	<p><b>SE/TE:</b> Quest Shared Discussion: Make a Rule for Your Class!, 2-3; Lesson 1 Check, 5; Quest</p>



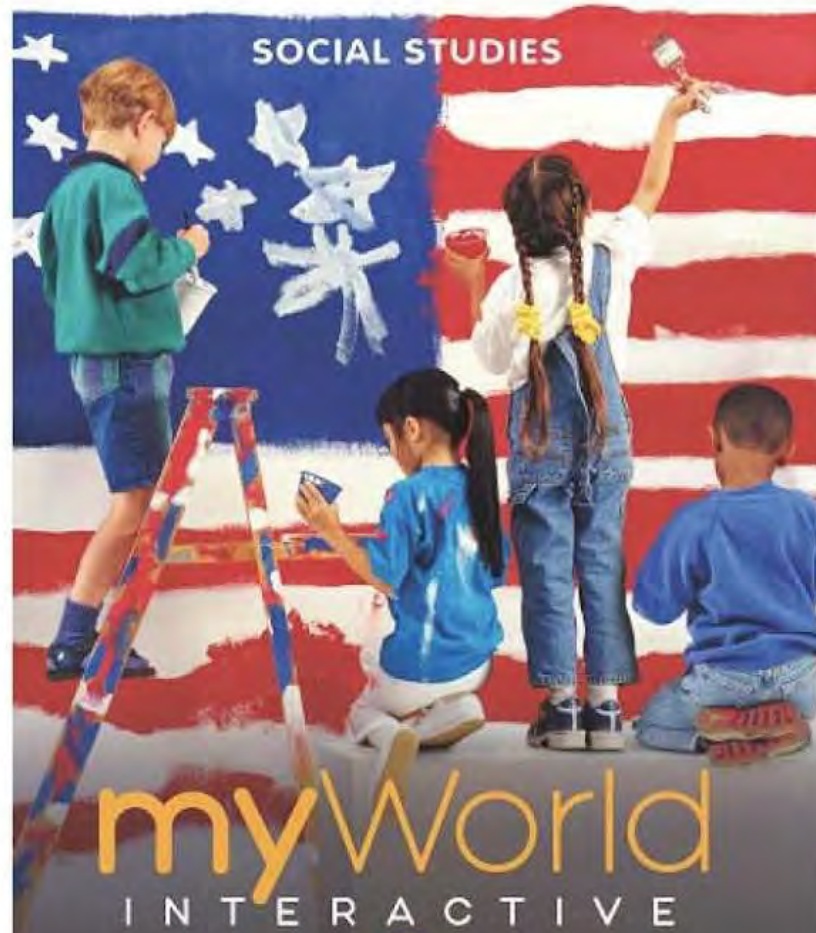
**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

<b>Michigan Social Studies Standards 2019 Kindergarten</b>	<b>myWorld Interactive Social Studies Kindergarten ©2019</b>
<b>E Economics</b>	
E1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.	
K – E1.0.1 Describe economic wants they have experienced.	<b>SE/TE:</b> Needs and Wants, 63  <b>TE Only:</b> Lesson 1 Check, 63
K – E1.0.2 Distinguish between goods and services.	<b>SE/TE:</b> Helping People, 68; Making and Selling Things, 69; Resources Today, 104  <b>TE Only:</b> Background Information: The Red Cross, 76
K – E1.0.3 Recognize situations in which people trade.	For related content, please see: <b>SE/TE:</b> Making and Selling Things, 69
<b>P Public Discourse, Decision Making, And Civic Participation</b>	
P3.1 Identifying and Analyzing Public Issues - Clearly state a problem as a public-policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	
K – P3.1.1 Identify classroom issues.	<b>SE/TE:</b> What Is a Problem?, 8; Reading Check, 8; Lesson 2 Check, 9; Solve a Problem, 10; Your Turn!, 11; Compare Points of View, 158

**A Correlation of myWorld Interactive Social Studies Kindergarten ©2019  
to the Michigan Social Studies Standards 2019  
Kindergarten**

<b>Michigan Social Studies Standards 2019 Kindergarten</b>	<b>myWorld Interactive Social Studies Kindergarten ©2019</b>
K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.	<b>SE/TE:</b> Critical Thinking Skills: Compare Points of View, 158; Your Turn!, 159
<b>P3.3 Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.</b>	
K – P3.3.1 Express a position on a classroom issue.	<b>SE/TE:</b> Your Turn!, 159
<b>P4.2 Civic Participation - Act constructively to further the public good.</b>	
K – P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue.	<b>SE/TE:</b> Critical Thinking Skills: Solve a Problem, 10
K – P4.2.2 Participate in projects to help or inform others.	<b>SE/TE:</b> Quest Project-Based Learning: Guess What?, 34-35; Quest Findings: Play a Game, 57; Quest Project-Based Learning: What Is My Job?, 60-61; Quest Findings: Act Out Your Job, 79; Quest Project-Based Learning: Make a Map Game, 82-83; Quest Findings: Make a Map Game, 111; Quest Project-Based Learning: Make a Timeline, 114-115; Quest Findings: Make a Timeline, 139  <b>Digital Resources:</b> <i>Chapter 5: Time and Chronology&gt;Leveled Readers&gt;Tracking Time and Chronology</i>

## A Correlation of



**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies* ©2019 meets the Michigan Social Studies Content Expectations 2019 for Grade 1. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect,



**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

**Table of Contents**

<b>H History .....</b>	<b>4</b>
<b>G Geography .....</b>	<b>6</b>
<b>C Civics and Government.....</b>	<b>9</b>
<b>E Economics .....</b>	<b>11</b>
<b>P Public Discourse, Decision Making, And Civic Participation.....</b>	<b>13</b>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
<b>H History</b>	
H2 Living and Working Together in Families and Schools - Use historical thinking to understand the past.	
1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	<p><b>SE/TE:</b> Jumpstart Activity, 110; Sing About It!, 111; Talking About Time, 114; Lesson 1 Check, 117; Map and Graph Skills: Interpret Timelines, 118; Your Turn!, 119</p> <p><b>Digital Resources:</b> <i>Chapter 4: Life Today and Long Ago&gt;Leveled Readers&gt;How Life Used to Be</i></p>
1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Communities Grow, 122; Jumpstart Activity, 150; Traditions and Celebrations, 151; Quest Connection, 152; Lesson 2 Check, 155</p> <p><b>TE Only:</b> Common Misconceptions, 153</p> <p><b>Digital Resources:</b> <i>Chapter 4: Life Today and Long Ago&gt;Chapter Opener: Life Today and Long Ago&gt;Big Question Activity: How does life change throughout</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.	<p><b>SE/TE:</b> Examples of Primary and Secondary Sources, SSH10-SSH11; Unlock the Big Question, 120; Schools Past and Present, 121; Reading Check, 121; Quest Connection, 122; Lesson 2 Check, 123</p> <p><b>TE Only:</b> Active Classroom, 127</p> <p><b>Digital Resources:</b> <i>Chapter 4: Life Today and Long Ago&gt;Lesson 2: Schools and Communities Past and Present&gt;Introduction: Schools and Communities Past and Present</i></p>
1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.	<p><b>SE/TE:</b> The Big Question: How does life change throughout history?, 110; Quest Project-Based Learnings: Help Daria the Time Traveler!, 112-113; Unlock the Big Question, 120, 124; Interactivity, 120, 124, 128; Schools Past and Present, 121; Lesson 2 Check, 123; People at Work Long Ago, 124; People at Work Today, 125; Quest Connection, 128, 133; Technology, 133; Lesson 4: Check, 135; Quest Findings: Write Your Ad, 141; American Indians Today,</p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them.	<p><b>SE/TE:</b> Interactivity, 102; Jumpstart Activity, 102; Unlock the Big Question, 102; What Is a Holiday?, 102; Quest Connection, 103; A Time to Honor and Remember, 104; Honoring Equal Rights, 105; Lesson 6 Check, 105</p> <p><b>TE Only:</b> Active Classroom, 104</p> <p><b>Digital Resources:</b> <i>Chapter 3: Symbols and Traditions of the United States&gt;Leveled Readers&gt;Why Do We Celebrate?</i></p>
<b>G Geography</b>	
G1 The World in Spatial Terms - Use geographic representations to acquire, process, and report information from a spatial perspective.	
1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Lesson 3 Check, 55; Lesson 4 Check, 61; Quest Findings: Make Your Tour Guide and Map, 71</p> <p><b>Digital Resources:</b> <i>Chapter 2: Geography of the Community&gt;Lesson 3: Maps and Models&gt; Introduction: Map and Models</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – G1.0.3 Distinguish between landmasses and bodies of water using maps and globes.	<p><b>SE/TE:</b> Using Globes and Maps, SSH0-SSH1; Reading Check, 59; Lesson 4 Check, 61; The United States of America, Political, R0-R1; The World, R4-R5</p> <p><b>TE Only:</b> Active Classroom, 59, 60</p> <p><b>Digital Resources:</b> <i>Chapter 2: Geography of the Community&gt;Lesson 4: Continents and Oceans&gt;Lesson Review: Continents and Oceans</i></p>
G2 Places and Regions - Understand how regions are created from common physical and human characteristics.	
1 – G2.0.1 Distinguish between physical and human characteristics of places.	<p><b>SE/TE:</b> Land and Water, 58; Unlock the Big Question, 146, 150; How We Are Different, 147; Lesson 2 Check, 155; Lesson 3 Check, 161</p> <p><b>Digital Resources:</b> <i>Chapter 2: Geography of the Community&gt;Chapter Opener: Geography of the Community&gt;Big Question Activity: What is the world like?</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
G4 Human Systems - Understand how human activities help shape the Earth's surface.	
1 – G4.0.1 Use components of culture to describe diversity in family life.	<p><b>SE/TE:</b> How We Are Different, 147; Quest Connection, 148, 152; Lesson 1: Check, 149; Jumpstart Activity, 150; Lesson 2 Check, 155; Different Cultures, 159</p> <p><b>TE Only:</b> Active Classroom, 160</p> <p><b>Digital Resources:</b> <i>Chapter 5: One Nation, Many People&gt;Chapter Opener: One Nation, Many People&gt;Video: How do so many different people make one nation?; Leveled Readers&gt;Sharing Our Culture</i></p>
G5 Environment and Society - Understand the effects of human-environment interactions.	
1 – G5.0.1 Describe ways in which people are part of, modify, and adapt to their physical environments.	<p><b>SE/TE:</b> Quest Project-Based Learning: Tina the Tour Leader Needs Your Help, 40-41; Jumpstart Activity, 42; Where We Live, 42; Environment, 64; Lesson 5 Check, 65; Your Turn!, 67</p> <p><b>TE Only:</b> Differentiated Instruction, 64, 66; Curriculum Connections: Science, 65</p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
<b>C Civics and Government</b>	
C1 Purposes of Government	
1 – C1.0.1 Explain the need for rules and purposes of rules.	<p><b>SE/TE:</b> Jumpstart Activity, 0, 24; Unlock the Big Question, 14; Interactivity, 14; Rules at School, 15; Rules and Laws in the Community, 16; Quest Connection, 16; Consequences, 17; Lesson 3: Check, 17; Community Government, 25</p> <p><b>Digital Resources:</b> <i>Digital Reader Library&gt;Thinking Like a Citizen&gt;Why Can't I Say That?</i></p>
1 – C1.0.2 Give examples of the use of power with authority and power without authority in school.	<p><b>SE/TE:</b> Leaders at Home, 21; Leaders at School, 22; Leaders in the Community, 23; Lesson 4: Check, 23</p> <p><b>TE Only:</b> Differentiated Instruction, 22</p> <p><b>Digital Resources:</b> <i>Chapter 1: Rights and Responsibilities of Citizens&gt;Chapter Opener: Rights and Responsibilities of Citizens&gt;Video: Who is</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – C2.0.2 Identify important symbols of the United States of America and what they represent.	<p><b>SE/TE:</b> Sing About It!, 73; Quest Project-Based Learning: Help Ryan Show Our American, 74-75; Unlock the Big Question, 76; Stars and Stripes, 76; A Promise of Freedom, 78; A Promise of Justice, 79; Lesson 1 Check, 79; Our National Bird, 81; The Statue of Liberty, 82; The Golden Gate Bridge, 83</p> <p><b>TE Only:</b> Differentiated Instruction, 72; Active Classroom, 78</p> <p><b>Digital Resources:</b> <i>Chapter 3: Symbols and Traditions of the United States&gt;Chapter Opener: Symbols and Traditions of the United States&gt;Video: What does it mean to be an American?; Lesson 1: We Are Americans&gt;Lesson Review; Lesson 2: American Symbols&gt;Quest Connection: Bald Eagle Facts</i></p>
C5 Civic Participation - Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	
1 – C5.0.1 Describe some responsibilities people have at home and at school.	<p><b>SE/TE:</b> Unlock the Big Question, 10; We Have Responsibilities, 11; Lesson 2: Check, 13; Quest Connections, 16; Quest Findings: Write Your Skit, 37</p>



**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	<p><b>SE/TE:</b> We Have Rights, 10; How We Choose Our Leaders, 28; Direct Democracy, 29; Representative Democracy, 30; Lesson 6 Check, 31</p> <p><b>TE Only:</b> Active Classroom, 29; Differentiated Instruction, 30</p> <p><b>Digital Resources:</b> <i>Chapter 1: Rights and Responsibilities of Citizens</i> &gt;Lesson 2: Rights and Responsibilities&gt;Lesson Review</p>
<b>E Economics</b>	
E1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.	
1 – E1.0.1 Distinguish between producers and consumers of goods and services.	<p><b>SE/TE:</b> The Big Question: How do people get what they need?, 182; Sing About It!, 183; Lesson 2 Check, 193; Unlock the Big Question, 196; Interactivity, 196; Who Are Producers?, 196; Who Are Consumers?, 197; Buying and Selling, 198; Lesson 3: Check, 199; Chapter 6: Assessment, 213-214</p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – E1.0.2 Describe ways in which families consume goods and services.	<p><b>SE/TE:</b> Jumpstart Activity, 190; Goods at Home, 190; Goods in School and the Community, 191; School and Community Services, 192; Lesson 2 Check, 193; Who Are Consumers?, 197</p> <p><b>TE Only:</b> Active Classroom, 192</p> <p><b>Digital Resources:</b> <i>Chapter 6: Work in the Community&gt;Leveled Readers&gt;How to Make Decisions</i></p>
1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	<p><b>SE/TE:</b> The Big Question: How do people get what they need?, 182; Sing About It!, 183; Interactivity, 188; Quest Connection, 188; Lesson 1 Check, 189; Buying and Selling, 198; Your Turn!, 205</p> <p><b>Digital Resources:</b> <i>Chapter 6: Work in the Community&gt;Lesson 1: Needs, Wants, and Choices&gt;Introduction: Needs, Wants, and Choices</i></p>
1 – E1.0.4 Describe reasons why people voluntarily trade.	<p><b>SE/TE:</b> American Indians in the Past, 162; Spending Money, 200</p>

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – E1.0.5 Describe ways in which people earn money.	<p><b>SE/TE:</b> Sing About It!, 183; Quest Writing Using Sources: Help Stan Make a Money Plan, 184-185; Interactivity, 200; Unlock the Big Question, 200; Jobs at Home, 206; Jobs in the Community, 207; Jobs at School, 208</p> <p><b>Digital Resources:</b> <i>Chapter 6: Work in the Community</i>&gt;Lesson 5: Specialized Work&gt;Lesson Review</p>
1 – E1.0.6 Describe how money simplifies trade.	<p>For related content, please see: <b>SE/TE:</b> Spending Money, 200</p> <p><b>TE Only:</b> Curriculum Connections: History and Drama, 193</p> <p><b>Digital Resources:</b> <i>Chapter 6: Work in the Community</i>&gt;<i>Chapter Opener: Work in the Community</i>&gt;Big Question Activity: How do people get what they need?</p>
<b>P Public Discourse, Decision Making, And Civic Participation</b>	
P3.1 Identifying and Analyzing Public Issues - Clearly state a problem as a public-policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	

**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

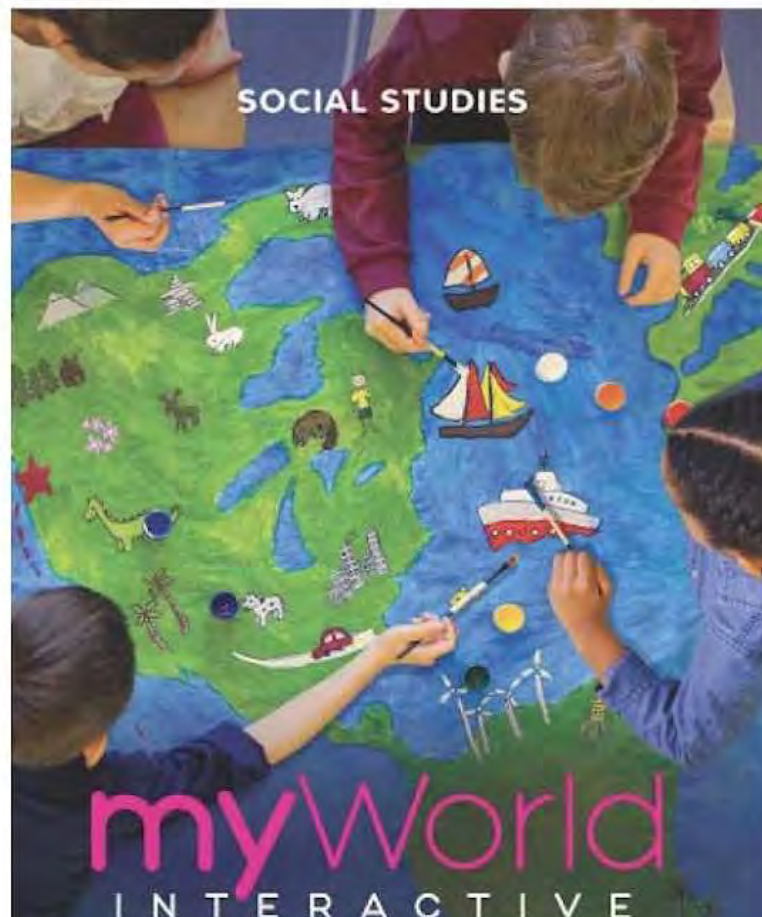
Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Picture Graphs, SSH2; Other Graphs, SSH3; Your Turn!, 19</p> <p><b>TE Only:</b> Active Classroom, 29</p> <p><b>Digital Resources:</b> <i>Chapter 1: Rights and Responsibilities of Citizens&gt;Critical Thinking Skills: Solve a Problem&gt;Skill Activity: Solve a Problem</i></p>
1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.	<p><b>SE/TE:</b> Your Turn!, 19</p> <p><b>TE Only:</b> Active Classroom, 29</p> <p><b>Digital Resources:</b> <i>Chapter 1: Rights and Responsibilities of Citizens&gt;Critical Thinking Skills: Solve a Problem&gt;Skill Activity: Solve a Problem</i></p>
P3.3 Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.	
1 – P3.3.1 Express a position on a public-policy	For related content, please see:



