

**SECTION D**  
**CURRICULUM**

## CURRICULUM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.4, the Academy shall implement, deliver, and support the curriculum identified in this schedule.

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The Academy has adopted the Oakland Schools Atlas, Michigan Citizenship Curriculum, Michigan Model for Health and the Academy written curriculum. The curriculum for all subjects and courses identified in this schedule is available within the Charter Contract or electronically and accessible at the following links:

- Oakland Schools Atlas <http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Default>
- Michigan Citizenship Curriculum <http://www.micitizenshipcurriculum.org/>
- Michigan Model for Health <http://www.emc.cmich.edu/mm/default.htm>

The curriculum has been reviewed and approved by the Center.

### **Elementary**

The following subjects/courses are offered at the Academy.

| Course                              | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---|---|---|---|---|
| English Language Arts (Atlas)       | X | X | X | X | X | X |
| Mathematics (Atlas)                 | X | X | X | X | X | X |
| Science (Atlas)                     | X | X | X | X | X | X |
| Social Studies (MI Citizenship-MC3) | X | X | X | X | X | X |
| Health (MI Model)                   | X | X | X | X | X | X |
| Physical Education                  | X | X | X | X | X | X |
| Music                               | X | X | X | X | X | X |
| World Language: Spanish             | X | X | X | X | X | X |
| Technology                          | X | X | X | X | X | X |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing  | Core Components of Reading & Writing       | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments   | Resource Materials   |
|---|--|--|---|---|--|
| <b>READING</b>  |  |  |   |   |  |
| <p>The <b>DAILY</b> reading block will consist of the following:</p> <ol style="list-style-type: none"> <li>1. Sight Word Instruction &amp; Review during Morning Meeting/Calendar Time</li> <li>2. Phonics Instruction &amp; Review during Morning Meeting/Calendar Time</li> <li>3. Phonemic Awareness – Manipulation of sounds in spoken words to include a Working w/Words portion</li> <li>4. Reader’s Workshop (Items 1-3 will be incorporated in the Reader’s Workshop as well as addressed in isolation when necessary) <ol style="list-style-type: none"> <li>a. Mini Lesson: Whole Group</li> <li>b. Independent Reading: Read to Self/Read with a Partner</li> <li>c. Guided Reading Groups: Small Groups w/Teacher Instruction</li> <li>d. Teacher Conferring: One-on-One</li> <li>e. Closure: Whole Group</li> </ol> </li> </ol> |  |  |   |   | <p><i>Daily Five</i> by Gail Boushey &amp; Joan Mosher</p> <p>CAFÉ by Gail Boushey &amp; Joan Mosher</p> <p><i>The Art of Teaching Reading</i> by Lucy Calkins</p> <p><i>The Continuum of Literacy Learning, Grades K-8: A Guide to Teaching</i> by Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Recipe for Reading</i> by Nina Traub</p> <p><i>Teaching Beginning Reading: A Balanced Approach</i> by Frank Schaffer</p> |
| <b>Daily Throughout the Year</b>  | <b>Alphabet Recognition and Phonics</b>    | <ul style="list-style-type: none"> <li>• Recognize and name automatically all uppercase and lowercase manuscript letters</li> <li>• Recognize that individual letters have associated sounds</li> <li>• Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words</li> <li>• Identify some consonant letter-sound correspondences</li> </ul> | <p>RF.0.1 Demonstrate understanding of the organization and basic features of print</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>c. Understand that words are separated by spaces in print</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet</p> | <p>-Teacher Observation during Morning Meeting and in Small Groups</p> <p>-Checklists (common across grade level in accordance to benchmarks)</p> <p>*Assessed quarterly</p> <p>*Alphabet Recognition</p> <p>*Letter Sounds</p> <p>-DRA Word Analysis</p> | <i>Recipe for Reading</i> by Nina Traub  |
| <b>Daily Throughout the Year</b>  | <b>Fluency</b>                             | <ul style="list-style-type: none"> <li>• Recognize and identify some sight words</li> <li>• Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are)</li> </ul>  | <p>RF.0.3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>d. Read grade-appropriate irregularly spelled words</p>   | <p>-Teacher Observation during Morning Meeting and in Small Groups</p> <p>-Sight Word Checklists (common across grade level in accordance to benchmarks)</p> <p>-Commercial Assessment</p>  | DOLCH Word Lists   |
| <b>Daily Throughout the Year</b>  | <b>Phonological and Phonemic Awareness</b> | <ul style="list-style-type: none"> <li>• Identify and produce spoken words that rhyme</li> <li>• Blend beginning sound (onset) with ending</li> </ul>  | <p>RF.0.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>a. Recognize and produce rhyming words</p>  | <p>-Teacher Observation during Working w/Words</p> <p>-Weekly Spelling Assessments</p>  | <p><i>Recipe for Reading</i> by Nina Traub</p> <p><i>Teaching Beginning Reading: A Balanced</i></p>  |

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|------------------|--------------------------------------|---|---|--|-----------------------------------|
|                  |                                      | <p>sound (rime) to form known words in rhyming word families (<i>k-it, s-it, b-it</i>)</p> <ul style="list-style-type: none"> <li>Count or tap the number of syllables in spoken words</li> <li>Isolate individual sounds within spoken words (“What is the first sound in <i>can</i>?”)—Phoneme Isolation</li> <li>Identify the same sounds in different spoken words (“What sound is the same in <i>sit, sip, and sun</i>?”)—Phoneme Identity</li> <li>Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: <i>doll, dish, pill</i>?”)—Phoneme Categorization</li> <li>Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound:<br/>/b/ /i/ /g/—Phoneme Blending</li> <li>Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound (“How many sounds are there in <i>big</i>? Move three counters.”)—Phoneme Segmentation</li> <li>Recognize the remaining word when a phoneme is removed (“What is <i>cat</i> without the /k/?”)—Phoneme Deletion</li> <li>Make a new word by adding a phoneme to an existing word (“What word do you have if you add /s/ to <i>mile</i>?”—Phoneme Addition</li> <li>Substitute one phoneme for another to make a new word (“The word is <i>rug</i>. Change /g/ to /n/. What is the new word?”)—Phoneme Substitution</li> </ul> | <p>b. Count, pronounce, blend, and segment syllables in spoken words</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>RF.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> | -Commercial Assessment (Words Their Way) | <i>Approach</i> by Frank Schaffer |

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|------------------|--|---|---|---|---|
| Daily            | <b>Background Knowledge and Vocabulary Development</b> | <ul style="list-style-type: none"> <li>Learn the meaning of new words and use them in own speech</li> <li>Learn new words from books</li> <li>Use new vocabulary words to talk about life experiences**</li> <li>Connect vocabulary and life experiences to ideas in books</li> <li>Use a picture dictionary to learn the meanings of words in books</li> </ul>   | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RL.0.4 Ask and answer questions about unknown words in a text</p> <p>RI.0.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p> | <p>-Teacher Observation during Independent and Guided Reading</p> <p>-**Integrate academic vocabulary into all content areas</p> <p>-Marzano Grade Level/Content Checklists</p> <p>-Weekly Vocabulary Assessments</p> | <i>Building Academic Vocabulary</i> by Robert Marzano & Debra Pickering |
| Daily            | <b>Listening</b>                                       | <ul style="list-style-type: none"> <li>Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes)</li> <li>Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)</li> <li>Understand and follow oral directions</li> <li>Listen respectfully without interrupting others</li> </ul> | RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding  | <p>-Teacher Observation during Guided Reading Groups</p> <p>-Anecdotal Notes of Guided Reading Groups and Student/Teacher Conferences</p>   | Reading materials that are exemplars of text rich in complexity         |
| Daily            | <b>Speaking</b>  | <ul style="list-style-type: none"> <li>Use kindergarten-level vocabulary and grammar in own speech</li> <li>Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)</li> <li>Speak audibly</li> <li>Speak with speed and expression appropriate for the purpose</li> <li>Take turns speaking in a group</li> </ul>                            | <p>RI.0.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>  | <p>-Show-n-Tell (Speaking/Listening) Rubric</p> <p>-Teacher Observation during Guided Reading Groups</p>  |   |

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|---------------------|--|--|--|--|---|
| October<br>November | <b>Unit 1 Readers Build Good Habits</b> This unit teaches the structures and procedures of a reading workshop in ways that invite children to be part of a reading community. They learn that readers assume identities and habits even if they are not reading conventionally. Children will sit at tables with an array of books in baskets at the center. The books will be diverse: varied levels with several picture books and some nonfiction. Children are encouraged to read and reread books over the course of the unit. The Mini-lessons come out of what you see readers doing. Mini lessons might include: How does a child get ready to read? What do I do as I “read” through my book? What do I do at the beginning, the middle, and the end of reading time? This unit helps children understand that every page in a book is not a new story and that the book has a whole meaning and the pages add on to each other. After children have “read privately” for a short time, they will push their chairs together and reread some of their books with a buddy (informal partnerships) who is sitting at their table. This buddy time consists of each reader excitedly discussing pages of their books. It will take time and demonstration for readers to take turns “reading” all the way through one book and following the “reading” with a discussion about the book. |  |  |  |   |
|                     | <b>Reading Core Performance Indicators</b>   | <ul style="list-style-type: none"> <li>Distinguish between print and pictures</li> <li>Follow left-to-right and top to bottom direction when reading</li> <li>Locate parts of a book</li> <li>Point to words in a text or on a chart when read aloud, matching spoken word to print</li> <li>Recognize own name and the names of friends and family in print</li> <li>Use computer software to support early reading development</li> </ul>                        | RI.0.5 Identify the front cover, back cover, and title page of a book                      | -Teacher Observation during Independent and Guided Reading<br>-Skill Based Checklists (common across grade level in accordance to benchmarks)  | <i>Daily Five</i> by Gail Boushey & Joan Mosher |
|                     | <b>Listening &amp; Speaking Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Respond respectfully</li> <li>Use age-appropriate vocabulary</li> <li>Take turns speaking in a group</li> <li>Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software</li> <li>Speak in complete sentences when required</li> <li>Stay on topic</li> <li>Speak audibly</li> <li>Speak with expression appropriate to the occasion</li> </ul> | RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding | -Developmentally Appropriate Rubric (w/Speaking & Listening objectives)<br>-Teacher Observation during Independent and Guided Reading<br>-Skill Based Checklists (common across grade level in accordance to benchmarks) |   |
| Daily               | <b>Fluency</b>   | <ul style="list-style-type: none"> <li>Read familiar kindergarten-level texts at the emergent level</li> </ul>   | RF.0.4 Read emergent-reader texts with purpose and understanding.                          | -Teacher Observation in Guided Reading Groups<br>-Running Records  | Leveled Library                                 |

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|------------------|---|--|--|---|--|
|                  | <b>Comprehension Strategies</b>   | <ul style="list-style-type: none"> <li>Notice when sentences do not make sense</li> <li>Make predictions about story events</li> <li>Answer questions about text read aloud</li> <li>Retell or dramatize stories or parts of stories</li> </ul>  | RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text<br>RL.0.2 With prompting and support, identify the main topic and retell key details of a text<br><br>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding  | Quarterly DRA Assessment  | Developmental Reading Assessment by Harcourt   |
| December         | <b>Unit 2 Readers Read Emergent Storybooks</b> Students will continue to read with some independence for at least 5-10 minutes of private reading time. Children continue reading from bins at the center of tables. The bins will provide the students with a variety of texts to include informational texts that are rigorous and possess an appropriate level of text complexity. Students will begin with private reading and move to buddy reading. Baskets of books rotate from table to table giving all children the opportunity to try each title over the course of the unit. The way students read emergent story books develops over time; some children’s construction of the story will probably first involve looking at and commenting on each picture. Over time, all children learn to approximate-read the way the story sounds as if the child were reproducing the words and cadence of the text. Children work with their buddy to make a plan for who will read first. The child reading “reads” cover to cover with their buddy chiming in to support. After “reading” the story partners talk about the story and revisit parts of it. The teaching of concepts of print, book handling and so forth continue in this unit. |  |  |   |  |
|                  | <b>Reading Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Recognize letter-sound correspondence</li> <li>Recognize that words consist of a combination of sounds</li> <li>Identify rhyming words</li> <li>Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning</li> <li>Build stamina in independent reading</li> </ul> | RF.0.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)<br>a. Recognize and produce rhyming words<br>b. Count, pronounce, blend, and segment syllables in spoken words<br>c. Blend and segment onsets and rimes of single-syllable spoken words<br>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/)<br>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words | -Teacher Observation during Independent and Guided Reading<br>-Skill Based Checklists (common across grade level in accordance to benchmarks) | <i>Recipe for Reading</i> by Nina Traub<br><br><i>Teaching Beginning Reading: A Balanced Approach</i> by Frank Schaffer<br><br><i>Daily Five</i> by Gail Boushey & Joan Mosher |
| Daily            | <b>Fluency</b>  | <ul style="list-style-type: none"> <li>Read familiar kindergarten-level texts at the emergent level</li> </ul>   | RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding<br>RF.0.4 Read emergent-reader texts with   | -Teacher Observation in Guided Reading Groups<br>-Running Records   | Leveled Reader Library   |

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|------------------|--|---|---|---|--------------------|
|                  |  |   | purpose and understanding.  |   |                    |
| Daily            | <b>Print Awareness</b>   | <ul style="list-style-type: none"> <li>Understand the purpose of print is to communicate</li> <li>Follow left-to-right and top-to-bottom direction when reading English</li> <li>Distinguish between letters and words</li> <li>Distinguish between print and pictures</li> <li>Track print by pointing to written words when texts are read aloud by self or others</li> <li>Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)</li> </ul> | RI.0.5 Identify the front cover, back cover, and title page of a book<br><br>RF.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</li> </ul> | -Teacher Observation during Independent and Guided Reading<br>-Skill Based Checklists (common across grade level in accordance to benchmarks) |                    |
|                  | <b>Comprehension Strategies</b>  | <ul style="list-style-type: none"> <li>Notice when sentences do not make sense</li> <li>Make predictions about story events</li> <li>Answer questions about text read aloud</li> <li>Retell or dramatize stories or parts of stories</li> </ul>   | RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text<br><br>RI.0.2 With prompting and support, identify the main topic and retell key details of a text<br><br>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding   | Quarterly DRA Assessment  |                    |
| January          | <b>Unit 3 Readers Talk About Books to Grow Ideas</b> Children will be invited to draw on all they know while reading as best they can, expecting that many of the children will approximate reading rather than read conventionally. Teach readers to read all the way through a book and ways to make meaning as they go, as well as return to books after they read them to think and talk about them. This unit student will switch from reading table top baskets to having a private book bin. This provides the structure for children to read their own just-right text. At first teachers will dictate what is in the bin; however, in time students will be allowed some choice by “shopping” from the classroom library. |   |   |   |                    |
| Daily            | <b>Print Awareness</b>   | <ul style="list-style-type: none"> <li>Understand the purpose of print is to</li> </ul>   | RI.0.5 Identify the front cover, back cover,  | -Teacher Observation during   |                    |



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|------------------|--------------------------------------|---|--|--|---|
|                  |                                      | <p>communicate</p> <ul style="list-style-type: none"> <li>Follow left-to-right and top-to-bottom direction when reading English</li> <li>Distinguish between letters and words</li> <li>Distinguish between print and pictures</li> <li>Track print by pointing to written words when texts are read aloud by self or others</li> <li>Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)</li> </ul> | <p>and title page of a book</p> <p>RF.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> | <p>Independent and Guided Reading</p> <p>-Task Oriented Checklists (common across grade level in accordance to benchmarks)</p> |   |
|                  | <b>Comprehension Strategies</b>      | <ul style="list-style-type: none"> <li>Notice when sentences do not make sense</li> <li>Make predictions about story events</li> <li>Answer questions about text read aloud</li> <li>Retell or dramatize stories or parts of stories</li> </ul>   | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.0.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>   | <p>-Teacher Observation during Guided Reading</p> <p>-Skill Based Checklists</p> <p>-DRA</p>                                   | <p>Developmental Reading Assessment by Harcourt</p> |