**A Correlation of myWorld Interactive Social Studies Grade 1 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 1**

Michigan K-12 Standards Social Studies 2019 Grade 1	myWorld Interactive Social Studies ©2019 Grade 1
P4.2 Civic Participation - Act constructively to further the public good.	
1 – P4.2.1 Develop and implement an action plan to address or inform others about a school issue.	<p><b>SE/TE:</b> Critical Thinking Skills: Solve a Problem, 18; Your Turn!, 19</p> <p><b>TE Only:</b> Differentiated Instruction, 18; Active Classroom, 29</p> <p><b>Digital Resources:</b> <i>Chapter 1: Rights and Responsibilities of Citizens&gt;Chapter Opener: Rights and Responsibilities of Citizens&gt;Big Question Activity: Who is responsible for making and enforcing rules?</i></p>
1 – P4.2.2 Participate in projects to help or inform others.	<p><b>SE/TE:</b> Quest Project-Based Learning: Storyteller Sam Needs a Skit, 2-3; Quest Project-Based Learning: Tina the Tour Leader Needs Your Help, 40-41; Quest Project-Based Learning: Help Ryan Show Our America, 74-75; Quest Project-Based Learning: Help Daria the Time Traveler, 112-113; Quest Project-Based Learning: Create a Flag for Artist Annie!, 144-145</p> <p><b>Digital Resources:</b></p>

## A Correlation of



**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies* ©2019 meets the Michigan Social Studies Content Expectations 2019 for Grade 2. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

**Table of Contents**

<b>H History .....</b>	<b>4</b>
<b>G Geography .....</b>	<b>6</b>
<b>C Civics and Government.....</b>	<b>10</b>
<b>E Economics .....</b>	<b>13</b>
<b>P Public Discourse, Decision Making, And Civic Participation.....</b>	<b>15</b>



**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
<b>H History</b>	
H2 Living and Working Together in Communities - Use historical thinking to understand the past.	
2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	<p><b>SE/TE:</b> Your Turn!, 15</p> <p><b>TE Only:</b> Differentiated Instruction, 14</p> <p><b>Digital Resources:</b> <i>Chapter 1: Families Today and in the Past</i>&gt;Map and Graph Skills: Interpret Timelines&gt;Skill Activity: Reading a Timeline</p>
2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.	<p><b>SE/TE:</b> Critical Thinking Skills: Compare Points of View, 184; Your Turn!, 185</p> <p><b>TE Only:</b> Differentiated Instruction, 185</p> <p><b>Digital Resources:</b> <i>Chapter 5: Making a Difference</i>&gt;Literacy Skills: Compare and Contrast&gt;Skill Activity: Compare and Contrast</p>
2 – H2.0.3 Explain how individuals and groups	<b>SE/TE:</b>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
2 – H2.0.4 Describe changes in the local community over time.	<p><b>SE/TE:</b> Lesson 3 Check, 21; Unlock the Big Question, 58; Reading Check, 59, 61; Lesson 4 Check, 63</p> <p><b>TE Only:</b> The Big Question, 61; Quest Connection, 62</p> <p><b>Digital Resources:</b> <i>Chapter 1: Families Today and in the Past&gt;Leveled Readers&gt;The Story of Me</i></p>
2 – H2.0.5 Describe how community members responded to a problem in the past.	<p><b>SE/TE:</b> Citizenship: George Washington Carver, 66; Critical Thinking Skills: Solve a Problem, 92; Your Turn!, 93; Jumpstart Activity, 94; Primary Source: Photograph: Panama Canal Treaty Signing, 98-99; Lesson 4 Check, 127; Reading Check, 170</p> <p><b>TE Only:</b> Active Classroom, 66</p> <p><b>Digital Resources:</b> <i>Chapter 1: Families Today and in the Past&gt;Lesson 3: Life Then and Now&gt;Quest Connection: Doing an Interview</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
<b>G Geography</b>	
G1 The World in Spatial Terms - Use geographic representations to acquire, process, and report information from a spatial perspective.	
2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	<p><b>SE/TE:</b> Using Maps, SSH1; Jumpstart Activity, 38; Lesson 2 Check, 51</p> <p><b>TE Only:</b> Active Classroom, 40, 47; Differentiated Instruction, 41</p> <p><b>Digital Resources:</b> <i>Chapter 2: People, Places, and Nature&gt;Lesson 1: Use Maps to Locate Places&gt;Introduction: Use Maps to Locate Places; Lesson Review: Use Maps to Locate Places</i></p>
2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.	<p><b>SE/TE:</b> Using Maps, SSH1; Relative Location, 38; Critical Thinking Skills: Using Map Scale to Ask and Answer Questions, 44</p> <p><b>TE Only:</b> Support for English Language Learners, 38-39; Differentiated Instruction, 41</p> <p><b>Digital Resources:</b></p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Critical Thinking Skills: Using Map Scale to Ask and Answer Questions, 44; Your Turn!, 45</p> <p><b>TE Only:</b> Active Classroom, 45</p> <p><b>Digital Resources:</b> <i>Chapter 2: People, Places, and Nature&gt;Lesson 1: Use Maps to Locate Places&gt;Introduction: Use Maps to Locate Places; Lesson Review: Use Maps to Locate Places</i></p>
G2 Places and Regions - Understand how regions are created from common physical and human characteristics.	
2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Quest Connection, 48, 62; Lesson 2 Check, 51, 191; Jumpstart Activity, 180; Your Turn!, 185</p> <p><b>TE Only:</b> Active Classroom, 47</p> <p><b>Digital Resources:</b> <i>Chapter 6: Our American Culture&gt;Lesson 2: Cultures in Our</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
G4 Human Systems - Understand how human activities help shape the earth's surface.	
2 – G4.0.1 Describe land use in the community.	<p><b>SE/TE:</b> Unlock the Big Question, 58; Reading Check, 59, 61; Lesson 4 Check, 63</p> <p><b>TE Only:</b> The Big Question, 61; Compare and Contrast, 62</p> <p><b>Digital Resources:</b> <i>Chapter 2: People, Places, and Nature</i>&gt;Lesson 4: <i>Our Communities and Resources</i>&gt;Online Lesson Quiz: Our Communities and Resources</p>
2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.	<p><b>SE/TE:</b> Unlock the Big Question, 58; Interactivity, 58; Urban Environment, 58-59; Suburban Environment, 60-61</p> <p><b>TE Only:</b> Curriculum Connection: Geography, 59</p> <p><b>Digital Resources:</b> <i>Chapter 2: People, Places, and Nature</i>&gt;Lesson 4: <i>Our Communities and Resources</i>&gt;Lesson Review: Our Communities and Resources</p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
2 – G4.0.3 Use components of culture to describe diversity in the local community.	<p><b>SE/TE:</b> Quest Shared Discussion: Amazing Artifacts, 178-179; Jumpstart Activity, 180, 186; Many Cultures, One Country, 186; Quest Findings: Show Off Your Artifact, 209</p> <p><b>TE Only:</b> Active Classroom, 187</p> <p><b>Digital Resources:</b> <i>Chapter 1: Families Today and in the Past&gt;Leveled Readers&gt;The Story of Me; Chapter 6: Our American Culture&gt;Chapter Opener: Our American Culture&gt;Video: How is culture shared?; Leveled Readers&gt;California Cultures</i></p>
G5 Environment and Society - Understand the effects of human-environment interactions.	
2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.	<p><b>SE/TE:</b> Your Turn!, 65, 79, 93; Jumpstart Activity, 194</p> <p><b>TE Only:</b> Background Information, 50; Active Classroom, 93</p> <p><b>Digital Resources:</b> <i>Chapter 2: People, Places, and Nature&gt;Leveled Readers&gt;Where Do You Live?</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
<b>C Civics and Government</b>	
C1 Purposes of Government - Explain why people create governments.	
2 – C1.0.1 Explain why people form governments.	<p><b>SE/TE:</b> Rights, Responsibilities, and Laws, 76; What Is a Government?, 80; Unlock the Big Question, 86; Why Countries Need Government, 86-87</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government&gt;Leveled Readers&gt;Governments Large and Small</i></p>
2 – C1.0.2 Distinguish between government action and private action.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Supreme Court, 84; Your Turn!, 93; Ways Leaders Solve Problems, 96; Lesson 4 Check, 97; Primary Source: Photograph: Panama Canal Treaty Signing, 98-99; Making Choices, 110</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government&gt;Chapter Opener: Government&gt;Video: How does government work?</i></p>
<b>C2 Democratic Values and Constitutional Principles of American Government</b>	
2 – C2.0.1 Explain how local governments balance individual rights with the	<p>For related content, please see:</p> <p><b>SE/TE:</b></p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
2 – C2.0.2 Describe how the Pledge of Allegiance reflects the democratic value of patriotism.	<p>For related content, please see:  <b>SE/TE:</b>  The Declaration of Independence, 88-89; The Constitution and Bill of Rights, 90-91</p> <p><b>Digital Resources:</b>  <i>Chapter 3: Government&gt;Leveled Readers&gt;Governments Large and Small</i></p>
C3 Structure and Functions of Government - Describe the structure of government in the United States and how it functions to serve citizens.	
2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	<p>For related content, please see:  <b>SE/TE:</b>  Supreme Court, 84</p> <p><b>Digital Resources:</b>  <i>Chapter 3: Government&gt;Chapter Opener: Government&gt;Video: How does government work?; Leveled Readers&gt;Governments Large and Small</i></p>
2 – C3.0.2 Use examples to describe how local government affects the lives of people in a community.	<p>For related content, please see:  <b>SE/TE:</b>  What Is a Government?, 80; Supreme Court, 84</p> <p><b>Digital Resources:</b>  <i>Chapter 3: Government&gt;Leveled</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
C5 Civic Participation - Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	
2 – C5.0.1 Identify ways in which people participate in community decisions.	<p><b>SE/TE:</b> Why Countries Need Government, 86-87</p> <p><b>Digital Resources:</b> <i>Chapter 5: Making a Difference&gt;Lesson 6: How Can We make a Difference&gt;Introduction: How Can We make a Difference; Lesson Review: How Can We Make a Difference</i></p>
2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.	<p><b>SE/TE:</b> Why Is Learning About Family Important?, 6-7; Rights, Responsibilities, and Laws, 76; Quest Connection, 76; Why Countries Need Government, 86-87</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government&gt;Lesson 1: Citizens Follow Rules and Laws&gt;Introduction: Citizens Follow Rules and Laws; Lesson Review: Citizens Follow Rules and Laws</i></p>
2 – C5.0.3 Design and participate in community improvement projects that help or inform others.	<p><b>SE/TE:</b> Critical Thinking Skills: Solve a Problem, 92; Your Turn!, 93</p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
<b>E Economics</b>	
E1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.	
2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.	<p><b>SE/TE:</b> Critical Thinking Skills: Analyze Costs and Benefits, 112; Your Turn!, 113</p> <p><b>Digital Resources:</b> <i>Chapter 4: People Who Supply Our Goods and Services&gt;Chapter Opener: People Who Supply Our Goods and Services&gt;Big Question Activity: How do people get what they need?</i></p>
2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.	<p><b>SE/TE:</b> Needs and Wants, 108; Getting What We Need and Want, 109; Lesson 3 Check, 123</p> <p><b>TE Only:</b> Curriculum Connections: Math, 111</p> <p><b>Digital Resources:</b> <i>Chapter 4: People Who Supply Our Goods and Services&gt;Lesson 2: Food Producers&gt;Introduction: Food Producers; Quest Connection: Working on a Farm</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

<p style="text-align: center;"><b>Michigan Social Studies Content Expectations 2019 Grade 2</b></p>	<p style="text-align: center;"><b>myWorld Interactive Social Studies ©2019 Grade 2</b></p>
<p>2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants interdependence).</p>	<p><b>SE/TE:</b> Countries Solving Problems, 94; Getting What We Need and Want, 109</p> <p><b>TE Only:</b> Identify Interdependence, 122</p> <p><b>Digital Resources:</b> <i>Chapter 4: People Who Supply Our Goods and Services&gt;Lesson 3: Producing and Consuming Goods&gt;Introduction: Producing and Consuming Goods; Lesson Review: Producing and Consuming Goods</i></p>
<p>2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.</p>	<p><b>SE/TE:</b> Critical Thinking Skills: Analyze Costs and Benefits, 112; Your Turn!, 113</p> <p><b>Digital Resources:</b> <i>Chapter 4: People Who Supply Our Goods and Services&gt;Chapter Opener: People Who Supply Our Goods and Services&gt;Big Question Activity: How do people get what they need?</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
<b>P Public Discourse, Decision Making, And Civic Participation</b>	
P3.1 Identifying and Analyzing Public Issues - Clearly state a problem as a public-policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	
2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.	<p><b>SE/TE:</b> Critical Thinking Skills: Solve a Problem, 92; Your Turn!, 93; You Can Make a Difference, 170</p> <p><b>TE Only:</b> Differentiated Instruction, 170</p> <p><b>Digital Resources:</b> <i>Chapter 5: Making a Difference&gt;Lesson 6: How Can We make a Difference&gt;Introduction: How Can We make a Difference; Lesson Review: How Can We Make a Difference</i></p>
2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Using Information, SSH2-SSH3; Critical Thinking Skills: Solve a Problem, 92; Your Turn!, 93; You Can Make a Difference, 170</p> <p><b>TE Only:</b> Differentiated Instruction, 170</p> <p><b>Digital Resources:</b> <i>Chapter 5: Making a Difference&gt;Lesson 6: How</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
democratic values lead people to differ on resolutions to a public-policy issue in the local community.	<p><b>SE/TE:</b> Congress, 82-83</p> <p><b>TE Only:</b> Differentiated Instruction, 82</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government&gt;Leveled Readers&gt;Governments Large and Small</i></p>
P3.3 Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.	
2 – P3.3.1 Compose a statement expressing a position on a public-policy issue in the local community and justify the position with a reasoned argument.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Critical Thinking Skills: Solve a Problem, 92; Your Turn!, 93; You Can Make a Difference, 170</p> <p><b>TE Only:</b> Differentiated Instruction, 170</p> <p><b>Digital Resources:</b> <i>Chapter 5: Making a Difference&gt;Lesson 6: How Can We make a Difference&gt;Introduction: How Can We make a Difference; Lesson Review: How Can We Make a Difference</i></p>
P4.2 Civic Participation - Act constructively to further the public good.	

**A Correlation of myWorld Interactive Social Studies Grade 2 ©2019  
to the Michigan Social Studies Content Expectations 2019  
Grade 2**

Michigan Social Studies Content Expectations 2019 Grade 2	myWorld Interactive Social Studies ©2019 Grade 2
2 – P4.2.2 Participate in projects to help or inform others.	<p><b>SE/TE:</b>  Quest Project-Based Learning: Help a Geographer, 36-37; Quest Project-Based Learning: Help a School Leader, 72-73; Quest Project-Based Learning: Help Honor Our Heroes, 136-137; You Can Make a Difference, 170</p> <p><b>TE Only:</b>  Active Classroom, 170</p> <p><b>Digital Resources:</b>  <i>Chapter 4: People Who Supply Our Goods and Services&gt;Leveled Readers&gt; Our Food: From Farm to Table; Chapter 6: Our American Culture&gt;Leveled Readers&gt;California Cultures</i></p>



## A Correlation of



**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies*, ©2019 meets the Michigan Social Studies Content Expectations 2019 for Grade 3. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect,



**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

**Table of Contents**

<b>H History .....</b>	<b>4</b>
<b>G Geography .....</b>	<b>7</b>
<b>C Civics and Government.....</b>	<b>9</b>
<b>E Economics .....</b>	<b>11</b>
<b>P Public Discourse, Decision Making, And Civic Participation.....</b>	<b>13</b>

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
<b>H History</b>	
H3 The History of Michigan (Through Statehood) - Use historical thinking to understand the past.	
3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.	<p>For related content, please see:  <b>SE/TE:</b>  Reading Check, SSH16, SSH18  Quest Document-Based Writing: The Past and You!, 86-87</p> <p><b>Digital Resources:</b>  <i>Chapter 3: Communities Build a Nation</i>&gt;Content Reader: Reflections: Words from the Past</p>
3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.	<p><b>SE/TE:</b>  Using Primary and Secondary Sources, SSH15-SSH19; Primary Source: From an Essay by Rachel Carson, 36-37; Primary Source: Advertisement from Early America, 54-55; Primary Source: The Declaration of Independence, 130-131; Primary Source: The Preamble to the United States Constitution, 156-157; Critical Thinking Skills: Compare Primary and Secondary Sources, 236-237</p> <p><b>Digital Resources:</b>  <i>Chapter 3: Communities Build a Nation</i>&gt;Content Reader: Reflections: Words from the Past</p>

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.	<p>For related content, please see: <b>SE/TE:</b> Spanish Exploration in Florida, 105</p> <p><b>Digital Resources:</b> <i>Chapter 3: Communities Build a Nation&gt;Lesson 1: America's First Peoples&gt;Lesson Review: America's First Peoples</i></p>
3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.	<p>For related content, please see: <b>SE/TE:</b> Cherokee on the Southeast, 89; Iroquois of the Northeast, 90; Group Cooperation, 91; Spanish Settlements in the Southwest, 109; Champlain Builds Quebec City, 114; Exploring Waterways, 115</p> <p><b>Digital Resources:</b> <i>Chapter 3: Communities Build a Nation&gt;Chapter Opener: Communities Build a Nation&gt;Video: Jamestown</i></p>
3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.	<p>For related content, please see: <b>SE/TE:</b> Group Cooperation, 91; Lesson 1 Check, 93; Spanish Explorers, 98; Spanish Settlements in California, 110; Spain Loses Power, 110;</p>

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	<p>For related content, please see:</p> <p><b>SE/TE:</b> Quest Document-Based Writing: The Past and You!, 86-87; Jumpstart Activity, 118; England's Colonies, 120; Settling the Middle Colonies, 121; New England Colonies, 122; Trouble in the Colonies, 125; American Patriots, 126; Lesson 6 Check, 129; Quest Findings: Write Your Persuasive Text, 137</p> <p><b>Digital Resources:</b> <i>Chapter 3: Communities Build a Nation&gt;Chapter Opener: Communities Build a Nation&gt;Video: Jamestown</i></p>
3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.	<p>For related content, please see:</p> <p><b>SE/TE:</b> American Patriots, 126; Freedom and Government, 127; Travel by Trails and Rivers, 230-231</p> <p><b>TE Only:</b> Differentiated Instruction, 134</p> <p><b>Digital Resources:</b> <i>Chapter 6: A Growing Nation&gt;Chapter Opener: A Growing Nation&gt;Video: National Inventors Hall</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

<b>Michigan Social Studies Content Expectations 2019 Grade 3</b>	<b>myWorld Interactive Social Studies Grade 3</b>
3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.	For related content, please see: <b>SE/TE:</b> Map and Graph Skills: Timelines, 102-103  <b>TE Only:</b> Active Classroom, 116  <b>Digital Resources:</b> <i>Chapter 6: A Growing Nation&gt;Lesson 1: New Ways to Travel&gt;Lesson Review: New Ways to Travel</i>
<b>G Geography</b>	
G1 The World in Spatial Terms - Use geographic representations to acquire, process, and report information from a spatial perspective.	
3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.	<b>SE/TE:</b> Using Maps, SSH0; Relative Location, SSH5
3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.	For related content, please see: <b>SE/TE:</b> Physical Geography, SSH6-SSH7; Human Geography, SSH8-SSH9
3 – G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.	<b>SE/TE:</b> Using Globes, SSH2-SSH3; Relative Location, SSH5; The World, Political, R34-R35

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

<b>Michigan Social Studies Content Expectations 2019 Grade 3</b>	<b>myWorld Interactive Social Studies Grade 3</b>
G4 Human Systems - Understand how human activities help shape the Earth's surface.	
3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.	<p>For related content, please see:  <b>SE/TE:</b>  Agriculture and Products, 22; Industry and Products, 23</p> <p><b>Digital Resources:</b>  <i>Chapter 2: Economics&gt;Lesson 1: Goods and Services&gt;</i>  Introduction: Goods and Services</p>
3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).	<p>For related content, please see:  <b>SE/TE:</b>  Quest Project-Based Learning: Our Nation's Immigrants, 228-229; The Promise of America, 238-239; Quest Findings: Share a 3-D Model, 265</p>
3 – G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.	<p>For related content, please see:  <b>SE/TE:</b>  Quest Project-Based Learning: Our Nation's Immigrants, 228-229; The Promise of America, 238-239; Quest Findings: Share a 3-D Model, 265</p>
3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous	<p>For related content, please see:  <b>SE/TE:</b></p>

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

<b>Michigan Social Studies Content Expectations 2019 Grade 3</b>	<b>myWorld Interactive Social Studies Grade 3</b>
G5 Environment and Society - Understand the effects of human-environment interactions.	
3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.	For related content, please see: <b>SE/TE:</b> United States Resources, 21; Natural Resources, 21; Protecting Resources, 24-25
3 – G5.0.2 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.	For related content, please see: <b>SE/TE:</b> The Environment Affects People, 28-29; Climate Affects People, 30-31; People Modify Environments, 32; Effects of Population, 33; People and the Land, 34-35; Lesson 4 Check, 35
<b>C Civics and Government</b>	
C1 Purposes of Government - Explain why people create governments.	
3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.	<b>SE/TE:</b> State Government, 162; Governments Work Together, 164; Lesson 3 Check, 165; Literacy Skills: Compare and Contrast, 166; Your Turn!, 167; Chapter 4: Visual Review, 177
C2 Democratic Values and Constitutional Principles of American Government	
3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government.	For related content, please see: <b>SE/TE:</b> State Government, 162; Quest Connection, 189
C3 Structure and Functions of Government - Describe the structure of government in the United	

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

<b>Michigan Social Studies Content Expectations 2019 Grade 3</b>	<b>myWorld Interactive Social Studies Grade 3</b>
3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded.	<b>SE/TE:</b> State Government, 162; Governments Work Together, 164  <b>TE Only:</b> Background Information, 75
3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.	<b>SE/TE:</b> State Government, 162  <b>TE Only:</b> Common Misconceptions, 162
3 – C3.0.4 Explain how state courts function to resolve conflict.	<b>SE/TE:</b> State Government, 162
3 – C3.0.5 Describe the purpose of the Michigan Constitution.	<b>SE/TE:</b> Federal and State Constitutions, 159
<b>C5 Civic Participation - Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</b>	
3 – C5.0.1 Identify and explain rights and responsibilities of citizenship.	<b>SE/TE:</b> Jumpstart Activity, 182; Quest Collaborative Discussion: Vote or Volunteer?, 184-185; Citizenship, 187; Rights and Laws, 188-189; Consequences of Breaking Rules and Laws, 190; Lesson 1 Check, 191; In Your Community, 196;



**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
<b>E Economics</b>	
E1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.	
3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.	<p><b>SE/TE:</b> Jumpstart Activity, 64; Why We Have to Choose, 65; Possible Costs, 66</p> <p><b>Digital Resources:</b> <i>Chapter 2: Economics&gt;Lesson 3: Economic Choices&gt;Introduction: Economic Choices; Lesson Review: Economic Choices</i></p>
3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan.	<p>For related content, please see: <b>SE/TE:</b> Making Choices, 69-70; Analyze Cost and Benefits, 70-71</p>
3 – E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development.	<p>For related content, please see: <b>SE/TE:</b> United States Resources, 21; Natural Resources, 21; Industry and Products, 23;</p> <p><b>Digital Resources:</b> <i>Chapter 2: Economics&gt;Lesson 2: Types of Resources&gt;Introduction: Types of Resources; Lesson Review: Types of Resources</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
3 – E1.0.5 Explain the role of entrepreneurship and business development in Michigan's economic future.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Citizenship: Jerry Yang, 78</p> <p><b>TE Only:</b> Active Classroom, 78; Background Information, 78</p> <p><b>Digital Resources:</b> <i>Chapter 2: Economics&gt;Leveled Readers&gt;How Do Industries Grow?</i></p>
E2 National Economy - Use fundamental principles and concepts of economics to understand economic activity in the United States.	
3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Early Economies, 48-49; Goods from Far Away, 52-53</p> <p><b>TE Only:</b> Differentiated Instruction, 50; Background Information, 52</p> <p><b>Digital Resources:</b> <i>Chapter 2: Economics&gt;Chapter Opener: Economics&gt;Big Question Activity: Goods and Services</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

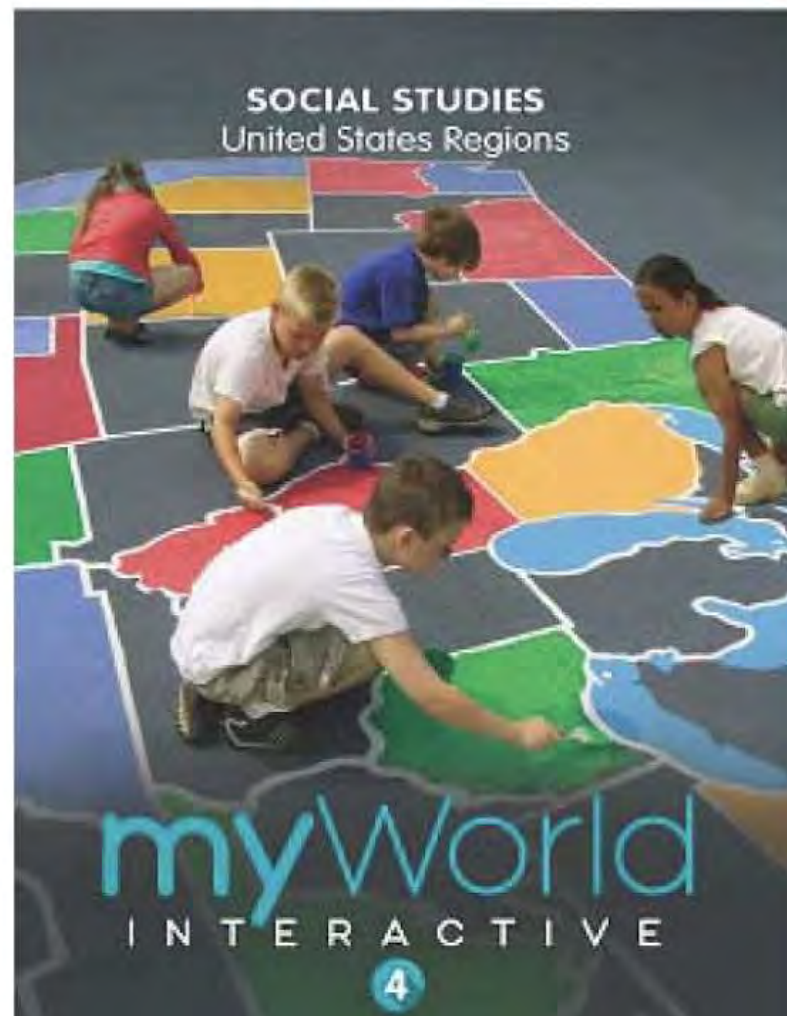
Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
<b>P Public Discourse, Decision Making, And Civic Participation</b>	
P3.1 Identifying and Analyzing Public Issues - Clearly state a problem as a public-policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	
3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.	<b>SE/TE:</b> Critical Thinking Skills: Take Informed Action, 310  <b>TE Only:</b> Active Classroom, 311  <b>Digital Resources:</b> <i>Chapter 6: A Growing Nation</i> >Content Reader: Viewpoints: Technology
3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	For related content, please see: <b>SE/TE:</b> Critical Thinking Skills: Take Informed Action, 310  <b>TE Only:</b> Active Classroom, 311  <b>Digital Resources:</b> <i>Chapter 6: A Growing Nation</i> >Content Reader: Viewpoints: Technology
3 – P3.1.3 Give examples of how conflicts over	For related content, please see:

**A Correlation of myWorld Interactive Social Studies Grade 3 ©2019 to the  
Michigan Standards Social Studies Content Expectations 2019  
Grade 3**

Michigan Social Studies Content Expectations 2019 Grade 3	myWorld Interactive Social Studies Grade 3
P3.3 Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.	
3 – P3.3.1 Compose a paragraph expressing a position on a public-policy issue in Michigan and justify the position with a reasoned argument.	For supporting content, please see: <b>SE/TE:</b> Critical Thinking Skills: Take Informed Action, 310; Your Turn!, 311; Take Informed Action, 316
P4.2 Civic Participation - Act constructively to further the public good.	
3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	<b>SE/TE:</b> Critical Thinking Skills: Take Informed Action, 310; Your Turn!, 311; Take Informed Action, 316  <b>TE Only:</b> Active Classroom, 311
3 – P4.2.2 Participate in projects to help or inform others.	<b>SE/TE:</b> Quest Project-Based Learning: Government at Work, 140-141; The Big Question - How can I participate?, 182; Interactivity, 196; Quest Connection, 196; Quest Project-Based Learning: Our Nation's Immigrants, 228-229  <b>Digital Resources:</b> <i>Chapter 5: Citizenship and Civic Engagement&gt;Chapter Opener: Citizenship and Civic Engagement&gt;Video: Volunteering: Mentor, Tutor, Friend</i>



## A Correlation of



**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies*, ©2019 meets the Michigan Social Studies Content Expectations 2019 for Grade 4. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect,

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

**Table of Contents**

<b>H History .....</b>	<b>4</b>
<b>G Geography .....</b>	<b>7</b>
<b>C Civics and Government.....</b>	<b>11</b>
<b>E Economics .....</b>	<b>15</b>
<b>P Public Discourse, Decision Making, And Civic Participation.....</b>	<b>17</b>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
<b>H History</b>	
H3 The History of Michigan (Beyond Statehood) - Use historical thinking to understand the past.	
4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present.	<p><b>SE/TE:</b> Parts of the Economy, 135; Primary Source: Henry Ford, Entrepreneur, 152-153; Reading Check, 156; Midwestern Cities, 288; From Trade to Factories, 289</p> <p><b>TE Only:</b> Differentiated Instruction, SSH16</p> <p><b>Digital Resources:</b> <i>Chapter 7: Regions: The Midwest&gt;Leveled Readers&gt;What’s It Like in the Midwest?</i></p>
4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.	<p>For related content, please see:</p> <p><b>SE/TE:</b> Primary Source: Willa Cather, Roll Call on the Prairies, 290-291</p> <p><b>Digital Resources:</b> <i>Chapter 7: Regions: The Midwest&gt;Lesson 3: Settling in the Midwest&gt;Quest Connection: Music and Culture; Lesson Review: Settling in the Midwest</i></p>
4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals	<p>For related content, please see:</p> <p><b>SE/TE:</b></p>



**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.	<b>SE/TE:</b> Midwestern Cities, 288; From Trade to Factories, 289; Lesson 3 Check, 289; Changes in Transportation, 293; Railroads and Shipping, 294; Chapter 7 Assessment, 302-304
4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.	For related content, please see: <b>SE/TE:</b> On Ford automobiles: Inventions Bring Change, 71; Henry Ford, Entrepreneur, 152; From Trade to Factories, 289
4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.	For related content, please see: <b>SE/TE:</b> Parts of the Economy, 135; Primary Source: Henry Ford, Entrepreneur, 152-153; Reading Check, 156; Movements for Reform, 198-199; From Trade to Factories, 289; Chapter 7 Assessment, 302-304  <b>Digital Resources:</b> <i>Chapter 7: Regions: The Midwest&gt;Lesson 4: The Midwest on the Move&gt;Lesson Review: The Midwest on the Move; Leveled Readers&gt;What's It Like in the Midwest?</i>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

<p style="text-align: center;"><b>Michigan Social Studies Content Expectations 2019 Grade 4</b></p>	<p style="text-align: center;"><b>myWorld Interactive Social Studies ©2019 Grade 4</b></p>
<p>4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.</p>	<p>For related content, please see:</p> <p><b>SE/TE:</b> Protecting Resources, 26-27; Lesson 3 Check, 27; Saving Resources with Technology, 32-33; Resources from Lakes and Rivers, 283</p> <p><b>TE Only:</b> Differentiated Instruction, 26</p> <p><b>Digital Resources:</b> <i>Chapter 1: Geography and the United States&gt;Lesson 3: Regions and Resources&gt;Lesson Review: Regions and Resources; Lesson 4: People and the Land&gt;Online Lesson Quiz: People and the Land</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
<b>G Geography</b>	
G1 The World in Spatial Terms - Use geographic representations to acquire, process, and report information from a spatial perspective.	
4 – G1.0.1 Identify questions geographers ask in examining the United States.	<b>SE/TE:</b> Five Themes of Geography, SSH0-SSH1
4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of geographic tools and technologies.	<b>SE/TE:</b> Maps Show Direction, SSH4; Maps Show Distance, SSH5; Political Maps, SSH 6, Physical Maps, SSH7; Elevation Maps, SSH8; Use a Grid, SSH9; Use Latitude and Longitude for Exact Location, SSH10; Maps Show Events, SSH11; Map and Graph Skills: Read Inset Maps, 20; Map and Graph Skills: Use a Road Map and Scale, 228; Map and Graph Skills: Latitude and Longitude, 318  <b>Digital Resources:</b> <i>Chapter 1: Geography and the United States&gt;Map and Graph Skills: Read Inset Maps&gt;Video: Read Inset Maps</i> <i>Reference Center&gt; 21st Century Skills Videos&gt; Video: Interpret Cultural Data on Maps; Video: Interpret Economic Data on Maps; Video: Interpret Physical Maps; Video: Use Latitude and Longitude</i>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.	<b>SE/TE:</b> Elevation Maps, SSH8; Quest Connection, 18; United States, Climate Regions, 18; The Northeast, Population Density, 204; Centers of Population and Commerce, 204-205
4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.	For related content, please see: <b>SE/TE:</b> Earth's Hemispheres, SSH3; Use Latitude and Longitude for Exact Location, SSH10; The World, Political, R34-R35 <b>TE Only:</b> Active Classroom, SSH10 <b>Digital Resources:</b> <i>Skills Handbooks&gt;Geography Skills Handbook&gt;Student Activity Mat 5A; Reference Center&gt;Maps&gt;The World: Political; The World: Physical</i>
G2 Places and Regions - Understand how regions are created from common physical and human characteristics.	
4 – G2.0.1 Describe ways in which the United States can be divided into different regions.	<b>SE/TE:</b> Rap About It!, 1; Chapter 1 Geography of the United States, 2-3; Interactivity, 6; Unlock the Big Question, 6; Regions in the United States, 8-9; Chapter 1 Visual Review, 37; Chapter 1 Assessment, 38-40



**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.	<p><b>SE/TE:</b> Regions in the United States, 8-9; The Great Lakes Region map, 10; Chapter 1 Assessment, 38-40; Welcome to the Northeast, 174; The Atlantic Coast, 176; The Appalachian Range, 177;-178 Lakes and Rivers, 178-179; Centers of Population and Commerce, 204-205; Rap About It!, 217; Two Coasts, 223; From the Coast to the Mountains, 223; The Appalachians, 224; Rivers of the Southeast, 225; Midwestern Land, 271; Great Rivers, 271; The Great Lakes, 272; The Land, 313; Rivers and the Gulf, 313; The Remarkable Grand Canyon, 314; Mountains of the West, 361; The Long Coast, 361; Volcanoes, 362; Geysers and Hot Springs, 363; Rivers and Lakes of the West, 364-365</p> <p><b>Digital Resources:</b> <i>Skills Handbooks&gt;Geography Skills Handbook&gt;Student Activity Mat 1A; Chapter 1: Geography and the United States&gt;Lesson 1: Land and Regions in the United States&gt;Introduction: Land and Regions in the United States; Lesson Review: Land and Regions in the United States</i></p>
G4 Human Systems - Understand how human activities help shape the Earth's surface.	
4 – G4.0.1 Use a case study or story about	<b>SE/TE:</b>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.	<b>SE/TE:</b> The Contributions of Immigrants, 196; The Culture of the Southeast, 252-253
4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.	<b>SE/TE:</b> Pioneers Head West, 247; The Fur Trade, 285; Immigrants Come to the Midwest, 287; Railroads and Shipping, 294; Highways, 295; Visiting the Southwest, 331; The Pacific Rim and International Trade, 390; Imports and Exports, 391  <b>Digital Resources:</b> 360 Exploration: The Transcontinental Railroad; Chapter 9: Regions: The West> Lesson 4: Growth of the West>Quest Connection: Pioneers Move West
G5 Environment and Society - Understand the effects of human-environment interactions.	
4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.	<b>SE/TE:</b> Using Resources, 24; People Change the Environment, 30-31; Changing Times, Changing Cities, 206; Forest Resources, 237; A Great Region for Farming, 238-239; A Region for Farming, 279; California Agriculture, 375; Where Are the Salmon?, 377

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

<b>Michigan Social Studies Content Expectations 2019 Grade 4</b>	<b>myWorld Interactive Social Studies ©2019 Grade 4</b>
<b>C Civics and Government</b>	
C1 Purposes of Government - Explain why people create governments.	
4 – C1.0.1 Identify questions political scientists ask in examining the United States.	<b>TE Only:</b> Active Classroom, 98
4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.	<b>SE/TE:</b> The Constitution of the United States, 100
C2 Democratic Values and Constitutional Principles of American Government	
4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	<b>SE/TE:</b> What Is Government?, 97; Our Founding Principles, 99; The Constitution of the United States, 100; The Bill of Rights, 101; The Three Branches and Their Responsibilities, 104-105; Checks and Balances, 106-107  <b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Lesson 2: How Our Government Works&gt;Lesson Review: How Our Government Works; Online Lesson Quiz: How Our Government Works</i>
4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and democratic values are involved in everyday	<b>SE/TE:</b> Citizens and Their Rights, 112-113; Amendments Expand Citizens' Rights. 113;

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
C3 Structure and Functions of Government - Describe the structure of government in the United States and how it functions to serve citizens.	
4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.	<p><b>SE/TE:</b> The Constitution of the United States, 100; Checks and Balances, 106-107; Reading Check, 107</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Leveled Readers&gt;Our America; Chapter Opener: Government in the United States&gt;Video: New Jersey Today</i></p>
4 – C3.0.2 Give examples of powers granted to the federal government, powers granted to tribal governments, and those reserved for the states.	<p><b>SE/TE:</b> The Three Branches and Their Responsibilities, 104-105; Checks and Balances, 106-107; State and Local Government, 108-109; Literacy Skills: Categorize, 110; Chapter 3 Visual Review, 121</p> <p><b>TE Only:</b></p>
4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	<p><b>SE/TE:</b> The Three Branches and Their Responsibilities, 104-105; Checks and Balances, 106-107; Your Turn!, 111; Chapter 3: Visual Review, 121</p> <p><b>Digital Resources:</b></p>



**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.	<p><b>SE/TE:</b> Rap About It!, 91; The Three Branches and Their Responsibilities, 104-105; Checks and Balances, 106-107; Your Turn!, 111; Chapter 3: Visual Review, 121</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Chapter Opener: Government in the United States&gt;Chapter Overview: Government in the United States; Literacy Skill Worksheet; Lesson 2: How Our Government Works&gt;Lesson Review: How Our Government Works; Leveled Readers&gt;Being American</i></p>
4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.	<p><b>SE/TE:</b> Checks and Balances, 106-107; Reading Check, 107</p>
4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power.	<p><b>SE/TE:</b> The Three Branches and Their Responsibilities, 104-105</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Leveled Readers&gt;Our America</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
C5 Civic Participation - Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life	
4 – C5.0.1 Explain the responsibilities of members of American society	<p><b>SE/TE:</b> Unlock the Big Question, 112; Our Responsibilities, 114-115; Chapter 3 Visual Review, 121</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Lesson 3: Our Rights and Responsibilities&gt;</i> Online Lesson Quiz: Our Rights and Responsibilities</p>
4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities	<p><b>SE/TE:</b> Unlock the Big Question, 112; Citizens and Their Rights, 112-113; Amendments Expand Citizens' Rights, 113; Our Responsibilities, 114-115; Chapter 3 Visual Review, 121</p> <p><b>TE Only:</b> Active Classroom, 113</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Content Reader: Viewpoints: Citizenship</i></p>
4 – C5.0.3 Describe ways in which people can work together to promote the values and	<p><b>SE/TE:</b> Our Responsibilities, 114-115; Quest</p>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
<b>E Economics</b>	
E1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.	
4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.	For related content, please see: <b>SE/TE:</b> Car Manufacturing chart, 156
4 – E1.0.2 Describe characteristics of a market economy.	<b>SE/TE:</b> Types of Economies, 134; Reading Check, 134  <b>Digital Resources:</b> <i>Chapter 4: The Nation's Economy&gt;Chapter Opener: The Nation's Economy&gt; Video: Our Economy, Our Money; Leveled Readers&gt;Our Economy</i>
4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.	<b>SE/TE:</b> Incentives, 149; Making a Living, 150; Banking and Saving, 150-151; Lesson 3 Check, 151  <b>Digital Resources:</b> <i>Chapter 4: The Nation's Economy&gt;Leveled Readers&gt;Our Economy</i>
4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.	<b>SE/TE:</b> Prices and Inflation. 141; Supply and Demand.