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|------------------|---|--|--|---|---|
|                  | <b>Motivation to Read</b>   | <ul style="list-style-type: none"> <li>Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts</li> <li>Read voluntarily familiar kindergarten-level texts</li> <li>Show familiarity with some book titles and authors</li> <li>Locate and use classroom and library media center resources to acquire information, with assistance</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>-select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>-make connections between personal experiences and stories read</li> <li>-predict what might happen next in a story read aloud*</li> <li>-retell a story, with assistance*</li> </ul> </li> </ul> | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.0.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RL.0.6 With prompting and support name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>RI.0.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p> | <p>-Observation of Individual Book Bins</p> <p>-Teacher Observation during Guided Reading &amp; Teacher Conference</p> <p>Teacher Observation</p> <p>- Personal Book Bins – Assessment for movement, choice of materials, just right text</p> <p>- Quarterly DRA*</p> <p>- Skill Based Teacher Checklists generated for guided reading groups to include retell checklists (common across grade level in accordance to benchmarks)</p> <p>-Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</p> | <p>-Literacy Workstations to include books on tape</p> <p>-Leveled Reading Library</p> <p>- Students’ personal book bins</p> <p>- - <i>Launching Literacy Workstations</i> by Debbie Diller</p> <p>- <i>Literacy Work Stations</i> by Debbie Diller</p> <p>- Developmental Reading Assessment by Harcourt</p> |
| February         | <b>Unit 4: Just Right Books</b> All readers will be in leveled books for this unit. Teach children when they are reading just-right books that they use three sources of information; meaning, syntax, and graphophonics. Students will learn to walk through books anticipating the reading as a way to help themselves get ready to read. Children learn to hold on to their initial ideas as they read each page, thinking about what’s going on in the book. They read words using one-to-one matching, left to right directionality, picture cues, known words and initial letters. The print strategies taught vary depending on the level of text the children are reading. Readers continue to read emergent story books and bring them into partnerships alongside just-right texts. This keeps a focus on making meaning while also emphasizing print work. |  |  |   |   |
|                  | <b>Reading Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Recognize the difference between letters and words</li> <li>Recognize and identify letters of the alphabet</li> <li>Alphabetize high-frequency words according to the first letter</li> </ul>   | <p>RF.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p>  |   |   |

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|------------------|--------------------------------------|---|---|---|--|
|                  |                                      | <ul style="list-style-type: none"> <li>Distinguish the difference between vowels and consonants</li> <li>Use beginning and ending consonants, as well as vowel sounds, to identify words</li> <li>Recognize the different sounds that make up a word</li> </ul>   | b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels<br>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> )<br>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ  |   |  |
| Daily            | <b>Print Awareness</b>               | <ul style="list-style-type: none"> <li>Understand the purpose of print is to communicate</li> <li>Follow left-to-right and top-to-bottom direction when reading English</li> <li>Distinguish between letters and words</li> <li>Distinguish between print and pictures</li> <li>Track print by pointing to written words when texts are read aloud by self or others</li> <li>Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)</li> </ul> | RI.0.5 Identify the front cover, back cover, and title page of a book<br>RF.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant<br>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels<br>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> )<br>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ | -Teacher Observation during Independent and Guided Reading<br>-Skill Based Checklists (common across grade level in accordance to benchmarks) | <i>Teaching Beginning Reading: A Balanced Approach</i> by Frank Schaffer |
|                  | <b>Comprehension Strategies</b>      | <ul style="list-style-type: none"> <li>Notice when sentences do not make sense</li> <li>Make predictions about story events</li> <li>Answer questions about text read aloud</li> <li>Retell or dramatize stories or parts of stories</li> </ul>   | RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text<br><br>RI.0.2 With prompting and support, identify the main topic and retell key details of a text<br><br>RL.0.10/RI.0.10 Actively engage in group   | -Teacher Observation during Guided Reading<br>-DRA  | - Developmental Reading Assessment by Harcourt                           |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials  |
|------------------|--------------------------------------|--|--|--|---|
|                  |                                      |  | reading activities with purpose and understanding  |  |   |
|                  | <b>Motivation to Read</b>            | <ul style="list-style-type: none"> <li>• Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts</li> <li>• Read voluntarily familiar kindergarten-level texts</li> <li>• Show familiarity with some book titles and authors</li> <li>• Locate and use classroom and library media center resources to acquire information, with assistance</li> <li>• Read familiar informational texts to begin to collect data, facts, and ideas, with assistance</li> <li>• Draw on a prior experience to understand new data, facts, and ideas</li> <li>• Comprehend and respond to literary texts and performances</li> </ul> | <p>RL.0.6 With prompting and support name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>RI.0.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p> | <p>-Observation of Individual Book Bins</p> <p>-Teacher Observation during Guided Reading &amp; Teacher Conference</p> <p>Teacher Observation</p> <p>- Students create Talking Drawings (children’s own artwork/drawings to activate/demonstrate prior knowledge)</p> <p>-Assess with rubrics (content specific)</p> | Utilize Graphic Organizers e.g. K-W-H-L charts, concept maps, research note charts<br>Leveled Reading Library |
|                  | <b>Listening</b>                     | <ul style="list-style-type: none"> <li>• Listen to literary texts and performances to               <ul style="list-style-type: none"> <li>- appreciate and enjoy literary works</li> <li>- match spoken words with pictures, with assistance</li> <li>- recall a sequence of events from a personal experience or story</li> <li>- identify character and setting</li> <li>- respond to vivid language (e.g., nonsense words and rhymes)†</li> <li>- identify specific people and places</li> <li>- distinguish between a story and a poem, with assistance</li> </ul> </li> </ul>  | <p>RI.0.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>   | <p>Teacher Observation during Guided Reading Groups and Morning Meeting</p> <p>Graphic Organizers</p> <ul style="list-style-type: none"> <li>- Sequence Charts</li> <li>- Concept Web/Mapping</li> <li>- Venn Diagram</li> </ul> <p>Recipe for Reading Assessment†</p>   | <i>Recipe for Reading</i> by NinaTraub<br>Reading materials that are exemplars of text rich in complexity     |
|                  | <b>Speaking</b>                      | <ul style="list-style-type: none"> <li>• Explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story</li> </ul>   | RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding   | Reader’s Workshop  |   |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments   | Resource Materials  |
|------------------|---|--|--|---|---|
| March            | <b>Unit 5: Nonfiction Reading Strategies</b> In this unit children turn their focus to comprehension following the unit on print work. In many cases readers read nonfiction text which is at a higher level than their just-right level. In this case, children have to be resourceful and draw upon prior knowledge, “read” the photographs and illustrations, and use the text features to glean meaning from the texts. The goal is to get children to approach nonfiction texts expecting to learn, think and have new worlds open to them. Children continue to spend a portion of each day reading “just-right” books privately and/or with a partner. Support readers through reading within a whole-class thematic study. This unit of study is directly connected to science. Cross-curricular lessons are planned and implemented on a regular basis. In this case, an entire unit will be dedicated to the development of a cross-curricular unit plan. This unit will encompass a focus that connects reading to science, in particular the areas of life science and the scientific processes. Students will explore through an inquiry based model habitats for a variety of animals, and specifically the animal that has been chosen as their theme animal for the year. During whole class meetings (Mini-lessons, shared reading, read aloud) use the topic of the study to demonstrate what children are expected to do on their own. During workshop, they disperse to their own interest areas in “reading centers”, where baskets of books containing that focus will be situated for two to four readers. Informational text instruction will also be enhanced by the science teachers. |  |  |   |   |
|                  | <b>Reading Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Identify and explain ideas and experiences from texts and performances, previous and current</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>identify what they know and have learned about a specific story or topic*</li> <li>use illustrations to assist in understanding the content of a text and to anticipate what will happen next</li> <li>predict what could happen next or the outcome of a story or article read aloud*</li> <li>change the sequence of events in a story to create a different ending, with assistance</li> <li>form an opinion about the differences between events in a story and events in own life</li> <li>evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations<sup>†</sup></li> <li>distinguish between real and imaginary stories</li> </ul> </li> </ul> | RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text<br><br>RI.0.2 With prompting and support, identify the main topic and retell key details of a text<br><br>RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text<br><br>RL.0.6 With prompting and support name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text<br><br>RI.0.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text<br><br>RI.0.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) | - Quarterly DRA*<br>- Student Friendly Personal Literacy Rubrics used to analyze text<br>-Skill Based Teacher Checklists generated for guided reading groups(common across grade level in accordance to benchmarks)<br>- Teacher Generated Assessment<br>- Teacher Observation during Read to Self <sup>†</sup> | - <i>Daily Five</i> by Gail Boushey & Joan Mosher<br>- Students’ personal book bins |

# **Greater Heights Academy** **English Language Arts Curriculum Map** **Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments   | Resource Materials   |
|------------------|--------------------------------------|--|--|---|--|
|                  |                                      |  | <p>RI.0.8 With prompting and support, identify the reasons an author gives to support points in a text</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p> |   |  |
|                  |                                      | <ul style="list-style-type: none"> <li>Share reading experience to establish, maintain, and enhance personal relationships</li> <li>Respect the age, gender, and cultural traditions of the writer, with assistance</li> <li>Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance</li> <li>Identify words and sentences on a chart, with assistance</li> </ul> | <p>RL.0.4 Ask and answer questions about unknown words in a text</p> <p>RI.0.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>  | <p>-Teacher Observation during Teacher Read Aloud</p> <p>-Teacher Observation of “Turn and Talk”</p> <p>-Teacher Observation during “Read w/Someone”</p> <p>-Morning Meetings</p> <p>-Teacher Generated Assessments</p> | <p>Grammar Scope K-5</p> <p><i>Building Academic Vocabulary</i> by Bob Marzano</p> |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| <b>Suggested Pacing</b> | <b>Core Components of Reading &amp; Writing</b> | <b>Essential Understandings (The Learner Will)</b>  | <b>Common Core State Standards</b>  | <b>Assessments</b>  | <b>Resource Materials</b>                               |
|-------------------------|---|---|---|---|---|
|                         | <b>Listening</b>                                | <ul style="list-style-type: none"> <li>Acquire information from nonfiction text</li> <li>Follow a two-step direction</li> <li>Identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information</li> <li>Identify similarities in information about people, places, and events</li> <li>Participate in small or large group storytelling singing, and finger play, in order to interact with classmates and adults in the classroom and school environment</li> <li>Respect the age, gender, and interests of the listener</li> <li>Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other</li> </ul> | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>   | <p>Graphic Organizer</p> <p>- research note charts</p> <p>Teacher Observation during Morning Meeting</p> <p>Fire, Tornado, &amp; Lockdown Drills</p> <p>Teacher Generated Assessment</p> <p>-Graphic Organizers</p> <p>~ Venn Diagram</p> <p>Writer's Workshop</p> <p>Teacher Student Conference</p> <p>Peer Conference</p> <p>Author's Chair</p> |   |
|                         | <b>Speaking</b>                                 | <ul style="list-style-type: none"> <li>Connect information from personal experiences to information from nonfiction texts, with assistance</li> <li>Share favorite anecdotes, riddles, and rhymes with peers and familiar adults</li> </ul>   | <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>   | <p>Teacher Observation during Guided Reading</p>  |   |
|                         | <b>Science</b>                                  | <ul style="list-style-type: none"> <li>Realize living things are both similar to and different from each other and from nonliving things</li> <li>Understand that animals need air, water, and food in order to live and thrive.</li> <li>Understand that nonliving things do not live and thrive.</li> <li>Understand that living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.</li> <li>Recognize that traits of living things are both</li> </ul>  | <p><b>S.IP.00.11</b> Make purposeful observation of the natural world using the appropriate sense</p> <p><b>S.IP.00.12</b> Generate questions based on observations</p> <p><b>S.IP.00.16</b> Construct simple charts from data and observations</p> <p><b>S.IA.00.12</b> Share ideas about science through purposeful conversation</p> <p><b>S.IA.00.13</b> Communicate and present findings of observations</p> <p><b>S.IA.00.14</b> Develop strategies for information gathering (ask an expert, use a book, make</p> | <p>- Graphic Organizer</p> <p>- Teacher Generated Assessments</p> <p>- Student Observation Checklists and Graphs</p>  | <p>Leveled library (science content specific texts)</p> |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials  |
|------------------|---|--|--|--|---|
|                  |   | <p>inherited and acquired or learned.</p> <ul style="list-style-type: none"> <li>Describe the different structures that serve different functions in growth, survival, and reproduction in animals</li> <li>Describe how animals adapt to that environment in order to survive.</li> </ul>   | <p>observations</p> <p><b>S.RS.00.11</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p><b>L.OL.00.11</b> Identify that living things have basic needs.</p> <p><b>L.OL.00.12</b> Identify and compare living and nonliving things.</p>  |  |   |
| <b>April/May</b> | <p><b>Unit 6: Readers Care about Characters</b> In this unit, the whole class engages in a shared character study and clusters of children will work on this in character centers. Prior to this unit, the teacher will read aloud many titles which contain strong characters. The read aloud sessions will lay the groundwork for teaching children ways to think about characters in their own just-right reading. Readers learn that they can identify characters by name. Once characters are identified, students will be to taught to hold that character in mind as they read the entire text, thinking “Am I like this character?” How am I different?” “Do I know someone like this character?” Readers point to text saying “Ben is funny in this part because...” or “Sally is mad here because...” Readers will be invited to think about their characters in ways that have them thinking about setting and the events of the story, deepening meaning from the beginning of the text to the end. Readers will be taught to notice that many characters in lots of different stories are alike in nature. Children can also start to notice differences between characters. In partnerships, readers continue their thinking and talk by adding talk that has children comparing characters within the same book or across different texts.</p> |  |  |  |   |
|                  | <p><b>Reading Core Performance Indicator</b></p>  | <ul style="list-style-type: none"> <li>Read aloud with expression and fluency</li> <li>Interpret information represented in simple charts and webs</li> <li>Comprehend and respond to literary texts and performances</li> <li>Dramatize or retell stories, using puppets, toys, and other props</li> <li>Share reading experience to establish, maintain, and enhance personal relationships</li> <li>Respect the age, gender, and cultural traditions of the writer, with assistance</li> <li>Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance</li> <li>Retell information about the characters or events from stories</li> <li>Describe the actions of characters in a story</li> </ul> | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.0.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RL.0.4 Ask and answer questions about unknown words in a text</p> <p>RI.0.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.0.8 With prompting and support, identify the reasons an author gives to support points in a text</p> <p>RI.0.9 With prompting and support, identify</p> | <p>-DRA Assessment</p> <p>Teacher Generated Assessments</p> <p>- Rubrics (modeled from the GISD sample rubrics/designed for developmental appropriateness/designed for developmental appropriateness)</p> <p>- Teacher Observation during Literacy Workstations</p> <p>-Teacher Observation during Teacher Read Aloud</p> <p>-Teacher Observation of “Turn and Talk”</p> <p>-Teacher Observation during “Read w/Someone”</p> <p>-Morning Meetings (Mystery Writer)</p> <p>-Teacher Observation during Writer’s Workshop teacher conference</p> | <p>Leveled Reading Library</p> <p>-Classroom puppets &amp; stage</p> <p>Grammar Scope K-5</p> <p><i>Building Academic Vocabulary</i> by Bob Marzano</p> |



**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)   | Common Core State Standards  | Assessments  | Resource Materials |
|------------------|--------------------------------------|---|--|--|--------------------|
|                  |                                      | <ul style="list-style-type: none"> <li>Compare characters or events in two or more stories</li> </ul>   | <p>basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>   |  |                    |
|                  | <b>Listening</b>                     | <ul style="list-style-type: none"> <li>Identify similarities in information about people, places, and events</li> </ul>   | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p>  | <p>Teacher Generated Assessment</p> <p>-Graphic Organizers</p> <p>~ Venn Diagram</p>   |                    |
|                  | <b>Speaking</b>                      | <ul style="list-style-type: none"> <li>Interpret words of characters in stories</li> <li>Engage in conversations with adults and peers regarding pictures, books, and experiences</li> <li>Role-play characters or events from stories</li> <li>Describe the actions of characters in a story</li> <li>Compare characters or events in two or more stories</li> <li>Dramatize differences and similarities in characters</li> </ul> | <p>RL.0.1/RI.0.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RL.0.4 Ask and answer questions about unknown words in a text</p> <p>RI.0.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RL.0.10/RI.0.10 Actively engage in group reading activities with purpose and understanding</p> | <p>Teacher Observation during Guided Reading</p> <p>- Teacher Observation during Turn-n-Talk</p> <p>Report items from Venn Diagram (pictorial)</p> <p>Performance Rubric</p> |                    |