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – E1.0.5 Explain how specialization and division of labor increase productivity.	<p><b>SE/TE:</b> Jumpstart Activity, 154; Specialization and Productivity, 157; Lesson 4 Check, 159</p> <p><b>TE Only:</b> Active Classroom, 157</p> <p><b>Digital Resources:</b> <i>Chapter 4: The Nation's Economy&gt;Lesson 4: A Global Economy&gt;Online Lesson Quiz: A Global Economy</i></p>
4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.	<p><b>SE/TE:</b> Supply and Demand, 144-145; Reading Check, 144</p> <p><b>Digital Resources:</b> <i>Chapter 4: The Nation's Economy&gt;Leveled Readers&gt;Our Economy</i></p>
4 – E1.0.7 Describe the role of money in the exchange of goods and services.	<p><b>SE/TE:</b> Jumpstart Activity, 140; Trade and Money, 141</p> <p><b>Digital Resources:</b> <i>Chapter 4: The Nation's Economy&gt;Chapter Opener: The Nation's Economy&gt;Video: Our Economy, Our Money; Leveled Readers&gt;Our</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
E2 National Economy - Use fundamental principles and concepts of economics to understand economic activity in the United States.	
4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.	<p>For related content, please see:  <b>SE/TE:</b>  The Benefits and Costs of Globalization, 158-159; Chapter 4 Visual Review, 163</p> <p><b>Digital Resources:</b>  <i>Chapter 4: The Nation's Economy</i>&gt;Lesson 4: A Global Economy&gt;Lesson Review: A Global Economy</p>
E3 International Economy - Use fundamental principles and concepts of economics to understand economic activity in the global economy.	
4 – E3.0.1 Identify advantages and disadvantages of global competition.	<p><b>SE/TE:</b>  The Benefits and Costs of Globalization, 158-159; Chapter 4 Visual Review, 163</p> <p><b>TE Only:</b>  Differentiated Instruction, 158</p> <p><b>Digital Resources:</b>  <i>Chapter 4: The Nation's Economy</i>&gt;Lesson 4: A Global Economy&gt;Lesson Review: A Global Economy; Online Lesson Quiz: A Global Economy</p>

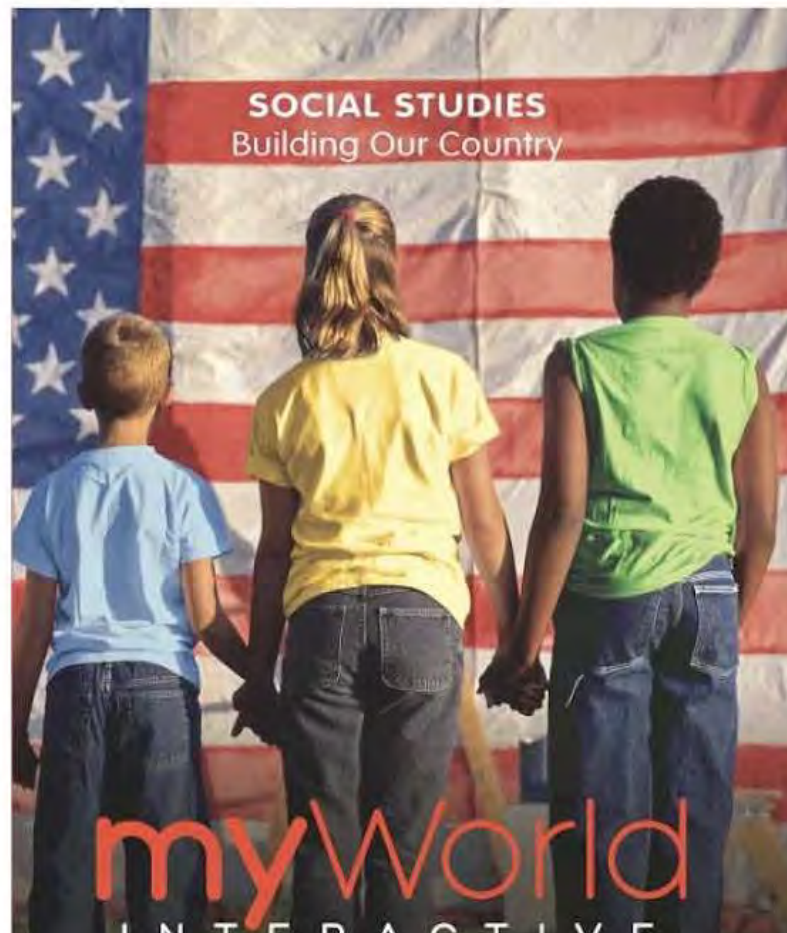
**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	<p><b>SE/TE:</b> Quest Project-Based Learning: Changing My Community: One Letter at a Time, 94-95; Chapter 9 Visual Review, 397</p> <p><b>Digital Resources:</b> <i>Chapter 8: Regions: The Southwest&gt;Leveled Readers&gt; What's It Like in the Southwest?</i></p>
4 – P3.1.3 Give examples of how conflicts over democratic values lead people to differ on resolutions to a public-policy issue in the United States.	<p>For related content, please see: <b>SE/TE:</b> Our Responsibilities, 114-115</p> <p><b>TE Only:</b> Background Information, 114</p> <p><b>Digital Resources:</b> <i>Chapter 3: Government in the United States&gt;Content Reader: Viewpoints: Citizenship</i></p>
P3.3 Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.	
4 – P3.3.1 Compose a brief essay expressing a position on a public-policy issue in the United States and justify the position with a reasoned argument.	<p><b>SE/TE:</b> Quest Project-Based Learning: Changing My Community: One Letter at a Time, 94-95; Quest Findings: Write Your Letter, 125</p>

**A Correlation of myWorld Interactive Social Studies Grade 4 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 4**

Michigan Social Studies Content Expectations 2019 Grade 4	myWorld Interactive Social Studies ©2019 Grade 4
P4.2 Civic Participation - Act constructively to further the public good.	
4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	<b>SE/TE:</b> Quest Project-Based Learning: Changing My Community: One Letter at a Time, 94-95; Quest Findings: Write Your Letter, 125
4 – P4.2.2 Participate in projects to help or inform others.	<b>SE/TE:</b> Quest Project-Based Learning: Visit the United States!, 4-5; Quest Project-Based Learning: Shaping Our Nation: Important Americans, 46-47; Quest Project-Based Learning: Changing My Community: One Letter at a Time, 94-95; Quest Document-Based Writing: Save the Southeast Coast!, 220-221  <b>Digital Resources:</b> <i>Chapter 9: Regions: The West</i> >Content Reader: Viewpoints: Natural Resources

## A Correlation of





**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies, Grade 5: Building Our Country* ©2019 meets the Michigan Social Studies Content Expectations 2019 for Grade 5. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

**Table of Contents**

**History**

<b>U1 USHG ERA 1 – Beginnings to 1620.....</b>	<b>4</b>
<b>U2 USHG ERA 2 – Colonization and Settlement (1585-1763).....</b>	<b>8</b>
<b>U3 USHG ERA 3 – Revolution and the New Nation (1754-1800) .....</b>	<b>15</b>
<b>P Public Discourse, Decision Making, And Civic Participation.....</b>	<b>21</b>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
<b>History</b>	
<b>U1 USHG ERA 1 – Beginnings to 1620</b>	
U1.1 Indigenous Peoples’ Life in the Americas - Describe the lives of the Indigenous Peoples living in North America prior to European contact	
5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.	<b>SE/TE:</b> Chapter 1: The First Americans, 2-3; Map and Graph Skills: Interpret Cultural Data on Maps, 14; Your Turn!, 15
5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.	<b>SE/TE:</b> Adapting to the Environment, 12; Lesson 1 Check, 13; Your Turn!, 15, 35; Literacy Skills: Compare and Contrast, 34  <b>TE Only:</b> Differentiated Instruction, 14
5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	<b>SE/TE:</b> What Is Culture?, 17-18; Daily Life, 19; Family Roles, 20-21; Lesson 2 Check, 23; Unlock the Big Question, 26; American Indian Government, 26-27; Governments Past and Present, 28-29; American Indian Economies, 30-31; American Indian Trade, 32; Lesson 3 Check, 33; Chapter 1: Visual Review, 37

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
U1.2 European Exploration - Identify the causes and consequences of European exploration and colonization.	
5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.	<p><b>SE/TE:</b> Rap About It!, 43; Unlock the Big Question, 48; Technology in Exploration, 54; Improved Ship Building, 54-55; Lesson 1 Check, 55; Chapter 2 Assessment, 78-80</p> <p><b>Digital Resources:</b> <i>Chapter 2: Age of Exploration&gt;Lesson 1: Early Explorers and Advances in Technology&gt;Quest Connection: Exploring Technology</i></p>
5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.	<p><b>SE/TE:</b> Unlock the Big Question, 58; Christopher Columbus, 59-60; The Spanish Conquest of the Americas, 61; More Spanish Explorers, 63; Spain's New Territory, 64-65; Lesson 2 Check, 65; Effects on American Indians, 71; Chapter 2 Assessment, 78-80</p> <p><b>TE Only:</b> Active Classroom, 60, 61</p> <p><b>Digital Resources:</b> <i>Chapter 2: Age of Exploration&gt;Chapter Opener:</i></p>



**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	<p>For related content, please see:</p> <p><b>SE/TE:</b> The Slave Trade, 159</p> <p><b>Digital Resources:</b> <i>Chapter 4: Life in the Colonies&gt;Lesson 3: Slavery in the Colonies&gt;Key Ideas: From Africa to the Americas</i></p>
U1.4 Three World Interactions - Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.	
5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.	<p><b>SE/TE:</b> Unlock the Big Question, 68; A Powerful Exchange, 70; Effects on American Indians, 71; Cultures Collide, 72-73; Lesson 3 Check, 73; The Spanish Missions, 93; Cooperation and Conflict, 95-96; The Pilgrims and the Wampanoag People, 111; Slavery in the Southern Colonies, 161-163</p> <p><b>Digital Resources:</b> <i>Chapter 3: Settling the Colonies in North America&gt;Chapter Opener: Settling the Colonies in North America&gt;Video: Jamestown Settlement: Three Cultures Meet</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	<p><b>SE/TE:</b> Spain's New Territory, 64-65; Lesson 2 Check, 65; A Powerful Exchange, 70; Effects on American Indians, 71; Cultures Collide, 72-73; Lesson 3 Check, 73; Changes in New Spain, 90-91; The Spanish Missions, 93; Cooperation and Conflict, 95-96; The Pilgrims and the Wampanoag People, 111; The Puritans, 112-113; Wars and Settlement in New France, 119; The Growth of New Netherlands, 121; Citizenship Tisquantum: A Bridge Between Peoples, 126; Colonists and American Indians, 169-170</p> <p><b>Digital Resources:</b> <i>Chapter 3: Settling the Colonies in North America&gt;Lesson 3: Pilgrims and Puritans in New England&gt;Key Ideas: The Pilgrims and American Indians Work Together</i></p>
5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	<p><b>SE/TE:</b> Interactivity, 68; Unlock the Big Question, 68; A Powerful Exchange, 70; Effects on American Indians, 71; Cultures Collide, 72-73; Lesson 3 Check, 73; Chapter 2 Assessment, 78-80</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
<b>U2 USHG ERA 2 – Colonization and Settlement (1585-1763)</b>	
U2.1 European Struggle for Control of North America - Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.	
5 – U2.1.1 Describe significant developments in the Southern colonies, including:	
5 – U2.1.1.a patterns of settlement and control, including the impact of geography (landforms and climate) on settlement	<p><b>SE/TE:</b> Geographic Regions of the Colonies, 139-140; The Southern Colonies, 144; Lesson 1 Check, 145</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 1: <i>New England, Middle, and Southern Colonies</i>&gt;Introduction: New England, Middle, and Southern Colonies</p>
5 – U2.1.1.b the establishment of Jamestown	<p><b>SE/TE:</b> Timeline, 84-85; A New Beginning: Jamestown, 102; The Starving Time, 103; Lesson 2 Check, 105</p> <p><b>Digital Resources:</b> Chapter 3: <i>Settling the Colonies in North America</i>&gt;Leveled Readers&gt;The Colonies of North America; Lesson 2: <i>The English Colonies in Virginia</i>&gt;Key Ideas: Success at Jamestown; Key Ideas: From Difficulties to Progress</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U2.1.1.e development of colonial representative assemblies (House of Burgesses)	<p><b>SE/TE:</b> More Changes in Jamestown, 104-105; Chapter 3 Assessment, 128-130</p> <p><b>Digital Resources:</b> Chapter 3: <i>Settling the Colonies in North America</i>&gt;Lesson 2: <i>The English Colonies in Virginia</i>&gt;Key Ideas: From Difficulties to Progress</p>
5 – U2.1.1.f development of slavery	<p><b>SE/TE:</b> Unlock the Big Question, 158; The Slave Trade, 159; Slavery in the Southern Colonies, 161-163; Lesson 3 Check, 165; Chapter 4 Assessment, 182-183</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 3: <i>Slavery in the Colonies</i>&gt;Key Ideas: From Africa to the Americas</p>
5 – U2.1.2 Describe significant developments in the New England colonies, including:	
5 – U2.1.2.a patterns of settlement and control including the impact of geography (landforms and climate) on settlement	<p><b>SE/TE:</b> Geographic Regions of the Colonies, 139-140; Lesson 1 Check, 145</p> <p><b>Digital Resources:</b></p>



**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U2.1.2.c the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government	<p><b>SE/TE:</b> The Mayflower Compact, 110; Quest Connection, 141; The New England Colonies, 141-142</p> <p><b>Digital Resources:</b> Chapter 3: <i>Settling the Colonies in North America</i>&gt;Lesson 3: <i>Pilgrims and Puritans in New England</i>&gt;Lesson Review: Pilgrims and Puritans in New England</p>
5 – U2.1.2.d religious tensions in Massachusetts that led to the establishment of other colonies in New England	<p><b>SE/TE:</b> The Puritans, 112-113; The New England Colonies, 141-142</p> <p><b>Digital Resources:</b> Chapter 3: <i>Settling the Colonies in North America</i>&gt;Lesson 3: <i>Pilgrims and Puritans in New England</i>&gt;Introduction: Pilgrims and Puritans in New England</p>
5 – U2.1.3 Describe significant developments in the Middle colonies, including:	
5 – U2.1.3.a patterns of settlement and control, including the impact of geography (landforms and climate) on settlement	<p><b>SE/TE:</b> The Dutch Arrive in North America, 120; The Growth of New Netherlands, 121; Lesson 4 Check, 123; Geographic Regions of the</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U2.1.3.c the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies	<p><b>SE/TE:</b> The Dutch Arrive in North America, 120; The Growth of New Netherlands, 121; Changes Ahead, 123; The Middle Colonies, 143</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 1: <i>New England, Middle, and Southern Colonies</i>&gt;Key Ideas: The Middle and Southern Colonies</p>
5 – U2.1.3.d immigration patterns leading to ethnic diversity in the Middle colonies	<p><b>SE/TE:</b> The Growth of New Netherlands, 121; New Sweden, 122; The Middle Colonies, 143; Map and Graph Skills: Read Circle Graphs, 156; Your Turn!, 157</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 1: <i>New England, Middle, and Southern Colonies</i>&gt;Key Ideas: The Middle and Southern Colonies</p>
5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.	<p><b>SE/TE:</b> Unlock the Big Question, 138; Geographic Regions of the Colonies, 139-140; Reading Check, 140; Lesson 1 Check, 145; Chapter 4 Visual Review, 181</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
<b>U2.2 European Slave Trade and Slavery in Colonial America - Analyze the development of the slave system in the Americas and its impact.</b>	
5 – U2.2.1 Describe Triangular Trade, including:	
5 – U2.2.1.a the trade routes	<p><b>SE/TE:</b> Trade Routes and the Location of the Colonies, 150-151; Reading Check, 151; Chapter 4 Assessment, 182-183</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 2: <i>Daily Life in the Colonies</i>&gt; Key Ideas: Resources of the Early Colonies</p>
5 – U2.2.1.b the people and goods that were traded	<p><b>SE/TE:</b> Trade Routes and the Location of the Colonies, 150-151; The Slave Trade, 159</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt; Lesson 2: <i>Daily Life in the Colonies</i>&gt; Key Ideas: Resources of the Early Colonies; Lesson 3: <i>Slavery in the Colonies</i>&gt;Key Ideas: From Africa to the Americas</p>
5 – U2.2.1.c the Middle Passage	<p><b>SE/TE:</b> The Slave Trade, 159; Lesson 3 Check, 165</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.	<p><b>SE/TE:</b> The Slave Trade, 159; Slavery in the Northern Colonies, 160-161; Slavery in the Southern Colonies, 161-163; Fighting Back Against Slavery, 164-165</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 3: <i>Slavery in the Colonies</i>&gt;Key Ideas: From Africa to the Americas</p>
5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.	<p><b>SE/TE:</b> Slavery in the Southern Colonies, 161-163</p>
U2.3 Life in Colonial America - Distinguish among and explain the reasons for regional differences in colonial America.	
5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.	<p><b>SE/TE:</b> Chapter 4: Life in the Colonies, 134-135; The English Colonies, 139</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 1: <i>New England, Middle, and Southern Colonies</i>&gt;Key Ideas: Geographic Regions of the Colonies</p>



**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.	<p><b>SE/TE:</b> Resources of the Early Colonies, 148-150; Classes of Society, 152; Daily Life, 153; Artisans and Craftspeople, 153-154</p> <p><b>TE Only:</b> Active Classroom, 153</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 2: <i>Daily Life in the Colonies</i>&gt;Key Ideas: Societal Life in the Colonies</p>
5 – U2.3.4 Describe the development of the emerging labor force in the colonies.	<p><b>SE/TE:</b> A New Beginning: Jamestown, 102; Artisans and Craftspeople, 153-154; The Slave Trade, 159; Slavery in the Northern Colonies, 160-161; Slavery in the Southern Colonies, 161-163</p> <p><b>Digital Resources:</b> Chapter 4: <i>Life in the Colonies</i>&gt;Lesson 3: <i>Slavery in the Colonies</i>&gt;Key Ideas: From Africa to the Americas</p>
5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial	<p><b>SE/TE:</b> Geographic Regions of the Colonies, 139-140;</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
<b>U3 USHG ERA 3 – Revolution and the New Nation (1754-1800)</b>	
U3.1 Causes of the American Revolution - Identify the major political, economic, and ideological reasons for the American Revolution.	
5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy.	<b>SE/TE:</b> Unlock the Big Question, 192; Taxes Cause Trouble, 193-194; Lesson 1 Check, 199
5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	<b>SE/TE:</b> Taxes Cause Trouble, 193-194; The Colonists Take Action, 195-196; The Townshend Acts, 197-198; Lesson 1 Check, 199; Unlock the Big Question, 200; Tensions Boil Over, 201; The Boston Tea Party, 203; The Coercive Acts, 204-205; Lesson 2 Check, 209; Chapter 5 Assessment, 240-241  <b>Digital Resources:</b> <i>Chapter 5: The American Revolution</i> >Content Reader: The 10 Most Decisive Moments of the American Revolution
5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	<b>SE/TE:</b> The Boston Tea Party, 203; Reading Check, 204; The Coercive Acts, 204-205; The Second Continental Congress, 213; Enlightenment and Independence, 214; Chapter 5 Assessment,

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.	<p><b>SE/TE:</b> The First Continental Congress, 206-207; The Second Continental Congress, 213; Drafting the Declaration of Independence, 215</p> <p><b>TE Only:</b> Active Classroom, 213</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 3: Declaring Independence&gt;Key Ideas: The Second Continental Congress</i></p>
5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.	<p><b>SE/TE:</b> The Declaration of Independence, 216-217; Lesson 3 Check, 219</p> <p><b>TE Only:</b> Differentiated Instruction, 215; Background Information, 218</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 3: Declaring Independence&gt;Key Ideas: The Declaration of Independence</i></p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	<p><b>SE/TE:</b> Find Out More, 180; Enlightenment and Independence, 214; Drafting the Declaration of Independence, 215; Primary Source: Thomas Paine’s Common Sense, 220-221; Citizenship George Washington: Leader of a New Nation, 238</p> <p><b>TE Only:</b> Background Information, 205, 216; Curriculum Connections: Reading, 217</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 3: Declaring Independence&gt;Key Ideas: Common Sense/A Government of Our Own</i></p>
5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.	<p><b>SE/TE:</b> More Changes in Jamestown, 104-105; The Mayflower Compact, 110; Primary Source: The Mayflower Compact, 114-115; Chapter 3 Assessment, 128-129; The First Continental Congress, 206-207; The Second Continental Congress, 213; Enlightenment and Independence, 214; Drafting the Declaration of Independence, 215</p>



**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U3.1.8 Identify problem issues that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	<p><b>SE/TE:</b> Tensions Boil Over, 201; The Boston Tea Party, 203; The Coercive Acts, 204-205; The First Continental Congress, 206-207; The Shot Heard Round the World, 207-208; Lesson 2 Check, 209; Literacy Skills: Cause and Effect, 230; Your Turn!, 231</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 2: The Road to War&gt;Key Ideas: The Boston Massacre</i></p>
U3.2 The American Revolution and its Consequences - Explain the multi-faceted nature of the American Revolution and its consequences.	
5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.	<p><b>SE/TE:</b> American and British Military, 223</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 4: On the Battlefield and at Home&gt;Introduction: On the Battlefield and at Home</i></p>
5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.	<p><b>SE/TE:</b> A Turning Point, 225; Help from Other Countries, 226; A Turning Point in the War, 232-233; The Final Battles, 234-235; Lesson 5 Check,</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U3.2.3 Compare the role of women, African-Americans, Indigenous Peoples, and France in helping shape the outcome of the war.	<p><b>SE/TE:</b> American and British Military, 223; Help from Other Countries, 226; Women During the Revolution, 227; African Americans During the War, 228</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 4: On the Battlefield and at Home&gt;Key Ideas: The Roles of Women and American Indians in the Revolution</i></p>
5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).	<p><b>SE/TE:</b> Quest Connections, 236; The War Comes to an End, 236; Primary Source, 236; Chapter 5 Visual Review, 239</p> <p><b>TE Only:</b> Differentiated Instruction, 236</p> <p><b>Digital Resources:</b> <i>Chapter 5: The American Revolution&gt;Lesson 5: Winning Independence&gt;Key Ideas: Ending the War</i></p>
U3.3 Creating New Government(s) and a New Constitution - Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the	

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.	<p><b>SE/TE:</b> A Weak Government, 252-253; Shay's Rebellion, 254-255; New Land Policies, 255-257</p> <p><b>Digital Resources:</b> <i>Chapter 6: A New Nation&gt;Leveled Readers&gt;Writing the U.S. Constitution</i></p>
5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.	<p><b>SE/TE:</b> Unlock the Big Question, 260; The Constitutional Convention, 261-262; Ideas for Debate, 263; Lesson 2 Check, 269</p> <p><b>Digital Resources:</b> <i>Chapter 6: A New Nation&gt;Lesson 2: Creating the Constitution&gt;Key Ideas: The Constitutional Convention</i></p>
5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.	<p><b>SE/TE:</b> Ideas for Debate, 263; The Great Compromise, 264</p> <p><b>TE Only:</b> Differentiated Instruction, 263</p> <p><b>Digital Resources:</b></p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.	<b>SE/TE:</b> Powers of Government, 267-269  <b>Digital Resources:</b> <i>Chapter 6: A New Nation&gt;Lesson 2: Creating the Constitution&gt;Key Ideas: Powers of Government</i>
5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	<b>SE/TE:</b> Debate Over the Constitution, 272-273; Ratifying the Constitution, 274-275; Reading Check, 275; The Founding Principles, 277-278  <b>Digital Resources:</b> <i>Chapter 6: A New Nation&gt;Lesson 3: The Bill of Rights&gt; Key Ideas: Ratifying the Constitution</i>
5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.	<b>SE/TE:</b> The Founding Principles, 277-278; Quest Connection, 278; Jumpstart Activity, 746  <b>TE Only:</b> Differentiated Instruction, 278  <b>Digital Resources:</b> <i>Chapter 6: A New Nation&gt;Lesson 3: The Bill of Rights&gt;Key Ideas: Protecting Rights</i>



**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.	<p><b>SE/TE:</b> Jumpstart Activity, 168</p> <p><b>TE Only:</b> Differentiated Instruction, 407, 472, 630; Curriculum Connections: History, 604</p> <p><b>Digital Resources:</b> <i>Chapter 6: A New Nation</i>&gt;Content Reader: Viewpoints: Government</p>
5 – P3.1.3 Give examples of how conflicts over democratic values lead people to differ on contemporary Constitutional issues in the United States.	<p><b>SE/TE:</b> Impact of the Constitution on the Economy, 283-285; Making Changes to the Constitution, 285; Supreme Court Decisions, 288</p> <p><b>Digital Resources:</b> <i>Chapter 6: A New Nation</i>&gt;Content Reader: Viewpoints: Government</p>
P3.3 Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.	
5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.	<p><b>Digital Resources:</b> <i>Chapter 6: A New Nation</i>&gt;Content Reader: Viewpoints: Government, Connections, 27</p>

**A Correlation of myWorld Interactive Social Studies Grade 5 ©2019 to the  
Michigan Social Studies Content Expectations 2019  
Grade 5**

Michigan Social Studies Content Expectations 2019 Grade 5	myWorld Interactive Social Studies ©2019 Grade 5 Building Our Country
P4.2 Civic Participation - Act constructively to further the public good.	
5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	<p><b>SE/TE:</b> Citizenship Tisquantum: A Bridge Between Peoples, 126</p> <p><b>Digital Resources:</b> <i>Chapter 6: A New Nation</i>&gt;Content Reader: Viewpoints: Government, Connections, 27</p>
5 – P4.2.2 Participate in projects to help or inform others.	<p><b>SE/TE:</b> Quest Project-Based Learning: What's Cooking?, 4-5; Quest Writing Using Sources: Read All About It!, 190-191; Quest Project-Based Learning: Yea or Nay, I Say!, 248-249</p> <p><b>Digital Resources:</b> <i>Chapter 6: A New Nation</i>&gt;Content Reader: Viewpoints: Government, Connections, 27</p>

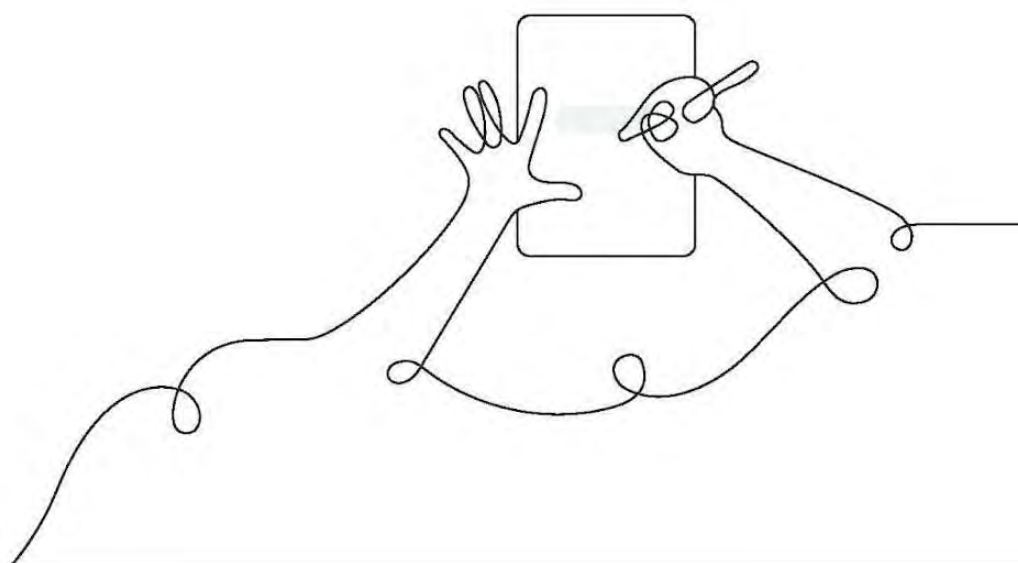
# Unit Summaries

## NGSS Standards Alignment

authored by



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY



# Kindergarten

## Amplify Science unit name and summary

### Pushes and Pulls

#### Designing a Pinball Machine

Students play the roles of pinball machine engineers as they explore the effects of pushes and pulls on the motion of an object. They conduct tests in their own prototypes (models) of a pinball machine, contributing to the design of a class pinball machine.

## NGSS performance expectations addressed

### K-PS2-1

- PS2.A: Forces and Motion
- PS2.B: Types of Interactions
- PS3.C: Relationship Between Energy and Forces

### K-PS2-2

- PS2.A: Forces and Motion
- ETS1.A: Defining Engineering Problems

### K-2-ETS1-1

- ETS1.A: Defining Engineering Problems

### K-2-ETS1-2

- ETS1.B: Designing Possible Solutions

### K-2-ETS1-3

- ETS1.C: Optimizing the Design Solution



## Grade 1

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Light and Sound</b> <b>Puppet Theater Engineers</b> In their roles as light and sound engineers, students investigate cause and effect relationships to learn about the nature of light and sound. They apply what they learn to design shadow scenery and sound effects for a puppet show.	<b>1-PS4-1</b> <ul style="list-style-type: none"><li>• PS4.A: Wave Properties</li></ul> <b>1-PS4-2</b> <ul style="list-style-type: none"><li>• PS4.B: Electromagnetic Radiation</li></ul> <b>1-PS4-3</b> <ul style="list-style-type: none"><li>• PS4.B: Electromagnetic Radiation</li></ul> <b>1-PS4-4</b> <ul style="list-style-type: none"><li>• PS4.C: Information Technologies and Instrumentation</li></ul> <b>K-2-ETS1-1</b> <ul style="list-style-type: none"><li>• ETS1.A: Defining Engineering Problems</li></ul> <b>K-2-ETS1-2</b> <ul style="list-style-type: none"><li>• ETS1.B: Developing Possible Solutions</li></ul> <b>K-2-ETS1-3</b> <ul style="list-style-type: none"><li>• ETS1.C: Optimizing the Design Solution</li></ul>
<b>Spinning Earth</b> <b>Investigating Patterns in the Sky</b> As emerging space scientists, students figure out how to explain why it is never the same time of day for a grandmother who lives in Asia as it is for her grandson in the United States when she calls him. Students record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.	<b>1-ESS1-1</b> <ul style="list-style-type: none"><li>• ESS1.A: The Universe and Its Stars</li></ul> <b>1-ESS1-2</b> <ul style="list-style-type: none"><li>• ESS1.B: Earth and the Solar System</li></ul>

## Grade 1

### Amplify Science unit name and summary

#### Animal and Plant Defenses

##### Spikes, Shells, and Camouflage

Students play the roles of marine scientists. In their roles, students apply their understanding about plant and animal defense structures to explain to concerned visitors to an aquarium how a sea turtle at the aquarium can be released and will be able to defend herself and her offspring from predators in the ocean.

### NGSS performance expectations addressed

#### 1-LS1-1

- LS1.A: Structure and Function
- LS1.D: Information Processing

#### 1-LS1-2

- LS1.B: Growth and Development of Organisms

#### 1-LS3-1

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

#### K-2-ETS1-1

- ETS1.A: Defining Engineering Problems

#### K-2-ETS1-2

- ETS1.B: Developing Possible Solutions

## Grade 2

### Amplify Science unit name and summary

### NGSS performance expectations addressed

#### Changing Landforms

##### The Disappearing Cliff

Students play the roles of Earth scientists as they attempt to figure out what caused a rock cliff to change shape over time. They use models to investigate the erosion of rock and the formation of sand.

#### 2-ESS1-1

- ESS1.C: The History of Planet Earth

#### 2-ESS2-1:

- ESS2.A: Earth Materials and Systems

#### 2-ESS2-2:

- ESS2.B: Plate Tectonics and Large-scale System Interactions

#### 2-ESS2-3:

- ESS2.C: The Roles of Water in Earth's Surface Processes

#### K-2-ETS1-1:

- ETS1.A: Defining Engineering Problems

#### Properties of Materials

##### Designing Glue

As glue engineers, students use engineering design practices to create a glue for use at their school. They conduct tests that yield quantifiable results, graph their data, analyze and interpret results, and then use that evidence to iteratively design a series of glue mixtures, each one better than the one before.

#### 2-PS1-1

- PS1.A: Structure and Properties of Matter

#### 2-PS1-2:

- PS1.A: Structure and Properties of Matter

#### 2-PS1-3:

- PS1.A: Structure and Properties of Matter

#### 2-PS1-4:

- PS1.B: Chemical Reactions

#### K-2-ETS1-1:

- ETS1.A: Defining Engineering Problems

#### K-2-ETS1-2:

ETS1.B: Developing Possible Solutions

#### K-2-ETS1-3:

- ETS1.C: Optimizing the Design Solution

## Grade 2

### Amplify Science unit name and summary

#### Plant and Animal Relationships

##### Investigating Systems in a Bengali Forest

In their roles as plant scientists working at the Bengal Tiger Reserve, students work to figure out why there are no new Chalta trees growing in this part of the forest. Students investigate what the Chalta tree needs to survive, and collect and analyze qualitative and quantitative data to solve the mystery.

### NGSS performance expectations addressed

#### 2-LS2-1

- LS2.A: Interdependent Relationships in Ecosystems

#### 2-LS2-2:

- LS2.A: Interdependent Relationships in Ecosystems

#### 2-LS4-1:

- LS4.D: Biodiversity and Humans: Biodiversity and Humans

#### 2-ESS2-2:

- ESS2.B: Plate Tectonics and Large-Scale System Interactions



## Grade 3

### Amplify Science unit name and summary

#### Balancing Forces

##### Investigating Floating Trains

In their roles as consulting scientists, students are challenged to figure out how a floating train works in order to explain it to the citizens of the fictional city of Faraday. They apply ideas about non-touching forces as well as balanced and unbalanced forces.

### NGSS performance expectations addressed

#### 3-PS2-1

- PS2.A: Forces and Motion
- PS2.B: Types of Interactions

#### 3-PS2-2

- PS2.A: Forces and Motion

#### 3-PS2-3

- PS2.B: Types of Interactions

#### 3-PS2-4

- PS2.B: Types of Interactions

#### 3-5-ETS1-1

- ETS1.A: Defining Engineering Problems

#### 3-5-ETS1-2

- ETS1.B: Developing Possible Solutions

## Grade 3

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Weather and Climate</b> <b>Establishing an Orangutan Colony</b> As weather scientists for a nature conservation group, students determine which of four fictional islands will be the best location for an orangutan reserve. They analyze and interpret weather data in order to compare and construct arguments about the weather patterns for a particular location in the world over a given span of time.	<b>3-ESS2-1</b> <ul style="list-style-type: none"><li>• ESS2.D: Weather and Climate</li></ul> <b>3-ESS2-2</b> <ul style="list-style-type: none"><li>• ESS2.D: Weather and Climate</li></ul> <b>3-ESS3-1</b> <ul style="list-style-type: none"><li>• ESS3.B: Natural Hazards</li></ul> <b>3-LS4-3</b> <ul style="list-style-type: none"><li>• LS4.C: Adaptation</li></ul> <b>3-5-ETS1-1</b> <ul style="list-style-type: none"><li>• ETS1.A: Defining Engineering Problems</li></ul> <b>3-5-ETS1-2</b> <ul style="list-style-type: none"><li>• ETS1.B: Developing Possible Solutions</li></ul> <b>3-5-ETS1-3</b> <ul style="list-style-type: none"><li>• ETS1.B: Developing Possible Solutions</li><li>• ETS1.C: Optimizing the Design Solution</li></ul>

## Grade 3

### Amplify Science unit name and summary

### NGSS performance expectations addressed

#### Environments and Survival

##### Snail Trait Biomimicry

As engineers that specialize in biomimicry, designing structures that are modeled on organisms in the natural world, students investigate the adaptive traits of the Grove Snail population, and use what they learn to design a protective shell to transport endangered sea turtle eggs.

#### 3-LS4-1

- LS4.A: Evidence of Common Ancestry and Diversity

#### 3-LS4-2

- LS4.B: Natural Selection

#### 3-LS4-3

- LS4.C: Adaptation

#### 3-LS4-4

- LS4.D: Biodiversity and Humans: Biodiversity and Humans

#### 3-5-ETS1-1

- ETS1.A: Defining Engineering Problems

#### 3-5-ETS1-2

- ETS1.B: Developing Possible Solutions

#### 3-5-ETS1-3

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

#### Inheritance and Traits

##### Variation in Wolves

Students play the roles of wildlife biologists working in Greystone National Park, as they study two wolf packs and are challenged to figure out why an adoptive wolf in one of the packs has the traits it does. Students investigate variation between and within different species, inherited and acquired traits, and conclude the unit by writing an explanation of the origin of the adoptive wolf's traits for the visitors in Greystone National Park.