# **Greater Heights Academy** **English Language Arts Curriculum Map** **Kindergarten**

| Suggested Pacing  | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards | Assessments   | Resource Materials  |
|---|--------------------------------------|--|-----------------------------|---|---|
| WRITING   |                                      |  |                             |   |   |
| <p>The <b>DAILY</b> writing block will consist of the following:</p> <ol style="list-style-type: none"> <li>1. Sight Word Instruction &amp; Review during Morning Meeting/Calendar Time</li> <li>2. Phonics Instruction &amp; Review during Morning Meeting/Calendar Time</li> <li>3. Phonemic Awareness – Manipulation of sounds in spoken words to include a Working w/Words portion</li> <li>4. Writer’s Workshop (Items 1-3 will be incorporated in the Writer’s Workshop as well as addressed in isolation when necessary) <ol style="list-style-type: none"> <li>a. Mini Lesson: Whole Group</li> <li>b. Independent Writing:</li> <li>c. Teacher Conferring: One-on-One</li> <li>d. Peer Conferencing (Only occurs in latter part of the year)</li> <li>e. Closure: Whole Group</li> </ol> </li> </ol> |                                      |  |                             |   |   |
| Daily   | <b>Print Awareness</b>               | <ul style="list-style-type: none"> <li>• Use left-to-right and top-to-bottom direction when writing English</li> <li>• Use spacing between letters and words when writing on a line</li> </ul> |                             | -Teacher Observation during Student/Teacher Conference<br>-Rubric (modeled from the GISD sample rubrics/designed for developmental appropriateness)<br>-Weekly Spelling Tests | <i>Units of Study for Primary Writing</i> by Lucy Calkins |

**Greater Heights Academy  
English Language Arts Curriculum Map  
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| <b>Suggested Pacing</b>  | <b>Core Components of Reading &amp; Writing</b> | <b>Essential Understandings (The Learner Will)</b>   | <b>Common Core State Standards</b>   | <b>Assessments</b>   | <b>Resource Materials</b>   |
|--|---|--|--|--|---|
| Perform frequently during share time – At a minimum of once per unit | <b>Listening</b>                                | <ul style="list-style-type: none"> <li>Listen to literary texts and performances to               <ul style="list-style-type: none"> <li>appreciate and enjoy literary works</li> <li>match spoken words with pictures, with assistance</li> <li>recall a sequence of events from a personal experience or story</li> <li>identify character and setting</li> <li>respond to vivid language (e.g., nonsense words and rhymes)<sup>†</sup></li> <li>identify specific people and places</li> <li>distinguish between a story and a poem, with assistance</li> </ul> </li> <li>Respect the age, gender, and culture of the speaker</li> <li>Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates</li> </ul> <p>Listen for the tone of voice and content that signal friendly communication</p> |  | Teacher Observation during Guided Reading Groups and Morning Meeting<br>Graphic Organizers <ul style="list-style-type: none"> <li>Sequence Charts</li> <li>Concept Web/Mapping</li> <li>Venn Diagram</li> </ul> Recipe for Reading Assessment <sup>†</sup><br>Teacher Observation<br>Morning Meeting<br>Author’s Chair in Writer’s Workshop<br>Teacher Observation | <i>Recipe for Reading</i> by NinaTraub<br>Reading materials that are exemplars of text rich in complexity |
|  | <b>Spelling</b>                                 | <ul style="list-style-type: none"> <li>Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)</li> <li>Use conventional spelling to spell some common or familiar words</li> <li>Write correctly own first and last names and the names of some friends or family</li> </ul>   | L.0.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Print many upper- and lowercase letters.<br>b. Use frequently occurring nouns and verbs. | -Words Their Way Quarterly Assessment  | Zaner Bloser  |
| Daily  | <b>Handwriting</b>                              | <ul style="list-style-type: none"> <li>Write legibly some uppercase and lowercase letters</li> </ul>   |  | -Rubric  | Zaner Bloser  |
| Daily  | <b>Composition</b>                              | <ul style="list-style-type: none"> <li>Label drawings with letters or words</li> <li>Write as part of play (e.g., playing school, store, restaurant)</li> <li>Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories,</li> </ul>  | SL.0.5 Add drawings or other visual displays to descriptions as desired to provide additional detail   | -Rubric (modeled from the GISD sample rubrics/designed for developmental appropriateness)  |   |

**Greater Heights Academy**  
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| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments   | Resource Materials                                       |
|------------------|---|--|--|---|--|
|                  |   | communicate feelings, provide information)   |  |   |  |
| Daily            | <b>Motivation to Write</b>  | <ul style="list-style-type: none"> <li>Write voluntarily to communicate for different purposes</li> <li>Share writing with others</li> </ul>   |  | -Teacher Observation during Student/Teacher conference<br>-Author’s Chair Teacher Observation           |  |
| September        | <b>Unit 1 Launching the Writer’s Workshop</b> During this unit, children will learn from mentor texts how authors think of something they have done and then remember that event. They will think of a story, draw it and possibly label it. They will learn that when writers finish one story they start the next one. Children will also learn that writers revise by adding details to drawings. Kindergarteners will begin to “reread” their stories by touching different parts of their picture and telling the part of their story that accompanies the representation. They will also be learning how letters and letter sounds represent the words they want to use to label their pictures. Students will use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events.” By the end of the year, students will not only narrate the events, but also tell about them in the order in which they occurred, as well as provide a reaction to what happened. |  |  |   |  |
|                  | <b>Reading Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Recognize the singular and plural of frequently used words</li> </ul>   |  |   |  |
|                  | <b>Writing Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Write own name on pictures, drawings, paintings, and written products</li> <li>Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group</li> <li>Create a drawing, picture, sign, or other graphic to represent a word or concept</li> <li>Follow left-to-right and top-to-bottom direction when writing</li> <li>Use spacing between letters and words when writing on a line</li> </ul> | RF.0.3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | -Teacher Observation during Writer’s Workshop (e.g. Teacher/Student Conferences)<br>Teacher Observation | <i>Lucy Calkins – Units of Study for Primary Writing</i> |
| October          | <b>Unit 2: Small Moments: Personal Narrative Writing</b> The goal of this unit is to teach young writers to generate true stories from their lives using representational drawings, tell a cohesive sequenced narrative and label lots of items in their stories. This unit emphasizes certain qualities of good writing including focus, detail sequence and writing with a sense of story. Students will be expected to begin using standard English grammar when writing or speaking. This oral storytelling will occur during share time in the writer’s workshop block. It is essential that instructors require students to demonstrate a strong command of grammar when speaking. This also supports their ability to write stories in a clear and cohesive way.   |  |  |   |  |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)   | Common Core State Standards   | Assessments   | Resource Materials   |
|------------------|---|---|---|---|--|
|                  | <b>Writing</b>  | <ul style="list-style-type: none"> <li>Write own name on pictures, drawings, paintings, and written products</li> <li>Draw or write facts and ideas gathered from personal experiences</li> <li>Use graphics such as posters to communicate information from personal experiences</li> <li>Maintain a portfolio of informational writings and drawings, with assistance</li> <li>Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group</li> <li>Stretch out words</li> <li>Record first and final sounds</li> <li>Reread their own writing</li> <li>Perform paper surgery by adding more to the narrative</li> </ul> | W.0.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.   | Teacher Generated Assessment<br>- Graphic Organizers<br>- Rubrics (modeled from the GISD sample rubrics/designed for developmental appropriateness)*<br>- Benchmark Assessment<br>-Teacher Observation during Writer’s Workshop (e.g. Teacher/Student Conferences)<br>Teacher Observation | *Rubrics will be developed on the basic concepts that are included in the GISD sample rubrics. In addition, rubrics will encompass the “5 hand strategies” (physical description, character action, thought shot, setting, & dialogue) |
|                  | <b>Speaking</b>   | Compare stories from personal experience with stories heard   | RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text   | Teacher Observation   |  |
| November         | <b>Unit 3: Writing for Readers: Teaching Skills and Strategies</b> The goal of this unit is to spotlight the importance of spelling and punctuation by using word walls, capital letters, and simple punctuation. Students are invited to separate their pieces into two piles – one of readable writing and one of virtually unreadable writing. They need to be taught to look specifically at their handwriting, spaces between words, punctuation and spelling tricky words. The strategies taught may be used during Interactive Writing and Word Study. It is important for young writers to transfer what they learn during these other components into their independent writing. They can learn to spell familiar words by using the word wall, listening closely to sounds in words, and putting spaces between words. And then at the end of the unit students are asked to write a piece for their peers to read. |   |   |   |  |
|                  | <b>Writing Core Performance Indicators</b>  | <ul style="list-style-type: none"> <li>Write recognizable upper- and lowercase letters in manuscript</li> <li>Capitalize the first words of sentences, the letter “I,” and proper nouns, such as names, days of the week, and months</li> <li>Write the letters of own first and last</li> </ul>  | W.0.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ). | Teacher Generated Assessment<br>- Graphic Organizers<br>- Rubrics (modeled from the GISD sample rubrics/designed for developmental appropriateness)*<br>- Benchmark Assessment  |  |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| <b>Suggested Pacing</b> | <b>Core Components of Reading &amp; Writing</b> | <b>Essential Understandings (The Learner Will)</b>  | <b>Common Core State Standards</b>  | <b>Assessments</b>  | <b>Resource Materials</b> |
|-------------------------|---|---|---|---|---------------------------|
|                         |   | <p>names</p> <ul style="list-style-type: none"> <li>• Spell high-frequency words correctly</li> <li>• Put words together in sentence format by using <ul style="list-style-type: none"> <li>• end punctuation, such as periods</li> <li>• various parts of speech, such as nouns and adjectives, and verbs</li> </ul> </li> <li>• Begin to edit your writings, with assistance</li> <li>• Use beginning-of-sentence capitalization and end punctuation</li> <li>• Use classroom resources, such as word walls, picture dictionaries, teachers, and peers, to support the writing process</li> <li>• Give and seek constructive feedback in order to improve writing</li> <li>• Use computer software to support development of early writing skills</li> <li>• Label items &amp; list observations</li> </ul> | W.0.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <p>-Teacher Observation during Writer's Workshop (e.g. Teacher/Student Conferences)</p> <p>Teacher Observation</p>  |                           |
|                         | <b>Writing</b>                                  | <ul style="list-style-type: none"> <li>• Write own name on pictures, drawings, paintings, and written products</li> <li>• Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group</li> <li>• Write friendly letters to others</li> <li>• Maintain a portfolio of writings and drawings for social interaction, with assistance</li> <li>• Perform science observations and record through drawings, paintings, &amp; words</li> </ul>  |   | <p>Teacher Observation</p> <p>-Teacher Observation during Writer's Workshop (e.g. Teacher/Student Conferences)</p> <p>-Teacher Observation</p> <p>-Rubric (modeled from the GISD sample rubrics/designed for developmental appropriateness)</p> |                           |
|                         | <b>Speaking</b>                                 | <ul style="list-style-type: none"> <li>• Report information briefly to peers and familiar adults, with assistance</li> <li>• Connect information from personal experiences to information from nonfiction</li> </ul>  |   | Teacher Observation   |                           |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments   | Resource Materials |
|------------------|---|--|--|---|--------------------|
|                  |   | texts, with assistance <ul style="list-style-type: none"> <li>Participate in author’s chair</li> </ul>   |  |   |                    |
| December         | <b>Unit 4: The Craft of Revision</b> During revision students are introduced to additional materials and tools. A special revision folder and color pen motivate kindergarteners to revise with enthusiasm with the understanding that teachers expect their five-year-old best. Students should have access to strips of paper to add sentences and sections into the middle of their writing and single sheets of paper to staple onto the end of their stories. Young writers learn revision strategies, including cutting, stapling, adding into the middle of a page, re-sequencing and adding details. It is important to teach them not only the physical work of revision, but also the reasons for altering a draft. As the unit progress, the teacher will add an author study and students will revise using the author’s craft. |  |  |   |                    |
|                  | <b>Writing</b>  | <ul style="list-style-type: none"> <li>Write own name on pictures, drawings, paintings, and written products</li> <li>During peer revision               <ul style="list-style-type: none"> <li>Name portions of the text students feel is important</li> <li>Offer peers suggestions for their own writing</li> </ul> </li> </ul>   | W.0.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ).<br><br>W.0.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  | Teacher Observation<br><br>Peer Revision Checklists   |                    |
| January          | <b>Unit 5: Raising the Quality of Small Moment Writing</b> In this unit students narrate a single event in their writing, not only noting what happened in sequential order, but also providing some sort of reaction to the event. Children will capture moments in their life story across the pages of a book creating a sequential event. In this unit, the students will spend a great amount of their time in the workshop planning their story. The teacher will utilize quality text to model the writing of small moments. The primary focus of this unit will be to teach the students that authors of small moment stories use specific details and small actions to capture the beginning, middle, and end of a little moment of time—fifteen to twenty minutes or so.  |  |  |   |                    |
|                  |   | <ul style="list-style-type: none"> <li>Write sentences under the pictures</li> <li>Zoom in on tiny moments</li> <li>Recall and record their own reactions to the small moments in their lives</li> <li>Delve into and name feelings</li> <li>Write a letter or letters for most consonant and short-vowel sounds in each word</li> <li>Include a space about the size of a finger between one word and the next</li> <li>Notice where one word stops and one begins</li> <li>Include dialogue &amp; setting</li> <li>Label pictures in sketches</li> </ul> | W.0.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ).<br><br>W.0.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | Teacher Generated Assessment<br>- Graphic Organizers<br>- Rubrics (modeled from the GISD sample rubrics/designed for developmental appropriateness)*<br>- Benchmark Assessment<br>-Teacher Observation during Writer’s Workshop (e.g. Teacher/Student Conferences)<br>Teacher Observation |                    |

**Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments  | Resource Materials |
|------------------|--|--|---|--|--------------------|
|                  |  | <ul style="list-style-type: none"> <li>Begin to write sentences</li> </ul>   | W.0.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |  |                    |
| February         | <b>Unit 6: Procedural Writing: How-To Books</b> In this unit students have an opportunity to teach people how to do something, a process to which they are familiar. Students will learn how to create a procedural manual of sorts. This will require the students to demonstrate explicitness, clarity, sequence, and an anticipation of what readers will need to know. Texts will be used to model the procedural structure and students will see the importance of including chapters, sections, or text boxes. This particular unit focuses kindergarten writers to work toward the CCSS noted for informational writing.  |  |   |  |                    |
|                  |  | <ul style="list-style-type: none"> <li>Sequence events</li> <li>Identify text features</li> <li>Incorporate knowledge of 2-3 step directions in writing</li> </ul> | <p>W.0.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.0.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> | Teacher Generated Assessment<br>- Graphic Organizers specifically designed for informational text<br>- Rubrics (modeled from the GISD sample rubrics/designed for developmental appropriateness)*<br>- Benchmark Assessment<br>-Teacher Observation during Writer’s Workshop (e.g. Teacher/Student Conferences)<br>Teacher Observation |                    |
| March            | <b>Unit 7: Non-Fiction Writing: "All About?" Books</b> In this unit students explore topics about which they are already familiar, such as places they go, things they know about, things they care about or things they can do. Students can easily access content about the things they love or do every day while focusing on learning how to organize and develop their facts. The teacher may create a class book during interactive or shared writing, encouraging students to choose topics about which they are knowledgeable and passionate and then teaching them how to collect and organize their facts. Once students have chosen an everyday topic about which they are “experts” they need to organize everything they know about that topic. When students have finished writing the pages of their book they may only choose a few of the “best” pages to publish or they may decide to add a Table of Contents, a chart or a diagram. Students will be required to label their drawings and diagrams, using beginning, middle, and ending sounds in each label and rereading those labels. |  |   |  |                    |