#### 3-LS1-1

- LS1.B: Growth and Development of Organisms

#### 3-LS2-1

- LS2.D: Social Interactions and Group Behavior

#### 3-LS3-1

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

#### 3-LS3-2

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

## Grade 4

### Amplify Science unit name and summary

#### Energy Conversions

##### Blackout in Ergstown

Students play the roles of systems engineers for Ergstown, a fictional town that experiences frequent blackouts. They explore reasons why an electrical system can fail, choose new energy sources and energy converters for the town, and use evidence to explain why their choices will make the town's electrical system more reliable.

### NGSS performance expectations addressed

#### 4-PS3-1

- PS3.A: Definitions of Energy

#### 4-PS3-2:

- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer

#### 4-PS3-3:

- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer
- PS3.C: Relationship Between Energy and Forces

#### 4-PS3-4:

- PS3.B: Conservation of Energy and Energy Transfer
- PS3.D: Energy in Chemical Processes in Everyday Life

#### 4-ESS3-1:

- ESS1.C: The History of Planet Earth

#### 4-ESS3-2:

- ESS2.B: Plate Tectonics and Large-Scale System Interactions

#### 3-5-ETS1-1:

- ETS1.A: Defining Engineering Problems

#### 3-5-ETS1-2:

- ETS1.B: Developing Possible Solutions

#### 3-5-ETS1-3:

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution



## Grade 4

### Amplify Science unit name and summary

#### Waves, Energy, and Information

##### Investigating How Dolphins Communicate

In their roles as marine scientists, students work to figure out how mother dolphins communicate with their calves. They investigate how sound travels and learn about how to look for and to create patterns of communication.

### NGSS performance expectations addressed

#### 4-PS3-2

- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer

#### 4-PS3-3

- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer
- PS3.C: Relationship Between Energy and Forces

#### 4-PS4-1

- PS4.A: Wave Properties

#### 4-PS4-3

- PS4.C: Information Technologies and Instrumentation

#### 4-ESS3-2

- ESS3.B: Natural Hazards

#### 4-LS1-2

- LS1.D: Information Processing

#### 3-5-ETS1-2

- ETS1.B: Developing Possible Solutions

#### 3-5-ETS1-3

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

## Grade 4

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Earth's Features</b> <b>Mystery in Desert Rocks Canyon</b> <p>Playing the roles of geologists, students help the National Park Service explain what a particular boney-looking rock is, how it formed, and how it came to be in its current location at the bottom of Desert Rocks National Park. Then they explain to park visitors how the canyon where they're doing their research was formed.</p>	<b>4-ESS1-1</b> <ul style="list-style-type: none"> <li>ESS1.C: The History of Planet Earth</li> </ul> <b>4-ESS2-1</b> <ul style="list-style-type: none"> <li>ESS2.A: Earth Materials and Systems</li> <li>ESS2.E: Biogeology</li> </ul> <b>4-ESS2-2</b> <ul style="list-style-type: none"> <li>ESS2.B: Plate Tectonics and Large-Scale System Interactions</li> </ul> <b>4-ESS3-2:</b> <ul style="list-style-type: none"> <li>ESS3.B: Natural Hazards</li> </ul>
<b>Vision and Light</b> <b>Investigating Animal Eyes</b> <p>As wildlife biologists, students work to figure out why a local population of geckos has decreased since the construction of a new stadium. Students consider the bright lights of the stadium and use a computer simulation to investigate the relationship of light and vision, specifically the sensitivity of different animals' eyes to light, and make a recommendation for mitigating the situation.</p>	<b>4-PS4-2</b> <ul style="list-style-type: none"> <li>PS4.B: Electromagnetic Radiation</li> </ul> <b>4-LS1-1</b> <ul style="list-style-type: none"> <li>LS1.A: Structure and Function</li> </ul> <b>4-LS1-2</b> <ul style="list-style-type: none"> <li>LS1.D: Information Processing</li> </ul>

## Grade 5

### Amplify Science unit name and summary

#### Modeling Matter

##### The Chemistry of Food

As food scientists working in a lab for a large food production company, students take on two work assignments, one related to food safety and one related to creation of a new food product. In so doing, they figure out that the properties of materials are related to the properties of the nanoparticles that make up those materials.

### NGSS performance expectations addressed

#### 5-PS1-1

- PS1.A: Structure and Properties of Matter

#### 5-PS1-2

- PS1.A: Structure and Properties of Matter
- PS1.B: Chemical Reactions

#### 5-PS1-3

- PS1.A: Structure and Properties of Matter

#### 5-PS1-4

- PS1.A: Structure and Properties of Matter

#### 3-5-ETS1-2

- ETS1.B: Developing Possible Solutions

#### Patterns of Earth and Sky

##### Analyzing Stars on Ancient Artifacts

In their roles as astronomers, students investigate an artifact found on an archeological dig that seems to show patterns in the daytime and nighttime sky. Using a computer simulation of stars, physical models, and a reference text, students figure out how the position of stars around the Earth, and the spin and orbit of the Earth, cause us to see daily and yearly patterns of stars.

#### 5-PS2-1

- PS2.B: Types of Interactions

#### 5-ESS1-1

- ESS1.A: The Universe and Its Stars

#### 5-ESS1-2

- ESS1.B: Earth and the Solar System

## Grade 5

### Amplify Science unit name and summary

#### The Earth System

##### Investigating Water Shortages

As water resource engineers, students figure out what caused a water shortage on the east side of a fictional island, East Ferris, and work to design a solution to the problem. Applying their knowledge of water distribution and analyzing the flow of water between the hydrosphere, atmosphere, and geosphere, students communicate the nature of the problem and possible solutions to the people of East Ferris.

### NGSS performance expectations addressed

#### 5-ESS2-1

- ESS2.A: Earth Materials and Systems

#### 5-ESS2-2

- ESS2.C: The Roles of Water in Earth's Surface Processes

#### 5-ESS3-1

- ESS3.C: Human Impacts on Earth Systems: Human Impacts on Earth Systems

#### 5-PS1-1

- PS1.A: Structure and Properties of Matter

#### 5-PS1-2

- PS1.A: Structure and Properties of Matter
- PS1.B: Chemical Reactions

#### 5-PS1-3

- PS1.A: Structure and Properties of Matter

#### 5-PS1-4

- PS1.A: Structure and Properties of Matter

#### 5-LS2-1

- LS2.A: Interdependent Relationships in Ecosystems
- LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

#### 3-5-ETS1-1

- ETS1.A: Defining Engineering Problems

#### 3-5-ETS1-2

- ETS1.B: Developing Possible Solutions

#### 3-5-ETS1-3

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution



## Grade 5

### Amplify Science unit name and summary

#### Grade 5: Ecosystem Restoration

##### Matter and Energy in a Rainforest

Students engage as ecologists as they figure out why the plants and animals in a failing Costa Rican rainforest ecosystem aren't growing and thriving. Growing a terrarium, using physical models, and investigating how matter and energy flow with a computer model, students solve the mystery and create a plan for rainforest restoration.

### NGSS performance expectations addressed

#### 5-LS1-1

- LS1.C: Organization for Matter and Energy Flow

#### 5-LS2-1

- LS2.A: Interdependent Relationships in Ecosystems
- LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

#### 5-ESS3-1

- ESS3.C: Human Impacts on Earth Systems: Human Impacts on Earth Systems

#### 5-PS1-1

- PS1.A: Structure and Properties of Matter

#### 5-PS1-4

- PS1.A: Structure and Properties of Matter

#### 5-PS3-1

- PS3.D: Energy in Chemical Processes in Everyday Life

#### 3-5-ETS1-1

- ETS1.A: Defining Engineering Problems

#### 3-5-ETS1-2

- ETS1.B: Developing Possible Solutions

For more information on Amplify Science,  
visit **[amplify.com/science](https://amplify.com/science)**.

Amplify.



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

All curriculum materials © 2022 The Regents of the University of California.  
© 2022 Amplify Education, Inc. All trademarks and copyrights are the property of Amplify or its licensors.

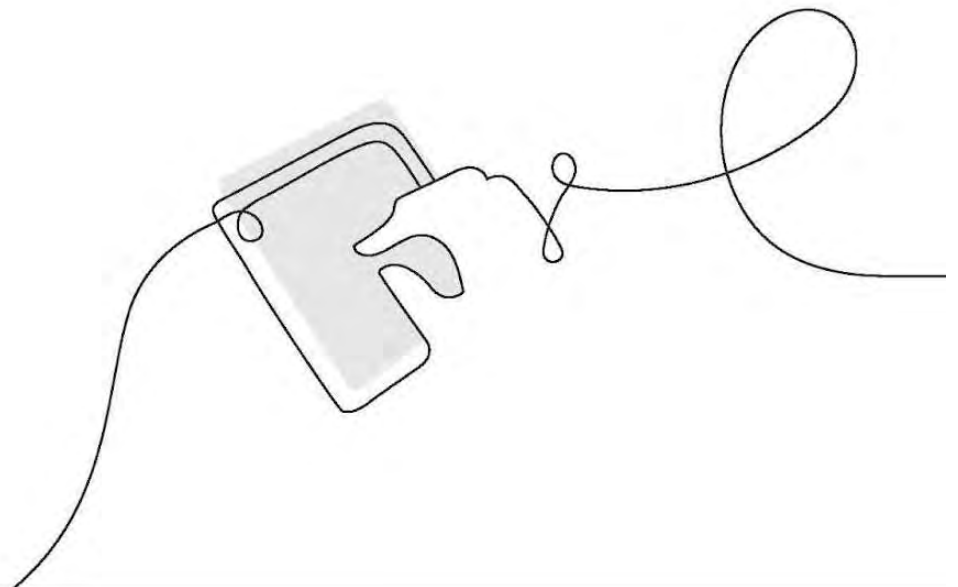
# Unit Summaries

## NGSS Standards Alignment

authored by



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA BERKELEY



## Earth and Space Science

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Geology on Mars</b> As planetary geologists, students analyze data about geoscience processes on the surface of Mars in order to decide whether Mars could have been habitable.	<b>MS-ESS1-3</b> • ESS1.B: Earth and the Solar System <b>MS-ESS2-2</b> • ESS2.A: Earth Materials and Systems • ESS2.C: The Roles of Water in Earth's Surface Processes
<b>Rock Transformations</b> As geologists, students investigate the mystery of how two-billion-year-old sand grains could be found on an island that formed only nine million years ago. They apply ideas about cycling of Earth materials.	<b>MS-ESS2-1</b> • ESS2.A: Earth Materials and Systems <b>MS-ESS2-2</b> • ESS2.A: Earth Materials and Systems • ESS2.C: The Roles of Water in Earth's Surface Processes
<b>Plate Motion</b> Students play the role of geologists trying to explain the concentration of gold in certain parts of the seafloor. They use fossil evidence to support an explanation involving plate motion.	<b>MS-ESS1-4</b> • ESS1.C: The History of Planet Earth <b>MS-ESS2-2</b> • ESS2.A: Earth Materials and Systems • ESS2.C: The Roles of Water in Earth's Surface Processes <b>MS-ESS2-3</b> • ESS2.B: Plate Tectonics and Large-scale System Interactions



---

**Amplify Science unit name and summary****NGSS performance expectations addressed**

---

**Plate Motion****Engineering Internship**

In their role as geohazards engineering interns, students design a tsunami warning system. They apply ideas about plate motion and natural hazards as well as engineering and design concepts.

**MS-ESS2-2**

- ESS2.A: Earth Materials and Systems
- ESS2.C: The Roles of Water in Earth's surface Processes

**MS-ESS2-3**

- ESS2.B: Plate Tectonics and Large Scale System Interactions

**MS-ESS3-2**

- ESS3.B: Natural Hazards

**MS-ETS1-1**

- ETS1.A: Defining Engineering Problems

**MS-ETS1-2**

- ETS1.B: Developing Possible Solutions

**MS-ETS1-3**

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

**MS-ETS1-4**

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

---

**Earth, Moon, and Sun**

Students play the role of student astronomers who must learn about the Earth/moon/sun system, including phases and eclipses, in order to advise an astrophotographer who is photographing moon features.

**MS-ESS1-1**

- ESS1.A: The Universe and Its Stars
- ESS1.B: Earth and the Solar System

**MS-ESS1-2:****MS-ESS1-3:**

- ESS1.B: Earth and the Solar System

# Earth and Space Science

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Ocean, Atmosphere, and Climate</b> As climatologists, students must explain the pattern of temperature changes in El Niño years, which are impacting agriculture around the Pacific. They learn about how sunlight, ocean, and atmosphere interact to produce regional climate.	<b>MS-ESS2-6</b> <ul style="list-style-type: none"> <li>ESS2.C: The Roles of Water in Earth's Surface Processes</li> <li>ESS2.D: Weather and Climate</li> </ul>
<b>Weather Patterns</b> Students play the role of forensic meteorologists who must explain why powerful storms have increased after a man-made lake was built. They learn how air masses, water, and energy from the sun produce weather phenomena.	<b>MS-ESS2-4</b> <ul style="list-style-type: none"> <li>ESS2.C: The Roles of Water in Earth's Surface Processes</li> </ul> <b>MS-ESS2-5</b> <ul style="list-style-type: none"> <li>ESS2.C: The Roles of Water in Earth's Surface Processes</li> <li>ESS2.D: Weather and Climate</li> </ul> <b>MS-ESS3-2</b> <ul style="list-style-type: none"> <li>ESS3.B: Natural Hazards</li> </ul>
<b>Earth's Changing Climate</b> In their role as climatologists, students must explain why Earth's ice is melting. They learn about how changes in the atmosphere are affecting the energy balance in the Earth's system, and about humans' role in these changes.	<b>MS-ESS3-1</b> <ul style="list-style-type: none"> <li>ESS3.A: Natural Resources</li> </ul> <b>MS-ESS3-2</b> <ul style="list-style-type: none"> <li>ESS3.B: Natural Hazards</li> </ul> <b>MS-ESS3-3</b> <ul style="list-style-type: none"> <li>ESS3.C: Human Impacts on Earth Systems: Human Impacts on Earth Systems</li> </ul> <b>MS-ESS3-4</b> <ul style="list-style-type: none"> <li>ESS3.C: Human Impacts on Earth Systems: Human Impacts on Earth Systems</li> </ul> <b>MS-ESS3-5</b> <ul style="list-style-type: none"> <li>ESS3.D: Global Climate Change</li> </ul>

Amplify Science unit name and summary

NGSS performance expectations addressed

**Earth's Changing Climate**

**Engineering Internship**

As civil engineering interns, students apply design and engineering concepts as they create a plan for making changes to building rooftops. Their goal is to make a city more energy efficient, and thus reduce the carbon dioxide produced from combustion.

**MS-ETS1-1**

- ETS1.A: Defining Engineering Problems

**MS-ETS1-2**

- ETS1.B: Developing Possible Solutions

**MS-ETS1-3**

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

**MS-ETS1-4**

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

**MS-ESS3-3**

- ESS3.C: Human Impacts on Earth Systems; Human Impacts on Earth Systems

**MS-ESS3-5**

- ESS3.D: Global Climate Change

## Life Science

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Microbiome</b> As microbiological researchers, students must figure out why a fecal transplant cured a patient suffering from a deadly <i>C. difficile</i> infection. In the process they learn about cells and about interactions among organisms.	<b>MS-LS1-1</b> <ul style="list-style-type: none"><li>• LS1.A: Structure and Function</li></ul> <b>MS-LS2-1</b> <ul style="list-style-type: none"><li>• LS2.A: Interdependent Relationships in Ecosystems</li></ul> <b>MS-LS2-2</b> <ul style="list-style-type: none"><li>• LS2.A: Interdependent Relationships in Ecosystems</li></ul>
<b>Metabolism</b> Students take on the role of medical researchers and diagnose a patient whose body systems aren't working. They learn about cellular respiration and how body systems work together to get molecules to the cells.	<b>MS-LS1-1</b> <ul style="list-style-type: none"><li>• LS1.A: Structure and Function</li></ul> <b>MS-LS1-2</b> <ul style="list-style-type: none"><li>• LS1.A: Structure and Function</li></ul> <b>MS-LS1-3</b> <ul style="list-style-type: none"><li>• LS1.A: Structure and Function</li></ul> <b>MS-LS1-5</b> <ul style="list-style-type: none"><li>• LS1.B: Growth and Development of Organisms</li></ul> <b>MS-LS1-7</b> <ul style="list-style-type: none"><li>• LS1.C: Organization for Matter and Energy Flow</li></ul> <b>MS-LS1-8</b> <ul style="list-style-type: none"><li>• LS1.D: Information Processing</li></ul>



Amplify Science unit name and summary	NGSS performance expectations addressed
<p><b>Metabolism</b></p> <p><b>Engineering Internship</b></p> <p>As food engineer interns, students apply their knowledge of human metabolism, as well as engineering and design concepts, to design a recipe for an energy bar that meets the needs of populations in areas devastated by natural disasters.</p>	<p><b>MS-ETS1-1</b></p> <ul style="list-style-type: none"> <li>• ETS1.A: Defining Engineering Problems</li> </ul> <p><b>MS-ETS1-2</b></p> <ul style="list-style-type: none"> <li>• ETS1.B: Developing Possible Solutions</li> </ul> <p><b>MS-ETS1-3</b></p> <ul style="list-style-type: none"> <li>• ETS1.B: Developing Possible Solutions</li> <li>• ETS1.C: Optimizing the Design Solution</li> </ul> <p><b>MS-ETS1-4</b></p> <ul style="list-style-type: none"> <li>• ETS1.B: Developing Possible Solutions</li> <li>• ETS1.C: Optimizing the Design Solution</li> </ul> <p><b>MS-LS1-5</b></p> <ul style="list-style-type: none"> <li>• LS1.B: Growth and Development of Organisms</li> </ul> <p><b>MS-LS1-7</b></p> <ul style="list-style-type: none"> <li>• LS1.C: Organization for Matter and Energy Flow</li> </ul>
<p><b>Matter and Energy in Ecosystems</b></p> <p>Students act as ecologists to investigate a failed biodome. In the process they learn about how matter, carbon in particular, flows through biotic and abiotic components of an ecosystem.</p>	<p><b>MS-LS1-2</b></p> <ul style="list-style-type: none"> <li>• LS1.A: Structure and Function</li> </ul> <p><b>MS-LS1-6</b></p> <ul style="list-style-type: none"> <li>• LS1.C: Organization for Matter and Energy Flow</li> </ul> <p><b>MS-LS2-3</b></p> <ul style="list-style-type: none"> <li>• LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</li> </ul> <p><b>MS-LS2-4</b></p> <ul style="list-style-type: none"> <li>• LS2.C: Ecosystem Dynamics, Functioning, and Resilience</li> </ul> <p><b>MS-LS2-5</b></p> <ul style="list-style-type: none"> <li>• LS2.C: Ecosystem Dynamics, Functioning, and Resilience</li> </ul>

## Life Science

### Amplify Science unit name and summary

#### Traits and Reproduction

Working as biomedical scientists, students investigate the causes of surprising variation in spider silk flexibility. Students learn why organisms — even parents, offspring, and siblings — vary in their traits.

### NGSS performance expectations addressed

#### MS-LS1-1

- LS1.A: Structure and Function

#### MS-LS1-2

- LS1.A: Structure and Function

#### MS-LS1-4

- LS1.B: Growth and Development of Organisms

#### MS-LS1-5

- LS1.B: Growth and Development of Organisms

#### MS-LS3-1

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

#### MS-LS3-2

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

#### MS-LS4-5

- LS4.B: Natural Selection

---

**Amplify Science unit name and summary****NGSS performance expectations addressed**

---

**Populations and Resources**

In their role as biologists, students work to uncover the cause of the moon jelly population explosion in Glacier Sea. They learn about how organisms interact in an ecosystem to get the resources they need.

**MS-LS1-4**

- LS1.B: Growth and Development of Organisms

**MS-LS2-1**

- LS2.A: Interdependent Relationships in Ecosystems

**MS-LS2-2**

- LS2.A: Interdependent Relationships in Ecosystems

**MS-LS2-4**

- LS2.C: Ecosystem Dynamics, Functioning, and Resilience

**MS-LS2-5**

- LS2.C: Ecosystem Dynamics, Functioning, and Resilience
- 

**Natural Selection**

In the role of biologists, students investigate how a population of rough-skinned newts in Oregon State Park become incredibly poisonous. They learn about variation, adaptation, and the mechanism of natural selection.

**MS-LS1-4**

- LS1.B: Growth and Development of Organisms

**MS-LS3-1**

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

**MS-LS4-4**

- LS4.B: Natural Selection

**MS-LS4-5**

- LS4.B: Natural Selection

**MS-LS4-6**

- LS4.C: Adaptation
-

## Life Science

Amplify Science unit name and summary	NGSS performance expectations addressed
<p><b>Natural Selection</b></p> <p><b>Engineering Internship</b></p> <p>As clinical engineers, students apply what they have learned about natural selection as well as engineering and design concepts to develop, test, and refine treatments for drug-resistant malaria.</p>	<p><b>MS-ETS1-1</b></p> <ul style="list-style-type: none"> <li>• ETS1.A: Defining Engineering Problems</li> </ul> <p><b>MS-ETS1-2</b></p> <ul style="list-style-type: none"> <li>• ETS1.B: Developing Possible Solutions</li> </ul> <p><b>MS-ETS1-3</b></p> <ul style="list-style-type: none"> <li>• ETS1.B: Developing Possible Solutions</li> <li>• ETS1.C: Optimizing the Design Solution</li> </ul> <p><b>MS-ETS1-4</b></p> <ul style="list-style-type: none"> <li>• ETS1.B: Developing Possible Solutions</li> <li>• ETS1.C: Optimizing the Design Solution</li> </ul> <p><b>MS-LS3-1</b></p> <ul style="list-style-type: none"> <li>• LS3.A: Inheritance of Traits</li> <li>• LS3.B: Variation of Traits</li> </ul> <p><b>MS-LS4-4</b></p> <ul style="list-style-type: none"> <li>• LS4.B: Natural Selection</li> </ul>
<p><b>Evolutionary History</b></p> <p>In the role of paleontologists, students investigate a fossil recently excavated in Egypt that could be closely related to whales or to wolves. They learn how the fossil record helps provide evidence for evolutionary relationships.</p>	<p><b>LS4-1:</b></p> <ul style="list-style-type: none"> <li>• LS4.A: Evidence of Common Ancestry and Diversity</li> </ul> <p><b>LS4-2:</b></p> <ul style="list-style-type: none"> <li>• LS4.A: Evidence of Common Ancestry and Diversity</li> </ul> <p><b>LS4-3:</b></p> <ul style="list-style-type: none"> <li>• LS4.A: Evidence of Common Ancestry and Diversity</li> </ul> <p><b>ESS1-4:</b></p> <ul style="list-style-type: none"> <li>• ESS1.C: The History of Planet Earth</li> </ul>



## Physical Science

Amplify Science unit name and summary	NGSS performance expectations addressed
<p><b>Harnessing Human Energy</b></p> <p>In their role as energy scientists, students learn about energy transfer and conversion as they design a system to power the electronic devices of rescue workers.</p>	<p><b>MS-PS1-3</b></p> <ul style="list-style-type: none"> <li>• PS1.A: Structure and Properties of Matter</li> <li>• PS1.B: Chemical Reactions</li> </ul> <p><b>MS-PS3-1</b></p> <ul style="list-style-type: none"> <li>• PS3.A: Definitions of Energy</li> </ul> <p><b>MS-PS3-2</b></p> <ul style="list-style-type: none"> <li>• PS3.A: Definitions of Energy</li> <li>• PS3.C: Relationship Between Energy and Forces</li> </ul> <p><b>MS-PS3-5</b></p> <ul style="list-style-type: none"> <li>• PS3.B: Conservation of Energy and Energy Transfer</li> </ul>
<p><b>Force and Motion</b></p> <p>As student physicists at the fictional Universal Space Agency, students must analyze what went wrong in a space station docking failure. To do so, they need to apply what they learn about forces, changes in motion, and collisions.</p>	<p><b>MS-PS2-1</b></p> <ul style="list-style-type: none"> <li>• PS2.A: Forces and Motion</li> </ul> <p><b>MS-PS2-2</b></p> <ul style="list-style-type: none"> <li>• PS2.A: Forces and Motion</li> </ul> <p><b>MS-PS3-1</b></p> <ul style="list-style-type: none"> <li>• PS3.A: Definitions of Energy</li> </ul> <p><b>MS-PS3-5</b></p> <ul style="list-style-type: none"> <li>• PS3.B: Conservation of Energy and Energy Transfer</li> </ul>

## Physical Science

Amplify Science unit name and summary

NGSS performance expectations addressed

### Force and Motion

#### Engineering Internship

As mechanical engineering interns, students apply ideas about force and motion, as well as engineering and design concepts, to design supply pods to be dropped in disaster areas.

#### MS-ETS1-1

- ETS1.A: Defining Engineering Problems

#### MS-ETS1-2

- ETS1.B: Developing Possible Solutions

#### MS-ETS1-3

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

#### MS-ETS1-4

- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

#### MS-PS2-1

- PS2.A: Forces and Motion

#### MS-PS2-2

- PS2.A: Forces and Motion

Amplify Science unit name and summary	NGSS performance expectations addressed
<p><b>Magnetic Fields</b></p> <p>In their roles as student physicists, students must analyze why the new magnet-driven space jet launcher is not working as expected. They apply ideas about non-touching forces and potential energy.</p>	<p><b>MS-PS2-3</b></p> <ul style="list-style-type: none"> <li>• PS2.B: Types of Interactions</li> </ul> <p><b>MS-PS2-4</b></p> <ul style="list-style-type: none"> <li>• PS2.B: Types of Interactions</li> </ul> <p><b>MS-PS2-5</b></p> <ul style="list-style-type: none"> <li>• PS2.B: Types of Interactions</li> </ul> <p><b>MS-PS3-2</b></p> <ul style="list-style-type: none"> <li>• PS3.A: Definitions of Energy</li> <li>• PS3.C: Relationship Between Energy and Forces</li> </ul> <p><b>MS-PS3-5</b></p> <ul style="list-style-type: none"> <li>• PS3.B: Conservation of Energy and Energy Transfer</li> </ul>
<p><b>Thermal Energy</b></p> <p>In their role as thermal scientists, students evaluate competing proposals for heating a school, applying what they learn about matter, energy, and temperature.</p>	<p><b>MS-PS1-1</b></p> <ul style="list-style-type: none"> <li>• PS1.A: Structure and Properties of Matter</li> </ul> <p><b>MS-PS3-3</b></p> <ul style="list-style-type: none"> <li>• PS3.B: Conservation of Energy and Energy Transfer</li> </ul> <p><b>MS-PS3-4</b></p> <ul style="list-style-type: none"> <li>• PS3.B: Conservation of Energy and Energy Transfer</li> </ul> <p><b>MS-PS3-5</b></p> <ul style="list-style-type: none"> <li>• PS3.B: Conservation of Energy and Energy Transfer</li> </ul>

## Physical Science

Amplify Science unit name and summary	NGSS performance expectations addressed
<b>Phase Change</b> Students, in their roles as student chemists, investigate the mystery of disappearing methane lakes on Saturn's moon, Titan. They must apply what they learn about phase change, matter and energy.	<b>MS-PS1-1</b> • PS1.A: Structure and Properties of Matter <b>MS-PS1-4</b> • PS1.A: Structure and Properties of Matter <b>MS-PS3-4</b> • PS3.B: Conservation of Energy and Energy Transfer <b>MS-PS3-5</b> • PS3.B: Conservation of Energy and Energy Transfer
<b>Phase Change</b> <b>Engineering Internship</b> As chemical engineering interns, students design and test plans for an incubator for premature and low birth weight babies, applying ideas about phase change and the engineering and design process.	<b>MS-ETS1-1</b> • ETS1.A: Defining Engineering Problems <b>MS-ETS1-2</b> • ETS1.B: Developing Possible Solutions <b>MS-ETS1-3</b> • ETS1.B: Developing Possible Solutions • ETS1.C: Optimizing the Design Solution <b>MS-ETS1-4</b> • ETS1.B: Developing Possible Solutions • ETS1.C: Optimizing the Design Solution <b>MS-PS1-4</b> • PS1.A: Structure and Properties of Matter <b>MS-PS3-3</b> • PS3.B: Conservation of Energy and Energy Transfer



Amplify Science unit name and summary	NGSS performance expectations addressed
<p><b>Chemical Reactions</b></p> <p>Students play the role of forensic chemists, applying what they learn about matter and chemical reactions to solve the mystery of mysterious substances appearing in a county's water supply.</p>	<p><b>MS-PS1-1</b></p> <ul style="list-style-type: none"> <li>• PS1.A: Structure and Properties of Matter</li> </ul> <p><b>MS-PS1-2</b></p> <ul style="list-style-type: none"> <li>• PS1.A: Structure and Properties of Matter</li> <li>• PS1.B: Chemical Reactions</li> </ul> <p><b>MS-PS1-3</b></p> <ul style="list-style-type: none"> <li>• PS1.A: Structure and Properties of Matter</li> <li>• PS1.B: Chemical Reactions</li> </ul> <p><b>MS-PS1-5</b></p> <ul style="list-style-type: none"> <li>• PS1.B: Chemical Reactions</li> </ul> <p><b>MS-PS1-6</b></p> <ul style="list-style-type: none"> <li>• PS1.B: Chemical Reactions</li> </ul> <p><b>MS-LS1-6</b></p> <ul style="list-style-type: none"> <li>• LS1.C: Organization for Matter and Energy Flow</li> </ul> <p><b>MS-LS1-7</b></p> <ul style="list-style-type: none"> <li>• LS1.C: Organization for Matter and Energy Flow</li> </ul>
<p><b>Light Waves</b></p> <p>In their role as spectroscopists, students learn about light waves and how they interact with matter, and apply this knowledge to investigate Australia's elevated skin cancer rate.</p>	<p><b>MS-PS4-1</b></p> <ul style="list-style-type: none"> <li>• PS4.A: Wave Properties</li> </ul> <p><b>MS-PS4-2</b></p> <ul style="list-style-type: none"> <li>• PS4.A: Wave Properties</li> <li>• PS4.B: Electromagnetic Radiation</li> </ul> <p><b>MS-PS4-3</b></p> <ul style="list-style-type: none"> <li>• PS4.C: Information Technologies and Instrumentation</li> </ul>



# Book Chapters 1 & 2 - Workbook 1

## PRONUNCIATION

Spanish Vowel and Consonant picture associations

Reading skills using cognate words

Alphabet using ASL-American Sign Language

Vowel Stress and Accent Marks

**Songs:** #1 Las Vocales, #3 El Alfabeto

**Related Q&A:**

¿Cómo se escribe...? ¿Cómo se dice...en...?

¿Qué es esto?

## NUMBERS 1 to 10

Count from 0 to 10

**Songs:** #2 Los Números del 1–10

**Related Q&A:**

¿Cuántos...tienes?

## COLORS & SHAPES

11 Color picture/words & 12 Shape picture/words

**Songs:** #4 Los Colores, Las Formas (*only online*)

**Related Q&A:**

¿Cuál es tu...favorito? ¿Te gusta...? ¿Qué...es?

## GREETINGS

Use of ¿Cómo estás? with pictures of Emotions:  
contento, triste, enfermo, asustado, enojado,  
emocionado, preocupado, cansado, frustrado,  
aburrido, arrepentido, confundido

## BODY

24 Body pictures/words

**Songs:** #8 El Cuerpo I, #9 El Cuerpo II

**Related Q&A:**

¿De qué color es...? ¿De qué color son tus...?

¿Es...? ¿Qué te duele? ¿Qué necesitas?

## DIRECTIONS & EMOTIONS

12 Direction 12 Emotions pictures/words

**Songs:** #10 Direcciones, #11 Chiqui-Gua

Las Emociones (*only online*)

**Related Q&A:**

¿Dónde está...? ¿Dónde están...?

¡Por favor, pon...! ¡Por favor quita...!

## NUMBERS 11 to 100

Count from 0 to 100

**Songs:** #12 Los Números del 11–100

**Related Q&A:**

¿Cuánto cuesta...? ¿Cuánto cuestan...?

¿Cuánto es # (+mas/-menos/xpor÷entre) #?

## QUESTIONS?

10 questions

**Rhyme:** #13 ¿Preguntas?

## ACTIVITY WORKBOOK 1

(Vocabulary writing practice, song lyrics, skits, plus)





## Book Chapters 3 & 4 - Workbook 2

### Continue Review of Module 1

#### **FAMILY**

9 vocabulary words

**Song:** #16 La Familia

**Related Q&A:**

¿Quién es él/ella?

¿Cómo se llama...?

¿Qué edad tiene...?

¿Quién falta?

#### **OPPOSITES**

24 vocabulary words

**Song:** #18 Opuestos

**Related Q&A:**

¿Cómo es...?

¿Cómo eres tú?

¿Tú eres...?

¿Por qué?

#### **NUMBERS 100 to 1000**

(After 1–100 have been mastered)

**Related Q&A:**

¿Cuánto cuesta...? ¿Cuánto cuestan...?

¿Cuánto es # (+mas/-menos/xpor/÷entre) #?

#### **WILD ANIMALS**

24 vocabulary words

#### **DAYS OF THE WEEK**

Days of the Week vocabulary words

**Song:** #22 Los Días de la Semana

**Related Q&A:**

¿Qué día es hoy/mañana? ¿Qué día fue ayer?

¿Qué días vas a...?

#### **SEASONS/WEATHER**

Seasons and weather expressions

**Song:** #24 Las Estaciones del Año

**Related Q&A:**

¿Cómo está el tiempo hoy?

¿Quién tiene frío/calor?

#### **MONTHS/HOLIDAYS**

Months and Holidays vocabulary words

**Song:** #25 Los Meses del Año

**Related Q&A:**

¿Qué fecha es hoy/mañana?

¿Cuándo es...? ¿Cuándo vas a ir a...?

#### **ACTIVITY WORKBOOK 2**

*(Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Sports, Places & Home Items)*

**Skits:** "Mi Familia" "El Fin de mis Vacaciones"

**Mi Libro de Cognados** (extras):



## Book Chapters 5 & 6 - Workbook 3

*Continue Review of Module I and II*

### VERBS

24 vocabulary words

**Songs:** #27 Los Verbos

Mi Rutina Diaria (*online only*) – *Reflexive Verbs*

#### Related Q&A:

¿Tú quieres...?

¿Quién quiere...?

¿Tú puedes...?

¿Quién puede...?

¿Tú sabes...?

¡Yo también! / ¡Yo tampoco!

### Personal Pronouns

Learn yo, tú, él, ella, usted, nosotros, ellos, ellas, ustedes using poster, picture /word cards.

Explain difference between “you” (tú, usted and ustedes) using poster, picture /word cards.

### Conjugations

In every class practice making sentences in the present, past and future using personal pronoun conjugation cards and pictures of learned verbs and vocabulary.

### FOOD

### TIME

Time related Vocabulary

**Song:** #31 Amigo

#### Related Q&A:

¿Qué hora es?

¿A qué hora llega...?

¿Tú vas a salir temprano o tarde?

### HOUSE

24 vocabulary words

**Poem:** #32 Mi casa

#### Related Q&A:

¿Dónde estás?

¿Quién está en...?

¿Para qué es/son...?

¿Sirve? ¿Es cierto?

### ACTIVITY WORKBOOK 3

(Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Drinks, Reptiles, Musical Instruments, Fantasy, Fruits & Insects)

**Skits:** “El Recreo”, “En el Restaurante”

**Mi Libro de Cognados** (*extras*):

**Casa/Ropa** interior, exterior, microondas, tostador, cafetera, jarra, gabinete, uniforme, leotardo, bikini,





## Book Chapters 7 & 8 - Workbook 4

*Continue Review of Module I, II and III*

### PLACES

24 vocabulary words

**Song:** #33 Los Lugares

**Related Q&A:**

¿Qué buscas?

¿Dónde puedo...?

¿A dónde vas?

¿Está lejos o cerca...?

¿Cómo llego a...? (*giving directions*)

### SER/ ESTAR

Understand uses of Ser, Estar (*present tense*)

**Song:** #34 Verbos Irregulares

**Related Q&A:**

¿Quién **es** él? ¿Cómo **es** Juan?

¿Qué **es**? ¿Cómo **son** las pesas?

¿De quién **son** las pesas?

¿Dónde **está** Pecosó?

¿Cómo **está** Pecosó? ¿Qué **está** haciendo Pecosó?

### OCCUPATIONS

24 vocabulary words

**Song:** #35 Las Ocupaciones

**Related Q&A:**

¿Tú conoces a...?

¿Qué hace...?

### CLOTHING

24 vocabulary words

**Song:** #37 La Ropa

**Related Q&A:**

¿Qué llevas? Es... ¿Es...? Sí es.../No, no es...

¿Qué talla eres?

¿De quién es/son?

¿Para quién es/son?

### FARM ANIMALS

24 vocabulary words

**Song: Related Q&A:**

¿Cuál es más...o...?

¿Cómo hace/hacen...? (*animal sounds*)

¿Qué está haciendo...?

### ACTIVITY WORKBOOK 4

(*Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Transportation, Vegetables & Nature*)

**Skits:** "El Pintor Picasso",  
"La Granja de mi Amigo Pancho"

**Mi Libro de Cognados (extras):**

Sitios: florería, carpintería, cafetería, librería (*bookstore*), frutería, pizzería, perfumería, papelería

**Ocupaciones** chef, guardia, taxista, chofer, guía de turista, mecánico, electricista, ingeniero, cirujano



## PLTW Launch NGSS Standards Guide

While performance expectations describe what students should do to demonstrate understanding of science concepts, the NGSS also stress three dimensions of science learning—disciplinary core ideas, science and engineering practices, and crosscutting concepts. PLTW Launch students experience this 3D learning as they actively engage in activities, projects, and problems. For modules that address only ETS standards, students develop science and engineering practices and employ crosscutting concepts as they build knowledge and skills in activities and projects and then apply their learning by solving the openended problem that anchors each module.