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Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)   | Common Core State Standards  | Assessments  | Resource Materials |
|------------------|--------------------------------------|---|--|--|--------------------|
|                  | <b>Writing</b>                       | <ul style="list-style-type: none"> <li>• Write own name on pictures, drawings, paintings, and written products</li> <li>• Draw pictures to record facts from a lesson, with assistance</li> <li>• Use resources such as a picture dictionary or word wall to find and write words, with assistance</li> <li>• Maintain a portfolio of informational writings and drawings, with assistance</li> <li>• Draw and/or write to express opinions and judgments to share what they know and have learned about a theme or topic</li> <li>- respond in pictures or words to an experience or event shared by a classmate</li> <li>- depict an opinion about statements, illustrations, characters, and events in written and visual texts</li> <li>- compare characters and settings within and between stories</li> <li>- describe the differences between real and imaginary experiences, with assistance</li> <li>• Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance</li> </ul> | <p>RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.0.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p> <p>W.0.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.0.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.0.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> | <p>Teacher Observation<br/>Portfolio Assessment<br/>Forms/Checklists/Rubrics<br/>Teacher Generated Assessment</p> <p>- Graphic Organizers<br/>~ Venn Diagram<br/>~ K-W-L</p> <p>- Rubrics (modeled from the GISD sample rubrics/designed for developmental appropriateness)<br/>~ Show-n-Tell</p> <p>- Benchmark Assessment</p> <p>Portfolio Assessment<br/>Forms/Checklists/Rubrics</p> |                    |
|                  | <b>Speaking</b>                      | <ul style="list-style-type: none"> <li>• Dictate information from personal experience</li> <li>• Connect information from personal experiences to information from nonfiction texts, with assistance</li> <li>• Share what they know and have learned about a topic</li> </ul>  |  | <p>Teacher Observation during Morning Meeting/Author's Chair<br/>Teacher Observation during Guided Reading</p>   |                    |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials                                       |
|------------------|---|--|--|--|--|
|                  | <b>Listening</b>  | <ul style="list-style-type: none"> <li>Form an opinion or evaluate information on the basis of information in the world</li> <li>Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books</li> <li>Recognize differences in two or more versions of a familiar story, song, or finger play</li> <li>Identify messages in advertisements by listening to the words</li> </ul>  | RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text  | Teacher Generated Assessment<br>Venn Diagram   |  |
| April            | <b>Unit 8: Authors as Mentors</b> In this unit, students will be introduced to an author that demonstrates strategies of writing that kindergarteners may use in their own pieces. Students will be encouraged to incorporate techniques and patterns they have seen in other author’s writing. Students will be expected to add more detail to their sketches, with particular attention paid to development of the character and setting. |  |  |  |  |
|                  | <b>Writing</b>  | <ul style="list-style-type: none"> <li>Write own name on pictures, drawings, paintings, and written products</li> <li>Draw or write to respond to text to               <ul style="list-style-type: none"> <li>express feelings about characters or events in a story</li> <li>describe characters or events</li> <li>list a sequence of events in a story, with assistance</li> <li>retell a story</li> </ul> </li> <li>Maintain a portfolio of writings and drawings in response to literature, with assistance</li> </ul> | RI.0.2 With prompting and support, identify the main topic and retell key details of a text<br><br>W.0.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.<br><br>W.0.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Teacher Observation  | <i>Lucy Calkins – Units of Study for Primary Writing</i> |
| May              | <b>Unit 9: Informational Books in Science</b> In this unit student’s use writing to explore an aspect of science that is an essential unit. This unit allows kindergartners to engage in shared research as they write. Students will be taught to make close observations, ask big questions, and follow procedures in order to pursue those questions.  |  |  |  |  |
|                  | <b>Writing</b>  | <ul style="list-style-type: none"> <li>Sketch with labels and captions</li> <li>Draw the setup from an experiment</li> <li>Label the experiment using precise vocabulary</li> <li>Explain the process in great detail</li> </ul>   | W.0.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.   | Teacher Generated Assessment<br>- Graphic Organizers specifically developed for informational text<br>- Rubrics (modeled from the GISD sample rubrics/designed for | Vocabulary Wall<br><br>Science focused leveled readers   |

# **Greater Heights Academy** **English Language Arts Curriculum Map** **Kindergarten**

| Suggested Pacing | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials |
|------------------|--|--|--|--|--------------------|
|                  |  | <ul style="list-style-type: none"> <li>Utilize academic (science) language</li> <li>Generate probing questions</li> <li>Develop a hypotheses</li> </ul>  | W.0.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  | developmental appropriateness)*<br>- Benchmark Assessment<br>-Teacher Observation during Writer’s Workshop (e.g. Teacher/Student Conferences)<br>Teacher Observation   |                    |
| June             | <b>Unit 10: Poetry</b> This unit begins with a week of poetry centers where students are not actually writing poetry. Instead they have opportunities to be immersed in the sights and sounds of poetry by observing everyday objects such as shells and rocks, then drawing and writing what they see. They listen to poetry and paint or draw their representation of the poem. They can listen or look for “beautiful words” in books or poems. Students will also learn poetry through exposure to music. They will have the opportunity to write their own songs. Once students start writing their own poems, help them learn that poems are filled with meaningful topics and feelings and how to experiment with powerful language. By the end of this unit of study students create clear images with pictures and language meant to convey the meaning and feeling behind their poems. |  |  |  |                    |
|                  | <b>Writing Core Performance Indicators</b>   | <ul style="list-style-type: none"> <li>Use the singular and plural of high-frequency words</li> <li>Copy letters and words from books, magazines, signs, charts, and own dictation</li> <li>Write own name on pictures, drawings, paintings, and written products</li> <li>Draw or write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance</li> <li>- create poems or jingles, using pictures/drawings and some words, with assistance</li> <li>Draw and/or write to express opinions and judgments to</li> <li>- respond in pictures or words to an experience or event shared by a classmate</li> <li>Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance</li> <li>Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group</li> </ul> | RI.0.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text<br><br>RI.0.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) | Teacher Generated Checklist (Speaking and Listening)<br>Teacher Observation<br>Rubric (Public Speaking modeled from the GISD sample rubrics/designed for developmental appropriateness)<br>Teacher Observation |                    |

Greater Heights Academy  
English Language Arts Curriculum Map  
Kindergarten

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards | Assessments  | Resource Materials  |
|------------------|--------------------------------------|--|-----------------------------|--|---|
|                  |                                      | <ul style="list-style-type: none"><li></li></ul>   |                             |  |   |
|                  | Speaking                             | <ul style="list-style-type: none"><li>Express feelings about a work of fiction or poetry</li><li>Recite short poems, nursery rhymes, and finger plays</li><li>Express an opinion or judgment about a story, poem, finger play, or poster</li></ul> |                             | Teacher Observation during Guided Reading Groups and Morning Meeting<br>Graphic Organizers <ul style="list-style-type: none"><li>Sequence Charts</li><li>Concept Web/Mapping</li><li>Venn Diagram</li></ul> Recipe for Reading Assessment†<br>Teacher Observation<br>Morning Meeting<br>Author’s Chair in Writer’s Workshop<br>Teacher Observation | <i>Recipe for Reading</i> by NinaTraub<br>Reading materials that are exemplars of text rich in complexity |
|                  |                                      |  |                             |  |   |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing  | Core Components of Reading & Writing                      | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments  | Resource Materials  |
|---|---|--|---|--|---|
|   |   |  |   |  |   |
| READING   |   |  |   |  |   |
| The <b>DAILY</b> reading block will consist of the following:<br>1. Sight Word Instruction & Review during Morning Meeting/Calendar Time<br>2. Phonics Instruction & Review during Morning Meeting/Calendar Time<br>3. Phonemic Awareness – Manipulation of sounds in spoken words to include a Working w/Words portion<br>4. Reader’s Workshop <ul style="list-style-type: none"><li>a. Mini Lesson: Whole Group</li><li>b. Independent Reading: Read to Self/Read with a Partner</li><li>c. Guided Reading Groups: Small Groups w/Teacher Instruction</li><li>d. Teacher Conferring: One-on-One</li><li>e. Closure: Whole Group</li></ul> |   |  |   |  | <i>Daily Five</i> by Gail Boushey & Joan Mosher<br><br><i>CAF </i> by Gail Boushey & Joan Mosher<br><br><i>The Art of Teaching Reading</i> by Lucy Calkins<br><br><i>The Continuum of Literacy Learning, Grades K-8: A Guide to Teaching</i> by Gay Su Pinnell & Irene C. Fountas<br><br><i>Recipe for Reading</i> by Nina Traub<br><br><i>A Curricular Plan for the Reading Workshop, Grade 1</i> by Lucy Calkins.<br><br><i>Teaching Beginning Reading: A Balanced Approach</i> by Frank Schaffer |
| Throughout the Year   | <b>Decoding Including Phonics and Structural Analysis</b> | <ul style="list-style-type: none"><li>• Identify and produce letter-sound correspondences, including consonants and short and long vowels</li><li>• Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words</li><li>• Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (<i>s-it</i>, <i>s-at</i>)</li><li>• Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds</li><li>• Check accuracy of decoding using context to</li></ul> | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"><li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li></ul> | -DRA Word Analysis<br>-DIBELS<br>-Teacher Observation during Working w/Words<br>-Weekly Spelling Assessments |   |

# Greater Heights Academy

## English Language Arts Curriculum Map

### 1<sup>st</sup> Grade

| Suggested Pacing                            | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials                      |
|---|--------------------------------------|--|--|--|---|
|   |                                      | monitor and self-correct   | RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.<br>b. Decode regularly spelled one-syllable words.<br>c. Know final -e and common vowel team conventions for representing long vowel sounds.<br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br>e. Decode two-syllable words following basic patterns by breaking the words into syllables.<br>f. Read words with inflectional endings.<br>g. Recognize and read grade-appropriate irregularly spelled words. |  |   |
| Daily Morning Meetings and/or calendar time | <b>Phonemic Awareness</b>            | <ul style="list-style-type: none"> <li>Count the number of syllables in a word</li> <li>Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words</li> <li>Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words</li> </ul> | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words.<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  | -DRA Word Analysis<br>-DIBELS<br>-Teacher Observation during Working w/Words<br>-Weekly Spelling Assessments | <i>Recipe for Reading</i> by Nina Traub |

# **Greater Heights Academy** **English Language Arts Curriculum Map** **1<sup>st</sup> Grade**

| Suggested Pacing    | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials  |
|---------------------|--------------------------------------|--|--|--|---|
|                     |                                      |  | RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.<br>b. Decode regularly spelled one-syllable words.<br>c. Know final -e and common vowel team conventions for representing long vowel sounds.<br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br>e. Decode two-syllable words following basic patterns by breaking the words into syllables.<br>f. Read words with inflectional endings.<br>g. Recognize and read grade-appropriate irregularly spelled words. |  |   |
| Throughout the Year | <b>Print Awareness</b>               | <ul style="list-style-type: none"> <li>Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings</li> </ul>   | RL.1.6 Identify who is telling the story at various points in a text.  | -Teacher Observation during Morning Meeting and in Small Groups<br>-Checklists (common across grade level in accordance to benchmarks)   |   |
| Throughout the Year | <b>Fluency</b>                       | <ul style="list-style-type: none"> <li>Sight-read automatically grade-level common, high-frequency words</li> <li>Sight-read automatically grade-level irregularly spelled words</li> <li>Sight-read automatically 300–500 words including sight and decodable words</li> <li>Use punctuation clues to read connected text with expression, accuracy and fluency</li> <li>Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM)</li> </ul> | RF.1.1 Demonstrate understanding of the organization and basic features of print.<br>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).<br>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.<br>b. Decode regularly spelled one-syllable words.   | -DRA Word Analysis<br>-DIBELS<br>-Teacher Observation during Morning Meeting and in Small Groups<br>-Sight Word Checklists (common across grade level in accordance to benchmarks)<br>-Commercial Assessment | DOLCH Word Lists<br><br>(Davidson, M., & Towner, J. (2000). <i>Reading Screening Test</i> . Bellingham, WA: Applied Research and Development Center.) |

# Greater Heights Academy

## English Language Arts Curriculum Map

### 1<sup>st</sup> Grade

| Suggested Pacing    | Core Components of Reading & Writing                   | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments  | Resource Materials                                    |
|---------------------|--|--|---|--|---|
|                     |  |  | <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |  |   |
| Throughout the Year | <b>Background Knowledge and Vocabulary Development</b> | <ul style="list-style-type: none"> <li>Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary</li> <li>Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary**</li> <li>Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary</li> <li>Connect words and ideas in books to prior knowledge</li> <li>Learn new words indirectly from reading books and other print sources</li> </ul> | <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words</p>   | <p>-**Integrate academic vocabulary into all content areas</p> <p>- Marzano Grade Level/Content Checklists</p> <p>-Commercial Daily Oral Language Assessment</p> | <i>Building Academic Vocabulary</i> by Robert Marzano |



**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing    | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials |
|---------------------|--------------------------------------|--|--|--|--------------------|
|                     |                                      | <ul style="list-style-type: none"> <li>Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts</li> <li>Use a dictionary to learn the meanings of words</li> </ul>  | (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).  |  |                    |
| Throughout the Year | <b>Comprehension Strategies</b>      | <ul style="list-style-type: none"> <li>Read grade-level texts for different purposes</li> <li>Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text</li> <li>Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text</li> <li>Use graphic or semantic organizers to organize and categorize information</li> <li>Ask questions in response to texts</li> <li>Answer simple questions (such as how? why? what if?) in response to texts</li> <li>Sequence events in retelling stories</li> <li>Summarize main ideas from informational texts</li> <li>Follow simple written instructions</li> <li>Use own perspectives and opinions to comprehend text</li> </ul> | RL.1.1/RI.1.1 Ask and answer questions about key details in a text.<br><br>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.   | -Teacher observation during guided reading groups<br>-Developmentally Appropriate Rubric (cooperative learning)<br>-Graphic Organizers<br>-Anecdotal Notes of Guided Reading Groups and Student/Teacher Conference |                    |
| Throughout the Year | <b>Motivation to Reading</b>         | <ul style="list-style-type: none"> <li>Show interest in reading a range of grade-level children’s texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts</li> <li>Read voluntarily familiar grade-level texts</li> <li>Show familiarity with title and author of grade-level books</li> </ul>   | RL.1.1/RI.1.1 Ask and answer questions about key details in a text.<br><br>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.<br><br>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. | -Teacher observation of student’s personal book bin<br>-Observation of read to self time<br>-DRA reading engagement assessment   |                    |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing    | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)   | Common Core State Standards   | Assessments   | Resource Materials |
|---------------------|--|---|---|---|--------------------|
| Throughout the Year | <b>Listening</b>   | <ul style="list-style-type: none"> <li>Listen to literary texts and performances to               <ul style="list-style-type: none"> <li>appreciate and enjoy literary works</li> <li>match spoken words with pictures</li> <li>identify a character, setting, plot</li> <li>respond to vivid language</li> <li>identify specific people, places, and events</li> <li>distinguish between a story, a poem, and a play</li> </ul> </li> <li>Listen attentively to spoken language, including grade-level books read aloud</li> <li>Listen attentively for different purposes</li> <li>Listen respectfully without interrupting when others speak</li> <li>Attend to a listening activity for a specified period of time</li> </ul> |   | -Task Checklists (common across grade level in accordance to benchmarks)<br>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)<br>-Rubric (Listening & Speaking)<br>-Observation during Teacher Read Aloud<br>-Anecdotal Notes of Guided Reading Groups & Student/Teacher Conferences<br>-Observation during Writer’s Workshop Author Chair<br>-Speaking & Listening Rubric developed for presentations |                    |
| Throughout the Year | <b>Speaking</b>  | <ul style="list-style-type: none"> <li>Use grade-level vocabulary and conventional grammar in own speech</li> <li>Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)</li> <li>Vary language style (e.g., formal or informal) according to purpose of communication (e.g., conversation with peers or presentation to a group)</li> <li>Speak audibly</li> <li>Speak with speed and expression appropriate to the purpose and audience</li> <li>Take turns in conversation or speaking in a group</li> <li>Respond appropriately to what others are saying</li> </ul>   | SP.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. | -Speaking & Listening Rubric developed for presentations<br>-Observation during Writer’s Workshop Author Chair<br>-Observation during Reader’s Workshop Turn-n-Talk   |                    |
| September           | <b>Unit 1 Readers Build Good Habits</b> In this unit we establish the tone and make clear the expectations for how the reading workshop will flow for the year. It is important to teach children exactly what we expect in terms of procedures and management during workshop, especially around issues such as noise level, dealing with distractions, and reading conference interruptions. Children will sit at tables during reading time and each table will have a basket containing an array of books, including familiar books from kindergarten: emergent storybooks, picture books, high-interest nonfiction books, and a number of early leveled |   |   |   |                    |