Kindergarten	Structure and Function: Exploring Design K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Pushes and Pulls K-PS2-1 K-PS2-2 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Structure and Function: Human Body K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Animals and Algorithms K-ESS3-1 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Sunlight and Weather K-PS3-1 K-PS3-2 K-ESS2-1 K-ESS3-2 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Living Things: Needs and Impacts K-LS1-1 K-ESS2-2 K-ESS3-3 K-ESS3-1 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	
	Light and Sound 1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Light: Observing the Sun, Moon, and Stars 1-ESS1-1 1-ESS1-2 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Animal Adaptations 1-LS1-1 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Animated Storytelling K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Designs Inspired by Nature 1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3		
1st Grade							
2nd Grade	Materials Science: Properties of Matter 2-PS1-1 2-PS1-2 2-PS1-3 2-PS1-4 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Materials Science: Form and Function 2-PS1-2 2-PS1-3 2-LS2-2 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Grids and Games K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	The Changing Earth 2-ESS1-1 2-ESS2-1 2-ESS2-2 2-ESS2-3 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Living Things: Diversity of Life 2-LS2-1 2-LS4-1 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3		
3rd Grade	Stability and Motion: Science of Flight 3-PS2-1 3-PS2-2 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Stability and Motion: Forces and Interactions 3-PS2-1 3-PS2-2 3-PS2-3 3-PS2-4 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Variation of Traits 3-LS3-1 3-LS3-2 3-LS4-2 3-5-ETS1-1 3-5-ETS1-2	Programming Patterns 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Weather: Factors and Hazards 3-ESS2-1 3-ESS2-2 3-ESS3-1 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Life Cycles and Survival 3-LS1-1 3-LS2-1 3-5-ETS1-1 3-5-ETS1-2	Environmental Changes 3-LS4-1 3-LS4-3 3-LS4-4 3-5-ETS1-1 3-5-ETS1-2
4th Grade	Input/Output: Computer Systems 4-PS4-3 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Input/Output: Human Brain 4-LS1-2 3-5-ETS1-1 3-5-ETS1-2	Waves and the Properties of Light 4-PS4-1 4-PS4-2 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Organisms: Structure and Function 4-LS1-1 4-LS1-2 3-5-ETS1-1 3-5-ETS1-2	Earth: Past, Present, and Future 4-ESS1-1 4-ESS2-1 4-ESS2-2 3-5-ETS1-1 3-5-ETS1-2	Earth: Human Impact and Natural Disasters 4-ESS3-1 4-ESS3-2 3-5-ETS1-1 3-5-ETS1-2	Energy Exploration 4-PS3-1 4-PS3-2 4-PS3-3 4-PS3-4 3-5-ETS1-1 3-5-ETS1-2

PE	PE Text (source listed below)	Module	Additional Module
K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Pushes and Pulls	
K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Pushes and Pulls	
K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	Sunlight and Weather	
K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Sunlight and Weather	
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	Living Things: Needs and Impacts	
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.	Sunlight and Weather	
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Living Things: Needs and Impacts	
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Animals and Algorithms	Living Things: Needs and Impacts
K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Sunlight and Weather	
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Living Things: Needs and Impacts	
1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Light and Sound	
1-PS4-2	Make observations to construct an evidence-based account that objects can be seen only when illuminated.	Light and Sound	
1-PS4-3	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	Light and Sound	
1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Light and Sound	
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Animal Adaptations	Designs Inspired By Nature
1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Designs Inspired By Nature	
1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Designs Inspired By Nature	
1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	Light: Observing the Sun, Moon, and Stars	
1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	Light: Observing the Sun, Moon, and Stars	



PE	PE Text (source listed below)	Module	Additional Module
2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Materials Science: Properties of Matter	
2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Living Things: Diversity of Life	
2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Materials Science: Form and Function	
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	Living Things: Diversity of Life	
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	The Changing Earth	
2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	The Changing Earth	
2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	The Changing Earth	
2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	The Changing Earth	
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Connected to K-2 Modules	
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Connected to K-2 Modules	
K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Connected to K-2 Modules	
3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Stability and Motion: Science of Flight	Stability and Motion: Forces and Interactions
3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Stability and Motion: Science of Flight	Stability and Motion: Forces and Interactions
3-PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Stability and Motion: Forces and Interactions	
3-PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets.	Stability and Motion: Forces and Interactions	
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Life Cycles and Survival	
3-LS2-1	Construct an argument that some animals form groups that help members survive.	Life Cycles and Survival	
3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Variation of Traits	
3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.	Variation of Traits	
3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Environmental Changes	



PE	PE Text (source listed below)	Module	Additional Module
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Weather: Factors and Hazards	
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.	Weather: Factors and Hazards	
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Weather: Factors and Hazards	
4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Energy Exploration	
4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Energy Exploration	
4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Energy Exploration	
4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Energy Exploration	
4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Waves and the Properties of Light	
4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Waves and the Properties of Light	
4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.	Input/Output: Computer Systems	
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Organisms: Structure and Function	
4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Input/Output: Human Brain	Organisms: Structure and Function
4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Earth: Past, Present, and Future	
4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Earth: Past, Present, and Future	
4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.	Earth: Past, Present, and Future	
4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.	Earth: Human Impact and Natural Disasters	
4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Earth: Human Impact and Natural Disasters	
5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.	Matter: Properties and Reactions	
5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Matter: Properties and Reactions	
5-PS1-3	Make observations and measurements to identify materials based on their properties.	Matter: Properties and Reactions	
5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Matter: Properties and Reactions	
5-ESS1-1	Represent data on the seasonal changes in Earth's data and identify the effects of Earth's annual and seasonal patterns on the climate.	Earth's Water and Atmosphere	

PE	PE Text (source listed below)	Module	Additional Module
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Ecosystems: Flow of Matter and Energy	
5-ESS1-1	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	Patterns in the Universe	
5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Patterns in the Universe	
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Earth's Water and Interconnected Systems	
5-ESS2-2	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Earth's Water and Interconnected Systems	
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Robotics and Automation	Earth's Water and Interconnected Systems
3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Connected to 3-5 Modules	
3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Connected to 3-5 Modules	
3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Connected to 3-5 Modules	



# **PLTW Computer Science for Innovators and Makers Unit Framework**



## **PLTW Framework - Overview**

PLTW Unit Frameworks provide an overview of the levels of understanding that each build upon the higher level: Knowledge and Skills, Objectives, Domains, and Competencies. The most fundamental level of learning is defined by course Knowledge and Skills statements. Each Knowledge and Skills statement reflects specifically what students will know and be able to do after they've had the opportunity to learn the course content. Students apply Knowledge and Skills to achieve learning Objectives, which are skills that directly relate to the workplace or applied academic settings. Objectives are organized by higher-level Domains.

## **Essential Questions**

---

- How is a design process used to develop physical computing systems?
- What do programming best practices look like?
- How can algorithmic thinking skills be used across multiple disciplines?
- How can computer programs solve problems?
- How do you express yourself and your creativity through computer science?
- How can algorithmic thinking skills be used across multiple disciplines?



## Competencies, Domains, Objectives, Knowledge and Skills

---

### Transportable Knowledge and Skills

Core workplace skills that students and workers need to acquire, that can be used across all stages of a career, and that, because of their universal utility, are transportable from job to job, from employer to employer, across the economy.

Career Awareness and Exploration (CAE):

The skills necessary to prepare and modify a flexible education plan based on interests while discovering career opportunities.

CAE-A.Explore a variety of careers.

CAE-A.1 Explore a variety of careers related to engineering, biomedical sciences, and computer science.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CAE-A.2 Identify skills that are needed for a variety of careers (such as communication and collaboration).

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CAE-A.3 Explore and reflect on your personal interests and strengths in relation to diverse career opportunities.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Communication (COM):

The skills necessary to both provide and receive information with others, including interpersonal skills such as social awareness, conflict management, and empathy.

COM-A.Communicate effectively for specific purposes and settings.

COM-A.1 Use accurate and appropriate terminology.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

COM-A.2 Communicate to meet the needs of the audience and be appropriate to the

## Competencies, Domains, Objectives, Knowledge and Skills

---

### Collaboration (COL):

The skills necessary for students to work together effectively with a common purpose to achieve desired results.

COL-A. Collaborate effectively on a diverse and multidisciplinary team.

COL-A.1 Demonstrate successful collaboration through effective communication and constructive feedback.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

COL-A.2 Apply team norms to encourage productivity and define how a team will function and measure its success.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COL-A.3 Identify and evaluate positive and negative behaviors that impact the team's effectiveness.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COL-A.4 Describe one's individual role and expectations of performance within the team and support other team members, if needed, to meet team goals.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Ethical Reasoning and Mindset (ERM):

The skills necessary for students to make decisions between what is considered right and wrong based on evidence, beliefs, values, and emotions.

ERM-A. Demonstrate ethical decision-making.

ERM-A.1 Analyze ethical considerations and their impact in decision making.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Critical and Creative Problem-Solving (CCP):

## Competencies, Domains, Objectives, Knowledge and Skills

---

CCP-A.4 Evaluate solution ideas against the design requirements and justify the best solution to pursue.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-A.5 Iteratively design and develop a solution.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-A.6 Develop and implement a plan to test and evaluate a potential solution to verify that it best meets all design requirements.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B. Apply user-centered design principles when creating a solution.

CCP-B.1 Investigate the types of interactions between users and a proposed solution.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.2 Explain the importance of involving prospective users early and often during the design process.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.3 Consider accessibility and equity when designing and creating solutions.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.4 Incorporate safety in all designs, products, and solutions.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.5 Design solutions to optimize the user experience.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Competencies, Domains, Objectives, Knowledge and Skills

---

CCP-C.4 Create a step-by-step process to complete a task.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-C.5 Create and execute a plan to manage and use resources (such as time, materials, tools).

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-D. Analyze and describe design functionality of a product.

CCP-D.1 Dissect a product to gain understanding about its functionality.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CCP-D.2 Describe how the functionality of a product changes depending on how it is used.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Competencies, Domains, Objectives, Knowledge and Skills

---

### Technical Knowledge and Skills

Every career field requires technical literacy and career-specific knowledge and skills to support professional practice.

Data (DAT):

With the aid of computational power, a tremendous quantity of data can quickly and efficiently be processed and analyzed to help solve a problem.

DAT-A. Create and store data during the execution of a program.

DAT-A.1 Store, access, and update data stored in variables or lists.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

DAT-A.2 Trace a program and deduce the values that variables or loops will have after the code is executed.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Algorithms and Programming (AAP):

A wide range of professionals use algorithms and programming to create a solution.

AAP-A. Analyze and create algorithms.

AAP-A.1 Analyze, break down, and explain the logic of an algorithm.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

AAP-A.2 Create simple algorithms that involve variables, conditionals, operators, or logic.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

AAP-B. Analyze the structure and functionality of a program.

AAP-B.1 Identify and describe the high-level structures of a program, such as user interface components, data components, event handlers, and procedures.

## Competencies, Domains, Objectives, Knowledge and Skills

---

AAP-C.3 Apply programming best practices, such as creating or improving documentation, using descriptive variables and procedure names, using comments, and testing code frequently.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

AAP-C.4 Debug programs or identify hardware issues.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

AAP-D.Adapt and expand existing code to meet a need.

AAP-D.1 Find code relevant to meet a need and extend or apply it to a new purpose.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

AAP-E.Recognize abstractions.

AAP-E.1 Identify how abstraction hides the complexity of a task.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Computer Systems (CSY):

Software and hardware work together to perform a variety of tasks.

CSY-A.Describe the hardware components of an electronic device and how they interact with software and the environment.

CSY-A.1 Identify how a user interacts with the parts of a computational system and how these parts interact with each other.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CSY-A.2 Select and justify the hardware chosen to accomplish a task.

1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **PLTW Design and Modeling Unit Framework**



### **PLTW Framework - Overview**

PLTW Unit Frameworks provide an overview of the levels of understanding that each build upon the higher level: Knowledge and Skills, Objectives, Domains, and Competencies. The most fundamental level of learning is defined by course Knowledge and Skills statements. Each Knowledge and Skills statement reflects specifically what students will know and be able to do after they've had the opportunity to learn the course content. Students apply Knowledge and Skills to achieve learning Objectives, which are skills that directly relate to the workplace or applied academic settings. Objectives are organized by higher-level Domains.

### **Essential Questions**

---

- What skills prepare you for diverse career opportunities?
- How can failure produce positive outcomes?
- What does it take to effectively develop a solution to a problem or need?
- What does effective teamwork look like?
- What is the purpose of modeling?
- Why are teams of people more successful than an individual when solving problems?
- How do you express yourself and your creativity through engineering?

## Competencies, Domains, Objectives, Knowledge and Skills

### Transportable Knowledge and Skills

Core workplace skills that students and workers need to acquire, that can be used across all stages of a career, and that, because of their universal utility, are transportable from job to job, from employer to employer, across the economy.

Career Awareness and Exploration (CAE):

The skills necessary to prepare and modify a flexible education plan based on interests while discovering career opportunities.

CAE-A.Explore a variety of careers.

CAE-A.1 Explore a variety of careers related to engineering, biomedical sciences, and computer science.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CAE-A.2 Identify skills that are needed for a variety of careers (such as communication and collaboration).

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CAE-A.3 Explore and reflect on your personal interests and strengths in relation to diverse career opportunities.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Critical and Creative Problem-Solving (CCP):

The skills necessary for students to generate ideas and solutions to problems.

CCP-A.Apply the design process to create a solution.

CCP-A.1 Describe major steps of a design process and identify typical tasks involved in each step.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-A.2 Identify appropriate design requirements (criteria and constraints).

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----



## Competencies, Domains, Objectives, Knowledge and Skills

---

CCP-A.6 Develop and implement a plan to test and evaluate a potential solution to verify that it meets all design requirements.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B. Apply user-centered design principles when creating a solution.

CCP-B.1 Investigate the types of interactions between users and a proposed solution.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.2 Explain the importance of involving prospective users early and often during the design process.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.3 Consider accessibility and equity when designing and creating solutions.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.4 Incorporate safety in all designs, products, and solutions.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-B.5 Design solutions to optimize the user experience.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-C. Creatively solve a problem using computational thinking, analytical, and critical thinking skills.

CCP-C.1 Create and follow a plan to solve a problem.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-C.2 Decompose a problem into smaller parts.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

## Competencies, Domains, Objectives, Knowledge and Skills

---

CCP-D. Analyze and describe design functionality of a product.

CCP-D.1 Dissect a product to gain understanding about its functionality.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-D.2 Describe how the functionality of a product changes depending on how it is used.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CCP-E. Design and conduct an experiment that investigates a question.

CCP-E.3 Analyze data and draw evidence-based conclusions from experimental data.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Collaboration (COL):

The skills necessary for students to work together effectively with a common purpose to achieve desired results.

COL-A. Collaborate effectively on a diverse and multi-disciplinary team.

COL-A.1 Demonstrate successful collaboration through effective communication and constructive feedback.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

COL-A.2 Apply team norms to encourage productivity and define how a team will function and measure its success.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

COL-A.3 Identify and evaluate positive and negative behaviors that impact the team's effectiveness.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Competencies, Domains, Objectives, Knowledge and Skills

---

COM-A.2 Communicate to meet the needs of the audience and be appropriate to the situation.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

COM-A.3 Document work, including processes, research, and solutions.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

COM-A.4 Use reliable evidence to support a claim.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Ethical Reasoning and Mindset (ERM):

The skills necessary for students to make decisions between what is considered right and wrong based on evidence, beliefs, values, and emotions.

ERM-A. Demonstrate ethical decision-making.

ERM-A.1 Analyze ethical considerations and their impact in decision making.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competencies, Domains, Objectives, Knowledge and Skills

---

### Technical Knowledge and Skills

Every career field requires technical literacy and career-specific knowledge and skills to support professional practice.

Modeling (MOD):

Designing and creating models are essential to the engineering design and problem-solving processes. Models are used to represent an artifact or a system to better understand its attributes and/or behavior. Models can be physical, mathematical, computer-generated, and/or simulated.

MOD-A. Apply a mathematical model to represent an authentic situation.

MOD-A.1 Display data visually through charts and graphs.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MOD-A.2 Analyze and interpret data to draw conclusions.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MOD-B. Construct a solid model.

MOD-B.1 Develop solid models using two-dimensional and/or three-dimensional geometric shapes and objects.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MOD-B.2 Construct solid models within a CAD software.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MOD-B.3 Construct a solid model based on design requirements.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MOD-C. Create a physical model or prototype.

MOD-C.1 Construct a prototype based on design requirements.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----



## Competencies, Domains, Objectives, Knowledge and Skills

---

MD-A.2 Identify the appropriate equation for area and/or volume problems.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MD-A.3 Add or interpret dimensions on a sketch following the guidelines of dimensioning.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MD-B. Interpret 2D and 3D design representations.

MD-B.1 Interpret multiview drawings, specifications, dimensions, and annotations.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MD-B.2 Differentiate between two-dimensional and three-dimensional models including the strengths and limitations of each.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Spatial Visualization (SV):

Sketching allows designers to quickly communicate ideas with accurate dimensions and details. Using technology, two-dimensional sketches can be represented in a three-dimensional solid model. Solid models allow designers to view multiple aspects and perspectives of a design.

SV-A. Sketch and/or interpret perspective, isometric, and multiview drawings with adequate attention to standards and critical annotations.

SV-A.1 Recognize perspective, thumbnail, isometric, and multiview sketches and the information they communicate.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SV-A.2 Create an accurate sketch, with or without dimensions, to communicate ideas.

1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



**SECTION e**  
**Method of Pupil Assessment**

## METHODS OF PUPIL ASSESSMENT

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article IV, Section 6.5, and the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments in accordance with the requirements detailed in the Master Calendar of Reporting Requirements annually issued by the Eastern Michigan University Charter Schools Office (“CSO”).

The Academy shall authorize the CSO to have access to the Academy’s Student/School Data Applications 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 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:

<b>Grade(s)</b>	<b>Academic Assessments</b>
K-8	Assessments identified in Schedule 7b including all state and authorizer mandated assessments.



**SECTION f**  
**Application and Enrollment of Students**

## **APPLICATION AND ENROLLMENT OF STUDENTS**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

### **Enrollment Limits**

The Academy will offer kindergarten through Eighth grade. The maximum enrollment shall be 300 students. The Academy will annually adopt yearly enrollment caps, subject to the maximum enrollment limitation, prior to its application and enrollment period.

### **Requirements**

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The Academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.

- A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority, if all of the following requirements are met:

- A. Each public school that enters into the matriculation agreement remains a separate and independent public school.

- B. The Academy shall select at least 5% of its pupils for enrollment using a random selection process.

- C. The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.

- A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

### **Matriculation Agreement**

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.

- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office (“CSO”) for review.

- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with this Contract.

- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

### **Application Process**

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be

admitted on a first-come, first-served basis.

- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

### **Legal Notice or Advertisement**

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.

- At a minimum, the legal notice or advertisement must include:

- A. The process and/or location(s) for requesting and submitting applications.

- B. The beginning date and the ending date of the application period.

- C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

### **Re-enrolling Students**

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- After collecting the parent or guardian responses, the Academy must determine the following:

- A. The number of students who have re-enrolled per grade or grouping level.



B. The number of siblings seeking admission for the upcoming academic year per grade.

C. If space is unavailable, the Academy must develop a waiting list for siblings of reenrolled students.

D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

### **Random Selection Drawing**

- A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:

A. Establish written procedures for conducting a random selection drawing.

B. Establish the maximum number of spaces available per grade or grouping level.

C. Establish the date, time, place and person to conduct the random selection drawing.

D. Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.

- The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

A. Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.

B. Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

- The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

**SECTION g**  
**School Calendar and School Day Schedule**

## **SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.7, the Academy shall comply with the school calendar and school day schedule requirements identified in this schedule.

### **School Calendar**

The Academy's school calendar shall comply with Sections 1175, 1284 and 1284a, if applicable, of the Code. The Academy's school calendar shall also comply with the minimum requirements set forth in Section 101 of the School Aid Act of 1979 (MCL 388.1701). The Academy Board must submit a copy of the Academy's school calendar to the CSO upon Academy Board approval.

### **School Day Schedule**

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours. The Academy Board must submit the school day schedule to the CSO prior to the commencement of each academic year.

**SECTION h**  
**Age and/or Grade Range of Pupils**



## **AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.8, the Academy shall comply with the age or grade ranges as stated in this schedule.

The Academy will enroll students in Kindergarten through Eighth grade. The Academy may add grades through the charter contract amendment process.