# Greater Heights Academy

## English Language Arts Curriculum Map

### 1<sup>st</sup> Grade

| Suggested Pacing | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments  | Resource Materials   |
|------------------|--|--|---|--|--|
|                  | <p>books. Children will read privately for a while, possibly 5-10 minutes and then push chairs together to read with a child sitting beside them. Mini lessons for this unit will emerge from what you see students doing and approximating. Early print strategies and reading behaviors students learned in kindergarten will be reviewed, including book handling, one-to-one matching, using letter-sounds and illustrations to figure out the words. Children will know what to do with books during reading time even if they are mostly lingering over pictures. Children will demonstrate the external behaviors associated with partner reading, such as how to sit hip-to-hip and read one book between them. By the start of the next unit you will want to make sure that everyone has an assigned partner who is reading similar leveled texts. As children read, they will be assessed from both afar and up close. Does this child find books engaging? What captures his or her attention? What sorts of books does she choose to read? Teachers will assess through a variety of tools to include running records of children reading just-right books to determine everyone’s independent reading level. If the instructor has a large number of children reading from levels A/B, they’ll want to allot a portion of reading workshop each day to reading emergent storybooks. Support students by showing them how to attend to picture clues, anticipate how stories will go and make their books sound like stories.</p> |  |   |  |  |
|                  | <b>Reading</b>   | <ul style="list-style-type: none"> <li>Recognize letter-sound correspondence</li> <li>Recognize that words consist of a combination of sounds</li> <li>Identify rhyming words</li> <li>Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning</li> </ul> | <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic</p> | <p>-Teacher Observation during Independent and Guided Reading</p> <p>-Skill Based Checklists (common across grade level in accordance to benchmarks)</p> | <p><i>Recipe for Reading</i> by Nina Traub</p> <p><i>Teaching Beginning Reading: A Balanced Approach</i> by Frank Schaffer</p> |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments  | Resource Materials   |
|------------------|--------------------------------------|--|---|--|--|
|                  |                                      |  | patterns by breaking the words into syllables.<br>f. Read words with inflectional endings.<br>g. Recognize and read grade-appropriate irregularly spelled words.  |  |  |
|                  |                                      | <ul style="list-style-type: none"> <li>Locate and use classroom and library media center resources to acquire information, with assistance</li> <li>Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance</li> </ul>  | RL.1.1/RI.1.1 Ask and answer questions about key details in a text.<br><br>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.  | (Observation checklists will be aligned with the genre/content specific expectations)  |  |
|                  |                                      | <ul style="list-style-type: none"> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>predict what might happen next in a story read aloud or independently</li> <li>draw conclusions from a story</li> <li>retell a story</li> </ul> </li> </ul> | RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.<br><br>RI.1.7 Use the illustrations and details in a text to describe its key ideas.  | <ul style="list-style-type: none"> <li>- Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups</li> <li>- Personal Book Bins</li> <li>- Quarterly DRA*</li> <li>- Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups to include retell checklists</li> <li>-Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</li> </ul> | <ul style="list-style-type: none"> <li>-Literacy Workstations to include books on tape</li> <li>-Leveled Reading Library</li> <li>- Students’ personal book bins</li> <li>- - <i>Launching Literacy Workstations</i> by Debbie Diller</li> <li>- <i>Literacy Work Stations</i> by Debbie Diller</li> <li>- Developmental Reading Assessment by Harcourt</li> </ul> |
|                  | <b>Speaking</b>                      | <ul style="list-style-type: none"> <li>Ask questions to clarify topics, directions, and/or classroom routines</li> <li>Respond orally to questions and/or directions</li> </ul>  | RL.1.1 Ask and answer questions about key details in a text.<br><br>SP.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking | -Rubric (Listening & Speaking)   |  |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)  | Common Core State Standards   | Assessments | Resource Materials |
|------------------|--|--|---|-------------|--------------------|
|                  |  |  | one at a time about the topics and texts under discussion).<br>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion.   |             |                    |
| October          | <b>Unit 2 Readers Read Just-Right Books &amp; Use Print Strategies to Support Conventional Reading</b> This unit is about teaching your readers the print strategies they need to read conventionally. Each reader will be led to find books at their independent reading levels within the classroom library. A positive reading atmosphere will be present in the classroom. The goal is to build excitement. Students can choose books during independent reading and keep a few in their independent reading baggie or book bin. The instructor will help children read leveled books in a more conventional way. Children will be taught that when reading just-right books, they are to use three sources of information (meaning, syntax, and graphophonics). Readers will be taught to keep phrasing for fluency. The instructor will demonstrate the variety of purposes for rereading; problem solving at the word level, phrase level and across multiple pages if needed. Students will look through texts before reading so that they know what to expect from the text. Students should hold an idea in their mind as they read from page to page connecting what the story is about. As the instructor confers, he/she will remember to prompt using the same vocabulary from the Minilessons. For example students may be using a word wall in writing and they can be reminded to read the word wall words in their texts as well. After children read privately, they will meet with their matched reading partner. At this time they will be taking turns reading to each other and talking about each book. Partners will be taught that they can make a plan for who reads first and which books will be read. A variety of way to stay focused on the job of reading and talking about books will be demonstrated to the children. |  |   |             |                    |
|                  | <b>Reading Core Performance Indicators</b>   | <ul style="list-style-type: none"><li>Recognize the difference between letters and words</li><li>Recognize and identify letters of the alphabet</li><li>Alphabetize high-frequency words according to the first letter</li><li>Distinguish the difference between vowels and consonants</li><li>Use beginning and ending consonants, as well as vowel sounds, to identify words</li><li>Recognize the different sounds that make up a word</li></ul> | RL.1.9. Compare and contrast the adventures and experiences of characters in stories.<br><br>RF.1.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"><li>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li></ul><br>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"><li>Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>Isolate and pronounce initial, medial vowel,</li></ul> |             |                    |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing     | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials   |
|----------------------|--|--|--|--|--|
|                      |  |  | and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  |  |  |
|                      |  | <ul style="list-style-type: none"> <li>Comprehend and respond to imaginative texts and performances; interpret, with assistance</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>predict what might happen next in a story read aloud or independently</li> <li>draw conclusions from a story</li> <li>identify characters, settings, and events in a story</li> <li>retell a story</li> </ul> </li> </ul> | RL.1.1 Ask and answer questions about key details in a text.<br><br>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.<br><br>RL.1.9. Compare and contrast the adventures and experiences of characters in stories<br><br>RI.1.7 Use the illustrations and details in a text to describe its key ideas. | - Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups<br>- Personal Book Bins<br>- Quarterly DRA*<br>- Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups to include retell checklists<br>-Graphic organizer such as Venn Diagram & Sequence Charts (completed in small group or teacher/student conferences) | -Literacy Workstations to include books on tape<br>-Leveled Reading Library<br>- Students’ personal book bins<br>- - <i>Launching Literacy Workstations</i> by Debbie Diller<br>- <i>Literacy Work Stations</i> by Debbie Diller<br>- Developmental Reading Assessment by Harcourt |
|                      |  | <ul style="list-style-type: none"> <li>Explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story</li> </ul>  |  | -Reading Engagement Checklist  |  |
| November<br>December | <b>Unit 3 Readers Use the Patterns in their Books to Read w/Accuracy, Fluency, and Comprehension</b> This unit extends the work from unit two. The focus remains on print strategies and word work, but now also adds making meaning and talking about books through the texts pattern. Teachers will teach students that reading is not only about figuring out the words and includes making sure readers understand what the text is about. The unit could begin with two pairs of partners gathering around a basket of patterned text at the beginning of independent reading time –reading center. First graders will still spend time after the paired gathering to read just-right text from their private reading bins and they will still meet with their partner to read and talk about those just right books. But you will also take the time to focus readers’ attention to those books which contain patterns. Most of the just-right texts for first graders at this time of the year will have a pattern. You will encourage readers to talk about their patterned text by asking “Does this book have a pattern?”, “What’s the pattern?”. They will use the pattern support to read with greater fluency and pay particular attention to phrasing. Once the pattern is known, this will give readers a strong stance in the text, allowing them to pay attention to tricky new words. They will be encouraged to try a variety of print strategies to solve the new words and to pick up their fluency after the point of difficulty using the pattern to get going again. |  |  |  |  |
|                      | <b>Reading</b>   | <ul style="list-style-type: none"> <li>Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance</li> <li>Distinguish between texts with stories and</li> </ul>   | RI.1.1 Ask and answer questions about key details in a text.   | Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)  |  |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials   |
|------------------|--------------------------------------|--|--|--|--|
|                  |                                      | texts with information <ul style="list-style-type: none"> <li>Use a picture dictionary as a resource for vocabulary development</li> </ul>   | RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.   |  |  |
|                  |                                      | <ul style="list-style-type: none"> <li>Comprehend and respond to imaginative texts and performances; interpret, with assistance</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>predict what might happen next in a story read aloud or independently</li> <li>draw conclusions from a story</li> <li>identify characters, settings, and events in a story</li> <li>retell a story</li> <li>distinguish between what is real and what is imaginary</li> <li>recognize different plots in books by the same author</li> </ul> </li> <li>Dramatize or retell stories, using puppets, toys, and other props</li> </ul> | RL.1.1 Ask and answer questions about key details in a text.<br><br>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br><br>RL.1.3. Describe characters, settings, and major events in a story, using key details.<br><br>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.<br><br>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.<br><br>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>RI.1.7 Use the illustrations and details in a text to describe its key ideas. | - Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups<br>- Personal Book Bins<br>- Quarterly DRA*<br>- Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups to include retell checklists<br>-Graphic organizer such as Venn Diagram & Sequence Charts (completed in small group or teacher/student conferences) | -Literacy Workstations to include books on tape<br>-Leveled Reading Library<br>- Students’ personal book bins<br>- - <i>Launching Literacy Workstations</i> by Debbie Diller<br>- <i>Literacy Work Stations</i> by Debbie Diller<br>- Developmental Reading Assessment by Harcourt |
|                  |                                      | <ul style="list-style-type: none"> <li>Identify, explain, and evaluate ideas, themes, and experiences from texts and performances</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>identify what they know, want to know, and</li> </ul> </li> </ul>  | RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.   | - Quarterly DRA*<br>- Student Friendly Personal Literacy Rubrics used to analyze text<br>-Teacher Checklists (common across  | - <i>Daily Five</i> by Gail Boushey & Joan Mosher<br>- Students’ personal book bins  |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments  | Resource Materials |
|------------------|--|--|--|--|--------------------|
|                  |  | <p>have learned about a specific story, theme, or topic</p> <ul style="list-style-type: none"> <li>- predict what could happen next or the outcome of a story or article</li> <li>- evaluate and select books, poems, or tapes on the basis of concurring patterns related to theme, topic, author’s language, characters and illustrations</li> </ul> | <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>grade level in accordance to benchmarks) generated for guided reading groups</p> <ul style="list-style-type: none"> <li>- Teacher Generated Assessment</li> <li>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Read to Self<sup>†</sup></li> <li>-Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</li> </ul> |                    |
|                  | <b>Listening</b>   | <ul style="list-style-type: none"> <li>• Acquire information from nonfiction text</li> <li>• Identify words and sentences on a chart</li> <li>• Follow directions involving a few steps</li> <li>• Identify similarities and differences in information about people, places, and events</li> </ul>  | <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  | <ul style="list-style-type: none"> <li>- Rubric (Speaking &amp; Listening)</li> <li>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Independent and Guided Reading</li> <li>-Checklists (common across grade level in accordance to benchmarks)</li> </ul>   |                    |
| January/February | <p><b>Unit 4 Readers Talk about books to Grow Ideas</b> This unit is intended to balance the work with print and thinking and talking about texts. Teachers will teach students that reading is a way to think and to grow ideas. They will teach children that when any of us read books we move through them anticipating and synthesizing. A child reads a book with the title, Dad, and thinks this story is about dads. She reads “Dad cleans,” and revises her thinking in light of what she has read. “This will be about what dads do”. When she reads the next page she accumulates the text, thinking, “Dads clean, dads cook...what else dads do?” this kind of thinking allows readers to then tell their stories. Teachers will instruct readers that to anticipate the talks they’ll have later with partners. A concrete way to promote this thoughtful reading is by teaching readers to use post-its to mark pages that provoke thinking. They can mark pages which they deem important. Later in partnerships the readers will reread these marked pages and explain why it is central to the text. These are the first steps toward summarizing a book. Teachers will teach readers to respond with I agree, disagree, why do you think that and that reminds me of as part of their partner conversation. Teachers may teach readers to stretch their ideas by adding because and hooking it to reasons in the text.</p> |  |  |  |                    |



**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)   | Common Core State Standards   | Assessments  | Resource Materials  |
|------------------|--------------------------------------|---|---|--|---|
|                  | <b>Reading</b>                       | <ul style="list-style-type: none"> <li>Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance</li> <li>Distinguish between texts with stories and texts with information</li> <li>Comprehend and respond to imaginative texts and performances; interpret, with assistance</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>predict what might happen next in a story read aloud or independently</li> <li>draw conclusions from a story</li> <li>identify characters, settings, and events in a story</li> <li>retell a story</li> </ul> </li> <li>distinguish between what is real and what is imaginary</li> </ul> | <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>   | <p>Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)</p> <ul style="list-style-type: none"> <li>Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups</li> <li>Personal Book Bins</li> <li>Quarterly DRA*</li> <li>Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups to include retell checklists</li> <li>Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</li> </ul> | <p>-Literacy Workstations to include books on tape</p> <p>-Leveled Reading Library</p> <p>- Students’ personal book bins</p> <p>- - <i>Launching Literacy Workstations</i> by Debbie Diller</p> <p>- <i>Literacy Work Stations</i> by Debbie Diller</p> <p>- Developmental Reading Assessment by Harcourt</p> |
|                  |                                      | <ul style="list-style-type: none"> <li>Identify, explain, and evaluate ideas, themes, and experiences from texts and performances</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>identify what they know, want to know, and have learned about a specific story, theme, or topic</li> <li>predict what could happen next or the outcome of a story or article</li> <li>change the sequence of events in a story to create a different ending</li> <li>identify the characters in a story and explain what each contributes to the events of the story</li> </ul> </li> <li>Share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships</li> </ul>  | <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> | <ul style="list-style-type: none"> <li>Quarterly DRA*</li> <li>Student Friendly Personal Literacy Rubrics used to analyze text</li> <li>Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups</li> <li>Teacher Generated Assessment</li> <li>Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Read to Self<sup>†</sup></li> <li>Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</li> </ul>                                 | <p>- <i>Daily Five</i> by Gail Boushey &amp; Joan Mosher</p> <p>- Students’ personal book bins</p> <p>Grammar Scope K-5</p> <p><i>Building Academic Vocabulary</i> by Bob Marzano</p>   |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)   | Common Core State Standards   | Assessments  | Resource Materials |
|------------------|--------------------------------------|---|---|--|--------------------|
|                  |                                      | <ul style="list-style-type: none"> <li>with peers or adults</li> <li>Recognize the vocabulary of social communication (e.g., the language of salutations and closings)</li> </ul>   |   | <ul style="list-style-type: none"> <li>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Writer’s Workshop teacher conference</li> <li>-Morning Meeting (i.e. Mystery Writer)</li> </ul>   |                    |
|                  |                                      | <ul style="list-style-type: none"> <li>Dictate information</li> <li>Report information to peers and familiar adults</li> <li>Retell multiple pieces of information in sequence; for example, retell a story</li> <li>Share observations from the classroom, home, or community</li> <li>Respond orally to questions and/or directions</li> <li>Share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept</li> </ul>  | RL.1.1 Ask and answer questions about key details in a text.  | <ul style="list-style-type: none"> <li>-Speaking &amp; Listening Rubric developed for presentations</li> <li>-Observation during Reader’s Workshop Turn-n-Talk</li> <li>- DRA</li> <li>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)</li> </ul>                                      |                    |
|                  |                                      | <ul style="list-style-type: none"> <li>Converse with adults and peers regarding pictures, books, and experiences</li> <li>Role-play characters and events from stories</li> <li>Express feelings about works of fiction and poetry</li> <li>Respond to stories, legends, and songs from different cultural and ethnic groups</li> <li>Compare stories from personal experience with stories heard or read</li> <li>Express the mood or emotion of a story by using a variety of words</li> <li>Retell familiar stories in a logical sequence</li> <li>Ask for clarification of events in a story or poem</li> <li>Describe familiar persons, places, or objects</li> <li>Recite poems and nursery rhymes</li> </ul> | RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.<br><br>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.<br><br>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.<br><br>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>SP.1.1 Participate in collaborative conversations with diverse partners about | <ul style="list-style-type: none"> <li>-Speaking &amp; Listening Rubric developed for presentations</li> <li>-Observation during Reader’s Workshop Turn-n-Talk</li> <li>- DRA</li> <li>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)</li> <li>- Rubric (Reader’s Theatre)</li> </ul> |                    |

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**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing  | Essential Understandings (The Learner Will)   | Common Core State Standards   | Assessments   | Resource Materials  |
|------------------|---|---|---|---|---|
|                  |   |   | <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. |   |   |
|                  |   | <ul style="list-style-type: none"> <li>Share what they know, want to know, and have learned about a theme or topic</li> <li>Express an opinion or judgment about a story, poem, poster, or advertisement</li> <li>Compare characters, settings, or events in two or more stories</li> <li>Compare and contrast different versions of the same story</li> <li>Explain why two different characters view the same action or event differently</li> <li>Compare and contrast events or characters in a story with their lives</li> </ul> | RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.<br><br>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.<br><br>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | -Speaking & Listening Rubric developed for presentations<br>-Observation during Reader’s Workshop Turn-n-Talk<br>- DRA<br>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)<br>- Rubric (Speaking & Listening) specific to assigned tasks |   |
| March/April      | <b>Unit 5 Nonfiction Reading Strategies</b> In this unit, students approach a book expecting to learn, think and question. Students will be gathered in clusters, with each cluster gathering around a shared interest and a set of accompanying books. Most of these will be at the students reading level but some “study books” that are too challenging for the children to read independently. The study books should have visually engaging pictures and/or diagrams and nonfiction text features. The teacher may choose a topic of interest that the whole class studies during mini-lessons. This will provide rich demonstration opportunities for what will be expected of readers in their own nonfiction reading. Students will learn that text features are “helpers” and readers use these to learn more. Readers will be taught to question as they read and stop and reread when they cannot answer the questions. Students will learn to talk about what they are learning. They will use post-its to help hold or gather information. They will learn to compare information across texts by looking at texts side by side. Students will look at a variety of texts to include magazine articles and advertisements. Students will accumulate information and be able to talk about what they learned on their topics through the use of lists. |   |   |   |   |
|                  | <b>Reading</b>  | <ul style="list-style-type: none"> <li>Locate and use classroom and library media center resources to acquire information, with assistance</li> </ul>   | RL.1.1 Ask and answer questions about key details in a text.  | Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations)   | -Literacy Workstations to include books on tape<br>-Leveled Reading Library |
|                  |   |   |   |   |   |

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**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)   | Common Core State Standards  | Assessments   | Resource Materials   |
|------------------|--------------------------------------|---|--|---|--|
|                  |                                      | <ul style="list-style-type: none"> <li>Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance</li> <li>Distinguish between texts with stories and texts with information</li> <li>Use a picture dictionary as a resource for vocabulary development</li> <li>Select books to meet informational needs, with assistance</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>draw conclusions from a story</li> <li>distinguish between what is real and what is imaginary</li> </ul> </li> </ul> | <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p>- Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups</p> <p>- Personal Book Bins</p> <p>- Quarterly DRA*</p> <p>- Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups to include retell checklists</p> <p>-Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</p> | <p>- Students' personal book bins</p> <p>- - <i>Launching Literacy Workstations</i> by Debbie Diller</p> <p>- <i>Literacy Work Stations</i> by Debbie Diller</p> <p>- Developmental Reading Assessment by Harcourt</p> |
|                  | <b>Listening</b>                     | <ul style="list-style-type: none"> <li>Acquire information from nonfiction text</li> <li>Identify words and sentences on a chart</li> <li>Follow directions involving a few steps</li> <li>Identify similarities and differences in information about people, places, and events</li> </ul>   | <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Independent and Guided Reading</p> <p>-Checklists (common across grade level in accordance to benchmarks)</p>   |  |
|                  |                                      | <ul style="list-style-type: none"> <li>Form an opinion and evaluate information on the basis of information in the world</li> <li>Identify messages in advertisements by</li> </ul>   | <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a</p>  | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the</p>   |  |

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**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments   | Resource Materials |
|------------------|--------------------------------------|--|--|---|--------------------|
|                  |                                      | listening to the words, music, and sound effects   | reason for the opinion, and provide some sense of closure.   | genre/content specific expectations) during Independent and Guided Reading<br>-Checklists (common across grade level in accordance to benchmarks)   |                    |
|                  | <b>Speaking</b>                      | <ul style="list-style-type: none"> <li>Dictate information</li> <li>Report information to peers and familiar adults</li> <li>Connect information from personal experiences to information from nonfiction texts</li> <li>Share observations from the classroom, home, or community</li> <li>Ask questions to clarify topics, directions, and/or classroom routines</li> <li>Respond orally to questions and/or directions</li> <li>Share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept</li> </ul> | <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SP.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Independent and Guided Reading</p> <p>-Checklists (common across grade level in accordance to benchmarks)</p> |                    |
|                  |                                      | <ul style="list-style-type: none"> <li>Share what they know, want to know, and have learned about a theme or topic</li> </ul>  |  | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Independent and Guided Reading</p> <p>-Checklists (common across grade level</p>                              |                    |

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**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing   | Essential Understandings (The Learner Will)   | Common Core State Standards  | Assessments   | Resource Materials   |
|------------------|--|---|--|---|--|
|                  |  |   |  | in accordance to benchmarks)  |  |
| May/June         | <b>Unit 6 Readers Care about Characters</b> In this unit, the whole class will be engaged in a shared character study and clusters of children will work on this in character centers. The teacher should read aloud a text with strong characters, like Frog and Toad- and teach children ways to think about characters in their own just right reading. Readers will first learn that they can identify characters by name and they will develop and understanding of character traits. Readers will consider not only external characteristics, but also the feelings and motivations of the characters in their stories. Teachers will want to teach readers to infer by demonstrating “reading between the lines” and ask “what’s really going on here?” Readers will notice what their character says and does, how the character feels, and what the character thinks. In addition, readers will pay attention to whether their character changers across the text and will relate to characters by making personal connections with them. Readers will mark pages where they have been thinking about a character so that they can share the thinking with their partner. In partnerships, readers can continue their thinking and talk by adding talk that has them comparing characters within the same book or series and across different text. |   |  |   |  |
|                  | <b>Reading</b>   | <ul style="list-style-type: none"> <li>Comprehend and respond to imaginative texts and performances; interpret, with assistance</li> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</li> <li>predict what might happen next in a story read aloud or independently</li> <li>draw conclusions from a story</li> <li>identify characters, settings, and events in a story</li> <li>retell a story</li> <li>distinguish between what is real and what is imaginary</li> </ul> </li> <li>Dramatize or retell stories, using puppets, toys, and other props</li> </ul> | RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.   | <ul style="list-style-type: none"> <li>Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups</li> <li>Personal Book Bins</li> <li>Quarterly DRA*</li> <li>Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups to include retell checklists</li> <li>Graphic organizer such as Venn Diagram &amp; Sequence Charts (completed in small group or teacher/student conferences)</li> </ul> | <ul style="list-style-type: none"> <li>Literacy Workstations to include books on tape</li> <li>Leveled Reading Library</li> <li>Students’ personal book bins</li> <li>- <i>Launching Literacy Workstations</i> by Debbie Diller</li> <li><i>Literacy Work Stations</i> by Debbie Diller</li> <li>Developmental Reading Assessment by Harcourt</li> </ul> |
|                  |  | <ul style="list-style-type: none"> <li>Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>compare a character in a story or article to a person with the same career or experience</li> <li>identify the characters in a story and explain what each contributes to the events of the story</li> <li>recognize different plots in books by the same author</li> </ul> </li> </ul>   | RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.<br><br>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | <ul style="list-style-type: none"> <li>Quarterly DRA*</li> <li>Student Friendly Personal Literacy Rubrics used to analyze text</li> <li>Teacher Checklists (common across grade level in accordance to benchmarks) generated for guided reading groups</li> <li>Teacher Generated Assessment</li> </ul>   | <ul style="list-style-type: none"> <li><i>Daily Five</i> by Gail Boushey &amp; Joan Mosher</li> <li>Students’ personal book bins</li> </ul>  |

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**1<sup>st</sup> Grade**

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will)  | Common Core State Standards  | Assessments   | Resource Materials |
|------------------|--------------------------------------|--|--|---|--------------------|
|                  |                                      |  |  | - Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Read to Self <sup>†</sup>  |                    |
|                  | <b>Listening</b>                     | <ul style="list-style-type: none"> <li>Follow directions involving a few steps</li> <li>Identify similarities and differences in information about people, places, and events</li> </ul>   | <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Independent and Guided Reading</p> <p>-Checklists (common across grade level in accordance to benchmarks)</p> |                    |
|                  |                                      | <ul style="list-style-type: none"> <li>Role-play characters and events from stories</li> <li>Respond to stories, legends, and songs from different cultural and ethnic groups</li> <li>Compare stories from personal experience with stories heard or read</li> <li>Express the mood or emotion of a story by using a variety of words</li> <li>Retell familiar stories in a logical sequence</li> <li>Ask for clarification of events in a story or poem</li> <li>Describe familiar persons, places, or objects</li> <li>Recite poems and nursery rhymes</li> </ul> | <p>RL.1.1Ask and answer questions about key details in a text.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>SP.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others</p> | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Independent and Guided Reading</p> <p>-Checklists (common across grade level in accordance to benchmarks)</p> |                    |

Greater Heights Academy  
English Language Arts Curriculum Map  
1<sup>st</sup> Grade

| Suggested Pacing | Core Components of Reading & Writing | Essential Understandings (The Learner Will) | Common Core State Standards  | Assessments | Resource Materials |
|------------------|--------------------------------------|---|--|-------------|--------------------|
|                  |                                      |   | through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. |             |                    |



# Greater Heights Academy

## English Language Arts Curriculum Map

### 1<sup>st</sup> Grade

| Suggested Pacing    | Core Components of Reading & Writing | Essential Understandings (The Learner Will)   | Common Core State Standards  | Assessments   | Resource Materials                      |
|---------------------|--------------------------------------|---|--|---|---|
| <b>WRITING</b>      |                                      |   |  |   |   |
| Throughout the Year | <b>Language</b>                      |   | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; Wehop</i>).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> |   |   |
| Throughout the Year | <b>Spelling</b>                      | <ul style="list-style-type: none"> <li>Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families</li> <li>Represent most phonemes in invented spelling,</li> </ul> | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by</li> </ol>  | -Teacher Observation during Student/Teacher Conference<br>-Rubric (modeled from the GISD sample rubrics/designed for developmental appropriateness)<br>-Weekly Spelling Tests | <i>Recipe for Reading</i> by Nina Traub |

# **Greater Heights Academy** **English Language Arts Curriculum Map** **1<sup>st</sup> Grade**

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|---------------------|----------------------------|--|--|---|--------------|
|                     |                            | <p>although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for <i>cat</i>)</p> <ul style="list-style-type: none"> <li>• Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words</li> <li>• Spell correctly three- and four-letter short vowel words</li> <li>• Understand the difference between conventional spelling, and sound or invented spelling</li> </ul> | <p>blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> |   |              |
| Throughout the Year | <b>Handwriting</b>         | <ul style="list-style-type: none"> <li>• Write legibly most uppercase and lowercase manuscript letters</li> <li>• Write letters legibly when dictated</li> </ul>   |  | -Rubric   | Zaner Bloser |
| Throughout the Year | <b>Motivation to Write</b> | <ul style="list-style-type: none"> <li>• Write voluntarily to communicate to others</li> <li>• Write voluntarily for different purposes (e.g., tell stories, share information, give directions,</li> </ul>  |  | -Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Writer’s Workshop |              |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

|                     |                  |  |   |  |  |
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|                     |                  | write to a friend)<br>• Share writing with others (e.g., participate in author’s circle)   |   |  |  |
| Throughout the Year | <b>Listening</b> | • Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners<br>• Listen for the tone of voice and content that signal friendly communication   |   | -Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Writer’s Workshop Author’s Chair |  |
| Throughout the Year | <b>Speaking</b>  | • Share what they know, want to know, and have learned about a theme or topic<br>• Express an opinion or judgment about a story, poem, poster, or advertisement<br>• Compare characters, settings, or events in two or more stories<br>• Compare and contrast different versions of the same story<br>• Explain why two different characters view the same action or event differently<br>• Compare and contrast events or characters in a story with their lives<br>• Participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment<br>• Share favorite anecdotes, riddles, and rhymes with peers and familiar adults<br>• Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other | W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.<br><br>SP.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion.<br><br>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.<br><br>SL.1.3 Ask and answer questions about | -Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Writer’s Workshop Author’s Chair |  |

Greater Heights Academy  
English Language Arts Curriculum Map  
1<sup>st</sup> Grade

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|           |  |  | <p>what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |  |  |
| September | <p><b>Unit 1: Launching the Writing Workshop</b> During this unit all students will see themselves as authors and will discover that the things that happen to them each day are stories worth telling and writing. Clear structures and routines will be established to allow young writers to carry on during writing workshop by choosing topics, planning for writing and drafting as best they can. Students will learn to manage the tools of writing workshop as they work through the writing process. Children will use a variety of writing papers including pre-made booklets and will find that they can rehearse for their writing by telling their stories to a partner or by touching each page in the booklet. Students will draw and write as best they can, working to make their pages match the movies they have in mind of the unfolding event. Good writing habits such as rereading and monitoring for sense will be emphasized and young writers will be supported as they use and develop a repertoire of spelling strategies. Students will understand that writers revise as part of writing in an effort to put life onto the pages in ways that match reality and make sense.</p> |  |   |  |  |
|           | <b>Reading</b>   | <ul style="list-style-type: none"><li>Recognize the singular and plural of frequently used words</li></ul>   |   |  |  |
|           | <b>Writing</b>   | <ul style="list-style-type: none"><li>Create a drawing, picture, sign, or other graphic to represent a word or concept</li><li>Follow left-to-right and top-to-bottom direction when writing</li></ul> | <p>SP.1.6 Produce complete sentences when appropriate to task and situation.</p>  |  | <p><i>Units of Study for Primary Writing</i> by Lucy Calkins</p> |

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**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

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|         |  | <ul style="list-style-type: none"> <li>Use spacing between letters and words when writing on a line</li> </ul>   |  |  |  |
|         |  | <ul style="list-style-type: none"> <li>Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group</li> <li>Write friendly letters to others, using salutations and closings</li> <li>Maintain a portfolio of writings and drawings for social interaction, with assistance</li> </ul>  |  | -Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Writer’s Workshop Author’s Chair and Peer Revision   |  |
| October | <b>Unit 2: Small Moments: Personal Narrative Writing</b> During this unit all students begin to see themselves as authors and discover that the things that happen to them each day are stories worth telling and writing. Clear structures and routines are established to allow young writers to carry on during writing. Students choose topics, and plan for writing and drafting as best they can. Students learn to manage the tools of writing workshop as they work through the writing process. Children use a variety of writing papers including pre-made booklets and find that they can rehearse for their writing by telling their stories to a partner or by touching each page in the booklet. Students draw and write as best they can, working to make their pages match the movies they have in mind of the unfolding event. Good writing habits such as rereading and monitoring for sense are emphasized and young writers are supported as they use and develop a repertoire of spelling strategies. Students understand that writers revise as part of writing in an effort to put life onto the pages in ways that match reality and make sense. |  |  |  |  |
|         | <b>Writing Core Performance Indicators</b>   | <ul style="list-style-type: none"> <li>Write recognizable upper- and lowercase letters in manuscript               <ul style="list-style-type: none"> <li>Capitalize the first words of sentences, the letter “I,” and proper nouns, such as names, days of the week, and months</li> <li>Write the letters of own first and last names</li> <li>Spell high-frequency words correctly</li> <li>Put words together in sentence format by using                   <ul style="list-style-type: none"> <li>end punctuation, such as periods</li> <li>various parts of speech, such as nouns and adjectives, and verbs</li> </ul> </li> </ul> </li> <li>Begin to edit your writings, with assistance</li> <li>Use beginning-of-sentence capitalization and end punctuation</li> <li>Use classroom resources, such as word walls, picture dictionaries, teachers, and peers, to support the writing process</li> <li>Give and seek constructive feedback in order</li> </ul> | RF.1.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.           W.1.5 With guidance and support from | Teacher Generated Assessment <ul style="list-style-type: none"> <li>- Graphic Organizers</li> <li>- Rubric (modeled from the GISD sample rubrics/designed for developmental appropriateness)</li> <li>- Checklist</li> <li>- Benchmark Assessment</li> </ul> |  |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

|          |  |   |   |   |   |
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|          |  | to improve writing <ul style="list-style-type: none"> <li>• Use computer software to support development of early writing skills</li> </ul>   | adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.<br><br>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |   |   |
|          | <b>Composition</b>   | <ul style="list-style-type: none"> <li>• Write stories and informational text that establish a topic and use words that can be understood by others</li> <li>• Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)</li> <li>• Use conventional capitalization and punctuation to begin and end sentences</li> <li>• Write compositions for different purposes and include text, illustrations, and other graphics</li> </ul> |   | Teacher Generated Assessment<br>- Graphic Organizers<br>- Rubric (modeled from the GISD sample rubrics/designed for developmental appropriateness)<br>- Checklist<br>- Benchmark Assessment |   |
|          | <b>Speaking</b>  |   | SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.<br><br>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                                       |   |   |
| November | <b>Unit 3: Writing for Readers: Teaching Skills and Strategies</b> In this unit, students learn and refine their command of the conventions of language. Children learn to make their writing readable. They learn, for example, how to include more of the letters that are in words, how and where to leave spaces, how punctuation works and how to write key words "in a snap." Students will hear and record sounds they hear in words. In addition, student will also utilize the sight words they have obtained up to this point. Students will utilize their personal as well as classroom word walls. Correct spacing and formatting will be taught and expected in developed pieces of writing. The message of "You are writing for a friend who will try to read your work" is clearly stated throughout the unit and mini lessons. As students peer conference, they will assist each other in spelling word wall words correctly and with the placement of periods. |   |   |   |   |
|          | <b>Writing Core Performance Indicators</b>   | <ul style="list-style-type: none"> <li>• Use the singular and plural of high-frequency words</li> </ul>   |   | Teacher Generated Assessment  |   |
|          | <b>Spelling</b>  | <ul style="list-style-type: none"> <li>• Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently</li> </ul>  | W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details   | -Rubric<br>-Weekly spelling assessment  | <i>Recipe for Reading</i> by Nina Traub |

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**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

|                     |  |  |   |   |  |
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|                     |  | grade-level decodable words, including words in word families <ul style="list-style-type: none"> <li>• Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for <i>cat</i>)</li> <li>• Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words</li> <li>• Spell correctly three- and four-letter short vowel words</li> <li>• Understand the difference between conventional spelling, and sound or invented spelling</li> </ul> | to strengthen writing as needed.  |   |  |
|                     | <b>Listening</b>   | <ul style="list-style-type: none"> <li>• Form an opinion and evaluate information on the basis of information in the world</li> <li>• Identify messages in advertisements by listening to the words, music, and sound effects</li> </ul>   | W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | - Rubric (Speaking & Listening)<br>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Teacher/Student Conference<br>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Author’s Chair<br>-Checklists (common across grade level in accordance to benchmarks) |  |
| December<br>January | <b>Unit 4: The Craft of Revision</b> At the beginning of this unit, students learn that revision is a compliment to good work. They select their best pieces from earlier in the year, putting them in a special revision folder. Students learn revision strategies, including cutting, stapling, adding details, and re-sequencing. They learn both the physical work of revision and the reasons for altering a draft. Help students add new leads or endings to their stories and show them how they can try different versions of any part of their work. Students decide which version works best. In addition to revising narratives, students learn how to revise writing from different genres. The unit ends with a celebration of the many ways students have learned to revise, and with the knowledge that these strategies will continue to help them throughout their writing life. |  |   |   |  |
|                     | <b>Writing</b>   | <ul style="list-style-type: none"> <li>• Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group</li> <li>• Write friendly letters to others, using salutations and closings</li> <li>• Maintain a portfolio of writings and drawings for social</li> </ul>   | W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.                            | -Rubric (Cooperative Learning)<br>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Author’s Chair<br>-Rubric (modeled from the GISD sample rubrics/designed for   |  |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

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|          |  | interaction, with assistance   |  | developmental appropriateness)<br>(Content Writing)<br>-Rubric (Portfolio)   |  |
|          | <b>Listening</b>   | <ul style="list-style-type: none"> <li>Form an opinion and evaluate information on the basis of information in the world</li> <li>Identify messages in advertisements by listening to the words, music, and sound effects</li> </ul> | <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>   | <p>- Rubric (Speaking &amp; Listening)</p> <p>-Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Teacher/Student Conference</p> <p>- Teacher Observation (Observation checklists will be aligned with the genre/content specific expectations) during Author’s Chair</p> <p>-Checklists (common across grade level in accordance to benchmarks)</p> |  |
|          | <b>Language</b>  |  | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |  |  |
| February | <b>Unit 5: Authors as Mentors</b> Students begin this unit thinking about how writers live wide-awake lives always paying attention to the rich moments that happen each day that could be a “seed idea.” The teacher selects a whole-class mentor who writes small moment stories similar to those students have been writing which could be wonderful exemplars for young writers. The children should see their lives as full of small moments and could carry a small notepad to record the moments that happen throughout each day that may be stretched into a story. Throughout the unit the teacher uses the mentor author’s stories to help students explore how the author chooses and stretches out one moment. As students progress through the unit they should continue to use their revision and may choose a mentor author of their own. |  |  |  |  |
|          | <b>Writing</b>   | <ul style="list-style-type: none"> <li>Develop original literary texts to               <ul style="list-style-type: none"> <li>create a story with a beginning, middle, and</li> </ul> </li> </ul>                                   | W.1.3 Write narratives in which they recount two or more appropriately sequenced events,   | <p>Teacher Generated Assessment</p> <p>- Graphic Organizers</p>  |  |



**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

|                |  |  |   |   |  |
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|                |  | <p>end, using words that can be understood by others</p> <ul style="list-style-type: none"><li>• Write to respond to text to<ul style="list-style-type: none"><li>- express feelings about characters or events in one or more stories</li><li>- describe characters, settings, or events</li><li>- list a sequence of events in a story</li><li>- retell a story, using words</li><li>- identify the problem and solution in a simple story</li></ul></li><li>• Maintain a portfolio of writings and drawings in response to literature, with assistance</li><li>• Use personal experiences to stimulate own writing, with assistance</li><li>• Use temporal words in writing</li></ul> | <p>include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p>- Rubric (modeled from the sample rubrics/designed for developmental appropriateness)</p> <p>- Checklist</p> <p>- Benchmark Assessment</p> |  |
| March<br>April | <p><b>Unit 6: Non-fiction Writing: How-to Books</b> During this unit students learn that writers not only use their writing to tell rich stories from their lives, but also to teach others. Writers can teach people how-to do something which is informational text. Before writing immerse students in How-to texts choosing a few to read aloud and study, examining how writers use their words and pictures to teach readers. Children become not only writers but also teachers, using their writing as away of teaching others. Help them teach others how-to do something by writing books in which they draw and then tell about a sequence of steps they hope the learner will take. Write a how-to text into a class book during interactive or shared writing. Students practice telling and retelling class activities in ways that teach others. They practice following the sequential steps in their How-to books as a way of revising the steps to make them explicit to the reader.</p> |  |   |   |  |

# **Greater Heights Academy** **English Language Arts Curriculum Map** **1<sup>st</sup> Grade**

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|  | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation</li> <li>• Write data, facts, and ideas gathered from personal experiences</li> <li>• Maintain a portfolio of informational writings and drawings, with assistance</li> <li>• Take notes to record facts from lessons, with assistance <ul style="list-style-type: none"> <li>- write words or draw pictures in order to capture important understandings</li> </ul> </li> <li>• State the main idea, with assistance</li> <li>• Use resources such as a picture dictionary or word wall to find and write words, with assistance</li> <li>• Write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic <ul style="list-style-type: none"> <li>- respond in words to an experience or event shared by a classmate</li> <li>- depict an opinion about statements, illustrations, characters, and events in written and visual texts</li> <li>- describe the differences between real and imaginary experiences</li> <li>- describe the connections between personal experiences and ideas and information in written and visual texts</li> </ul> </li> <li>• Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance</li> <li>• Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance</li> </ul> | <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> | <p>Teacher Generated Assessment</p> <ul style="list-style-type: none"> <li>- Graphic Organizers</li> <li>- Rubrics (Portfolio)</li> <li>- Checklist</li> <li>- Benchmark Assessment</li> </ul> <p>Teacher Generated Assessment</p> <ul style="list-style-type: none"> <li>- Graphic Organizers</li> <li>- Rubrics (Portfolio)</li> <li>- Checklist</li> <li>- Benchmark Assessment</li> </ul> |  |
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**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

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|              |   |  |  |  |  |
| April<br>May | <b>Unit 8: Informational Writing About Science</b> In this unit students will write about an aspect of science in relation to properties of matter. Students will be introduced to the components of the scientific process. Students are writing to record, to question, to hypothesize, observe, and to write to each other. This is a cross-curricular unit that requires the cooperation of the science, technology, and ELA instructors. Students will study a whole class topic while writing, sketching, and jotting down questions to record and grow their thinking. They will then record their observations on graphic organizers. Mentor texts will be utilized to instruct students on scientific writing. Collaboration on the students and the teachers’ parts will be demonstrated throughout the unit. |  |  |  |  |
|              | <b>Writing</b>  | <ul style="list-style-type: none"> <li>• Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance</li> <li>• Take notes to record facts from lessons, with assistance write words or draw pictures in order to capture important understandings</li> <li>• Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group</li> <li>• Demonstrate writing in a sequence of steps</li> </ul> | <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> | Teacher Generated Assessment<br>- Graphic Organizers<br>- Rubrics (Portfolio)<br>- Checklist<br>- Benchmark Assessment | <b>- Leveled Readers from Science Department</b> |
|              | <b>Spelling</b>   | <ul style="list-style-type: none"> <li>• Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words</li> <li>• Spell correctly three- and four-letter short vowel words</li> <li>• Understand the difference between conventional spelling, and sound or invented spelling</li> </ul>  |  |  |  |
|              | <b>Technology</b>   | <ul style="list-style-type: none"> <li>• Paste clip art into document</li> <li>• Insert captions that are related to the topic of study</li> <li>• Interpret developmentally appropriate content</li> </ul>  | PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school  | - Rubrics (Portfolio)<br>- Checklist<br>- Benchmark Assessment   |  |

**Greater Heights Academy**  
**English Language Arts Curriculum Map**  
**1<sup>st</sup> Grade**

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|      |  |  | library media specialists, parents, or student partners  |  |  |
| June | <b>Unit 7: Poetry</b> At the beginning of this unit students are immersed in poetry through centers that provide them opportunities to read and listen to poetry and then draw or paint their representation of the poem. They take in the sights and sounds of poetry and examine how poems work. Once students are writing their own poems, help them learn that poetry is filled with meaningful topics and feelings and that they can experiment with the powerful use of language in their poems. At the end of this unit of study, students create images with precise language that gives the reader a clear picture in their mind. |  |  |  |  |
|      | <b>Writing</b>   | <ul style="list-style-type: none"> <li>• Develop original literary texts to               <ul style="list-style-type: none"> <li>- create poems or jingles, using words that can be understood by others</li> </ul> </li> <li>• Write to respond to text to               <ul style="list-style-type: none"> <li>- express feelings about characters or events in one or more stories</li> <li>- describe characters, settings, or events</li> <li>- list a sequence of events in a story</li> <li>- retell a story, using words</li> <li>- identify the problem and solution in a simple story</li> </ul> </li> <li>• Maintain a portfolio of writings and drawings in response to literature, with assistance</li> <li>• Use personal experiences to stimulate own writing, with assistance</li> </ul> | <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SP.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Teacher Generated Assessment</p> <ul style="list-style-type: none"> <li>- Graphic Organizers</li> <li>- Rubrics (Portfolio)</li> <li>- Checklist</li> <li>- Benchmark Assessment</li> </ul> |  |

Curriculum Framework Template  
Greater Heights Academy

Subject Area: Mathematics

Grade Level: Kindergarten

Last Updated: August 1<sup>st</sup>, 2012

| Pacing<br><i>When will you teach the content?</i>  | Common Core State Standards<br>Include cross-curricular<br><i>What do your students need to know?</i>   | Essential Understanding (The Learner Will)<br><i>What do your students need to be able to do?</i>  | Assessments<br>Include progress monitoring strategies & assessments<br><i>How will you know what they already know?</i><br><i>How will you know what they've learned?</i>  | Resources<br><i>What materials will you need?</i>   |
|--|---|--|--|---|
| <p><b>Unit 1: Exploring Attributes and Patterns</b></p> <p>In this unit children learn that objects can be sorted by color, size, and shape. They describe and identify similarities and differences of objects and group them accordingly. Children learn how to describe objects by participating in discussions and carrying out concrete activities. They also learn to recognize and create patterns. Through modeling, they see patterns in their daily life, such as those in a striped shirt, a checkerboard, or a tiled floor. Children use objects of different color, size, and shape to make AB, AABB, and ABC patterns.</p>   |   |  |  |   |
| <b>Weeks 1-6</b>   | <p><b>K.MD.3</b> 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.)</p> <p>Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> | <ul style="list-style-type: none"><li>Describe a pattern in words</li><li>Determine the next element in a pattern</li><li>Use a representation to record a pattern</li><li>Sort objects into sets</li><li>Describe color, size, and shape</li><li>Describe and extend simple patterns (AB, ABC, AABB)</li><li>Create and represent simple patterns (AB, ABC, AABB)</li></ul> | <ul style="list-style-type: none"><li>Ask students to sort a box of geometric shapes and describe the categories formed.</li><li>Ask students to continue a simple pattern by predicting the next geometric shape in the pattern.</li><li>Ask students to label a pattern (AB, ABC, AABB).</li><li>Ask students to complete a simple pattern by predicting the next number in the pattern.</li><li>Unit Test</li></ul> | <p><u>Equipment/Manipulatives:</u></p> <ul style="list-style-type: none"><li>Geometric Shapes (2- and 3-dimensional)</li><li>Granny buttons</li><li>Pattern Blocks</li><li>Unifix Cubes</li></ul> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"><li>Envision Textbook</li><li>Benton, Linda. I See Patterns. Huntington Beach, CA: Creative Teaching Press, 1995.</li><li>Hoban, Tana. Shapes, Shapes, Shapes. New York: Greenwillow Books, 1986.</li><li>Reid, Margarette S. The Button Box. New York: Dutton Children's Books, 1990.</li></ul> |
| <p><b>Unit 2: Developing Number Sense</b></p> <p>In this unit children learn that there is a pattern to counting. They practice counting through songs, rhymes, and games. Children represent whole numbers by writing number symbols (1, 2, 3, ... 30) and drawing pictures. They begin to learn to skip count by 2's, 5's, and 10's using concrete objects, to count by ones forward to 30 and backward from 10 to 0, and model composing and decomposing quantities from 2 to 10. Through the use of manipulatives, children explore how numbers represent collections of objects and how the same number can be represented in different ways, e.g., any group of three objects is represented by the same number, even if it is of different size, color, or shape. They also compare lengths, weights, and capacities directly, and identify important times to the nearest hour. Additionally, children learn to count groups of pennies.</p> |   |  |  |   |

Curriculum Framework Template  
Greater Heights Academy

Subject Area:   **Mathematics**

Grade Level: **Kindergarten**

Last Updated: **August 1<sup>st</sup>, 2012**

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| <b>Weeks 7-14</b> | <p><b>K.CC.6</b> 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.)</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>K.NBT.1</b> 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 <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.OA.1</b> 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.</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.</p> | <ul style="list-style-type: none"><li>• Develop ways of showing the comparisons of numbers</li><li>• Concretely and with pictorial representations compose and decompose sets of objects up to 10</li><li>• Create and use representation for place value and groups of 10</li><li>• Count by ones to 30</li><li>• Group 10 objects into one group of 10</li><li>• Compare numbers using the terms: more than, less than, same as</li><li>• Create, represent, and extend number patterns</li><li>• Concretely develop basic facts to 10</li></ul> | <ul style="list-style-type: none"><li>• Show students the number sequence 2, 4, 6, 8. Have them use Unifix cubes to represent the number pattern and show what number will come next in the pattern.</li><li>• Monitor students' use of the terms: bigger/ smaller, longer/ shorter, heavier/ lighter, more than/ less than.</li><li>• Unit Test</li><li>• Ask students to estimate and then count the number of objects in a jar (up to 30 objects).</li><li>• Ask students to count backward from 10.</li><li>• Give a student 100 objects to count and ask the child to identify a strategy for keeping track of how many objects he or she has. Look for a response that will help the child arrive at the total (tally marks, grouping by 5's, grouping by 5's, etc.).</li><li>• Have students write and read numerals to 30, in counting order.</li><li>• Give students opportunities to play Concentration or other matching games to demonstrate their ability to connect numerals to the quantities they represent.</li><li>• Over time, have students demonstrate all combinations for numbers from 2 to 10 using 2 colors of Unifix cubes.</li><li>• Have students build models, illustrate, or act out number stories.</li></ul> | <p><u>Equipment/Manipulatives:</u></p> <ul style="list-style-type: none"><li>• Analog clock(s)</li><li>• Counting bears</li><li>• Geometric shapes</li><li>• Hundreds chart</li><li>• Magnetic numbers</li><li>• Pennies</li><li>• Unifix™ cubes</li></ul> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"><li>• Carle, Eric. <i>1, 2, 3 To The Zoo</i>. New York: Trumpet Club, 1968.</li><li>• Kirk, David. <i>Miss Spider's Tea Party</i>. New York: Scholastic, 1997.</li><li>• Walsh, Ellen Stoll. <i>Mouse Count</i>. New York: Scholastic, 1991.</li></ul> |
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Curriculum Framework Template  
Greater Heights Academy

Subject Area: Mathematics

Grade Level: Kindergarten

Last Updated: August 1<sup>st</sup>, 2012

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| <p><b>Unit 3: Data and Data Representation</b></p> <p>In this unit children collect and organize data using concrete objects, pictures, tallies, tables, charts, and graphs. They begin to recognize that they gather, analyze, and organize data in their daily lives. For example, children use tally marks to keep track while counting, use the calendar to keep track of the days of the week, and graph the choices they make on a daily basis (e.g., the type of snack served each day in school, or the way they get to school). Through counting, estimating, and measuring, children understand the meaning of information gathered and learn how to represent it on concrete and pictorial graphs. They analyze information by answering questions involving greater than, less than, how much more, and how much less.</p> |   |  |  |  |
| <p><b>Weeks 15-20</b></p>  | <p><b>K.CC.3</b> 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).</p> <p><b>K.CC.4</b> Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> | <ul style="list-style-type: none"><li>• Create and use graphs, concrete and pictorial, to communicate the answers to questions about data</li><li>• Sort and organize objects</li><li>• Describe how classification of information can be used to create graphs</li><li>• Collect, count, and represent data</li><li>• Read and explain graphs</li><li>• Use graphs to answer comparison questions (Which is more/less?)</li></ul> | <ul style="list-style-type: none"><li>• Have students count the objects on the class weather graph and explain what the data means (e.g., 6 clouds or bars in the “cloudy column” means we have had 6 cloudy days this month).</li><li>• Sort and graph M&amp;Ms by color.</li><li>• Sort shoes by type (ties, buckles, Velcro, zippers) on a floor graph.</li><li>• On a class graph, count and use tally marks to determine which column has more, less, or the same amount.</li><li>• Determine whether students can accurately answer questions about the graphs that are constructed in class. “How many ____?” “Which is more/fewer?” “Which is most/fewest?” “Were any 2 ____ the same?” “How much more?”</li></ul> | <p><u>Equipment/Manipulatives:</u></p> <ul style="list-style-type: none"><li>• M&amp;Ms</li><li>• Objects to graph (shoes, teddy bear counters, etc.)</li></ul> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"><li>• Envision Textbook</li><li>• Slobodkina, Esphyr. <i>Caps For Sale</i>. Glenview, IL: Scott Foresman, Addison Wesley, 1968.</li></ul> |
| <p><b>Unit 4: Exploring Shape</b></p> <p>In this unit children recognize, compare, and classify geometric shapes in two and three dimensions. They learn to identify characteristics that define shapes and can sort shapes by number sides, numbers of points, and whether they stack or roll. Through designing with combinations of plane shapes and building with solid shapes, children develop an awareness of spatial geometry.</p>   |   |  |  |  |

Curriculum Framework Template  
Greater Heights Academy

Subject Area: Mathematics

Grade Level: Kindergarten

Last Updated: August 1<sup>st</sup>, 2012

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| Weeks 21-27  | <p><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.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes</p> <p><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).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><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?”<br/><i>Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i></p> <p><b>K.G.2.</b> Correctly name shapes regardless of their orientations or overall size.</p> | <ul style="list-style-type: none"><li>Describe the relative position of geometric shapes from both concrete and pictorial arrangements</li><li>Describe common objects and geometric shapes in terms of other geometric shapes</li><li>Represent and model geometric shapes concretely and pictorially</li><li>Describe attributes of shapes</li><li>Classify shapes by dimension, number of sides, corners, and faces</li><li>Name and relate geometric shapes to everyday objects</li><li>Describe relative positions of shapes: above, below, near, next to, etc.</li><li>Construct geometric shapes from other geometric shapes</li></ul> | <ul style="list-style-type: none"><li>Have students count sides and corners of familiar shapes, show flat and curved surfaces, and identify the shape of the faces.</li><li>Have students build with three-dimensional shapes. Have them use mathematical terms to describe the shapes, i.e., which objects are flat, round, have corners, will roll, and can stack.</li><li>Have students use mathematical terms to identify familiar 2- and 3- dimensional shapes.</li><li>Have students compare Grandma’s Buttons and sort them by attributes.</li><li>Have students complete simple Tangram puzzles.</li><li>Using a set of objects, instruct students to place one object above, below, behind, and/or next to another object.</li><li>Have students use tangrams to build squares, rectangles, and triangles.</li><li>Using pattern blocks, ask students to use triangles to create a trapezoid and a hexagon and use the trapezoid to create a hexagon.</li><li>Unit Test</li></ul> | <p><u>Equipment/Manipulatives:</u></p> <ul style="list-style-type: none"><li>Grandma’s Buttons</li><li>Shape Cards</li><li>Tangrams</li><li>Three-dimensional shapes</li><li>Two-dimensional shapes</li></ul> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"><li>Envision Textbook</li><li>Hoben, Tana. <i>Shapes, Shapes, Shapes</i>. New York: William Morrow &amp; Company, Inc., 1986.</li><li>Reid, Margarette S. <i>The Button Box</i>. New York: Penguin Books, 1990.</li></ul> |
| <p><b>Unit 5: The Number System and Operations</b></p> <p>In this unit children learn to model numerical operations. They become familiar with the vocabulary used to solve addition and subtraction problems and learn to perform these basic operations. Children learn that numbers represent a set of objects that can be changed by adding to or subtracting from the set. They move from the concrete to the pictorial level by representing addition and subtraction situations by drawing pictures. Children continue to learn to skip count by 2’s, 5’s, and 10’s, using concrete objects if necessary, and to count by ones forward to 100 and backward from 10 to 0. They continue to build understanding of place value. Children learn to write simple addition and subtraction sentences when they are presented with number stories. They estimate a number of objects and progress toward making a “good estimate,” thereby realizing the connection between estimating and counting. They learn to express numbers in different ways (e.g., <math>5 = 4 + 1 = 3 + 2</math>). Children also learn to distinguish pennies, nickels, dimes, and quarters, and the values of pennies, nickels, and dimes.</p> |   |   |  |  |



Curriculum Framework Template  
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Subject Area: Mathematics

Grade Level: Kindergarten

Last Updated: August 1<sup>st</sup>, 2012

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| Weeks 28-33 | <p><b>K.OA.3</b> 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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4</b> 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.</p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, 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.</p> | <ul style="list-style-type: none"><li>Count, read, and write any number to 100</li><li>Write equations (number sentences) with an emphasis on the equal sign to do examples and solve problems</li><li>Solve story problems that require simple addition and subtraction</li><li>Understand the meaning of addition and “take-away” subtraction</li><li>Recognize and know value of coins</li></ul> | <ul style="list-style-type: none"><li>Unit Test</li><li>Have the student draw a picture and write a sentence to show how many Pokemon cards you bought if you started with seven and now have 10.</li><li>Ask the student to count out five objects and then cover three of them. Then have the student choose the correct mathematical sentence to represent the operation.</li><li>Given a set of objects between 10 and 30, ask the student to group them into groups of tens and ones and then count the objects by tens and ones.</li><li>Play The Hand Game. How many different ways can you find to show ____? (numbers 2-10)</li><li>Give students the following story problem: I have 2 pet cats. The mother cat just had 4 kittens. How many cats do I have now? Would you add or subtract to find the answer?</li><li>Give the students the following story problem: There were 9 cupcakes in the kitchen. I ate one after school. How many cupcakes are there now? Would you add or subtract to find the answer?</li><li>Tell a number story involving numbers whose sum is 10 or less. Have students represent the story with objects or drawings and solve the story.</li><li>Have students model a mathematical sentence with counting bears or other objects when the sentence is written on the board.</li><li>Ask students individually to count as high as they can by 1s, 2s, 5s, and 10s. They may use objects or groups of objects if they find that helpful.</li><li>Call out a number and have the student continue counting on from that point.</li><li>Have students read numbers between 0-100, randomly presented.</li><li>Have students write numbers between 0-100 that are dictated in random order</li><li>Have students sort coins by color, size, and markings. Identify their names and their values.</li><li>Have students read number sentences and explain what the equal sign means (“is the same as” or “is equal to”).</li><li>Given two numbers between 0-30, have the student identify one number as being “more than” or “less than” the other.</li><li>Given two numbers between 0-30, have the student list the smaller number first.</li><li>Ask the student, “How many 10’s are there in 32?”</li></ul> | <p><u>Equipment/Manipulatives:</u></p> <ul style="list-style-type: none"><li>Coins (pennies, nickels, dimes, quarters)</li><li>Counting bears or other objects</li><li>Flashcards (addition and subtraction to five)</li><li>Unifix cubes</li></ul> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"><li>Envision Textbook</li><li>Axelrod, Amy. <i>Pigs Will Be Pigs</i>. New York: Simon and Schuster, 1994.</li><li>Duke, Kate. <i>One Guinea Pig Is Not Enough</i>. New York: Scholastic, 1988.</li><li>Hoban, Tana. <i>26 Letters and 99 Cents</i>. Washington, D.C.: Harcourt Brace &amp; Company, 1987.</li><li>Hutchins, Pat. <i>The Doorbell Rang</i>. New York: Scholastic, 1986.</li><li>Maccarone, Grace. <i>Monster Math</i>. New York: Scholastic, 1995.</li><li>Murphy, Stuart J. <i>The Penny Pot</i>. New York: HarperCollins, 1998.</li><li>Viorst, Judith. <i>Alexander, Who Used To Be Rich Last Sunday</i>. New York: Macmillan Publishing, 1978.</li></ul> |
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Curriculum Framework Template  
Greater Heights Academy

**Subject Area:**    **Mathematics**                      **Grade Level:** Kindergarten                      **Last Updated:** August 1<sup>st</sup>, 2012

**Unit 6: Measurement**

In this unit children compare objects to determine whether groups are equal or unequal. They compare attributes (length, surface, capacity, weight) of objects and use nonstandard and standard tools for measurement. Children analyze their measurements using comparative language such as longer, shorter, same, heavier, and lighter. They learn to estimate times for events throughout the day, and to tell time to the nearest hour on analog clocks.

Curriculum Framework Template  
Greater Heights Academy

Subject Area: Mathematics

Grade Level: Kindergarten

Last Updated: August 1<sup>st</sup>, 2012

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|-------------|---|--|---|--|
| Weeks 34-38 | <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> 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.</p> | <ul style="list-style-type: none"><li>• Explain and listen to explanations as to how objects compare</li><li>• Relate the numerical (counting) idea of “Who has more?” to the direct measurement idea of “Who has more?”</li><li>• Solve real world problems related to time, length, and capacity</li><li>• Measure length, weight, and capacity</li><li>• Compare measurements directly and to reference objects</li><li>• Identify tools for measuring length, weight, capacity, and time</li><li>• Associate hour of day with benchmarks of daily activities</li></ul> | <ul style="list-style-type: none"><li>• At the end of an activity period, time the class to see how much of their material they can put away in 1 minute.</li><li>• Have students use a ruler to measure different items to the nearest inch, e.g., the length of different pencils or the width of different books.</li><li>• Have students measure the amount of water in an 8-oz water bottle (1 cup).</li><li>• Give students two items to weigh in a pan balance (e.g., a pencil and a crayon, 5 Unifix cubes and a glue stick). Which is heavier? How do you know? Ask, “What tool do we use to tell us that it is time to go home?” and “What tool do we use to keep track of the days of the week?”</li><li>• Using a clock with only an hour hand, ask students to tell the time. Answers could include such language as- exactly 10:00- a little past 10:00- between 10:00 and 11:00- almost 10:00- a little before 10:00.</li><li>• During calendar time, ask students about when events occur that will elicit the answer morning, afternoon, evening, night, yesterday, today, tomorrow, next week, last week, next year, etc.</li><li>• Ask, “What are some ways we might measure and compare two different crayon boxes?”</li><li>• Observe and talk with individual children about their findings as they compare items by length. Listen for the use of such terms as longer than and shorter than.</li><li>• Observe and talk with individual children about their findings as they measure the weight of objects by feel, by balance, or by weighing on a scale. Listen for comparison words (heavier, lighter, weighs more, weighs less, etc.).</li><li>• Observe and talk with individual children about their findings as they fill different containers with material (sand, water, beans, etc.). Ask child which container holds more.</li><li>• Use Unifix cubes to measure various objects of different lengths.</li><li>• Give students 10-Unifix rods and have them identify items in the classroom that are longer than and shorter than the rods.</li></ul> | <p><u>Equipment/Manipulatives:</u></p> <ul style="list-style-type: none"><li>• Calender</li><li>• Clocks (large classroom clock and smaller student clocks)</li><li>• Counting bears</li><li>• Unifix cubes</li><li>• Rulers</li><li>• Scales</li><li>• Water</li><li>• Beans</li><li>• Sand</li></ul> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"><li>• Envision Textbook</li><li>• Brown, Margaret Wise. Goodnight Moon. New York: Scholastic, 1947.</li><li>• Hutchins, Pat. Clocks and More Clocks. New York: Scholastic, 1970.</li><li>• Lionni, Leo. Inch by Inch. New York: Astor-Honor, 1960.</li></ul> |
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Curriculum Framework Template  
Greater Heights Academy

Subject Area: Mathematics

Grade Level: First

Last Updated: August 16, 2012

| <b>Pacing</b><br><i>When will you teach the content?</i>   | <b>Common Core State Standards</b><br>Include cross-curricular<br><i>What do your students need to know?</i>  | <b>Essential Understanding (The Learner Will)</b><br><i>What do your students need to be able to do?</i>  | <b>Assessments</b><br>Include progress monitoring strategies & assessments<br><i>How will you know what they already know?</i><br><i>How will you know what they've learned?</i>  | <b>Resources</b><br><i>What materials will you need?</i>                              |
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| <b>Unit One: Building Number Patterns &amp; Meaning to 110</b><br>In this unit children continue to work with number patterns (including skip counting such as 2, 4, 6, 8, ?, or 5, 10, 15, 20, ?, or 55, 60, ?, 70, or 2, 12, 22, ?). The pattern work at this level builds understanding of the number system and lays the foundation for multiplication and algebraic patterns in later years. Building on the skills learned in kindergarten, children extend counting skills, keep track of quantities using techniques such as tallying, use ordinals to identify position in a sequence, count backward by ones, and read and write numbers to 110. They continue to work on place value for 1's, 10's, and 100's. Children order and compare numbers, use descriptive words (e.g., "more than" and "same as"), and locate numbers on the number line. They work with pennies and nickels and exchange pennies for nickels. |   |   |   |   |
| Weeks 1-5  | <b>1. NBT.1</b> 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.<br><b>1. NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:<br>a. 10 can be thought of as a bundle of ten ones — called a "ten."<br>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.<br>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, | <ul style="list-style-type: none"> <li>• Read and write numbers to 40</li> <li>• Solve story problems using concrete objects and represent the problem and solution using pictures, words, and numbers</li> <li>• Show different ways of showing amounts up to 9 cents</li> <li>• Understand ten ones is equivalent to one ten</li> <li>• Decompose numbers to 10 concretely</li> <li>• Compare numbers and answer "Which one...?" questions</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange a set of numbers to 40, in order, on a provided number line.</li> <li>• Continue the sequences:<br/>14, 16, __, 20, __, __, ...<br/>AND 5, __, 15, 20, __, __, ... AND __, 20, 30, __.</li> <li>• Count at least 40 objects, using strategies for accurate and efficient counting and keeping track of quantities (e.g., make groups, skip count, and draw tally marks).</li> <li>• Regularly assess as concept is incorporated into daily routines: Daily agenda: "What's the third thing we will be</li> </ul> | <u>Equipment/Manipulatives:</u><br><br><u>Student Resources:</u><br>Envision Textbook |

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|  | <p>eight, or nine tens (and 0 ones).<br/> <b>1. NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.<br/> <b>1. NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> |  | <p>doing today?”, standing in line: “Will the second person in line please hold the door?”,<br/> Calendar: “What is the fourth Wednesday of this month?”</p> <ul style="list-style-type: none"> <li>• Continue the sequence:<br/> 10, 9, __, 7, __, __... AND<br/> 25, 24, __, 22, __, __...<br/> AND 40, 39, 38, __, __, 35, __...</li> <li>• Use interrupted counts to orally count backwards from any number between 1 and 40.</li> <li>• Give a set of 4 numbers between 0 and 40 and ask the child to arrange them in increasing or decreasing order (e.g., write the following from smallest to largest: 12, 16, 35, 8 AND 18, 14, 16, 12).</li> <li>• Students compare any two numbers to 40 in terms of one representing more or less than the other, e.g., 7 __ 3 or 20 __ 40.</li> <li>• Students play “Guess the Mystery Number Game.”</li> </ul> |  |
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|  |  |  | <p>The leader thinks of a number and tells students that their guesses are greater than or less than the “mystery number.”</p> <ul style="list-style-type: none"> <li>• Have students count collections of pennies and nickels up to \$1.00. Then have them exchange pennies for nickels as much as possible for each collection and count the coins again.</li> <li>• Have students use a number grid to identify one more than, one less than, for any number up to 100.</li> <li>• Use 2 colors of cubes to show 9 addition pairs for 8. Draw the models and write the number fact below the model.</li> <li>• Bill and Max played checkers every day after school. Bill has won 8 games and Max has won 5 games. Who has won the most games? How many more? How do you know?</li> <li>• Ned had a box of 8</li> </ul> |  |
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|   |  |  | <p>crayons. He gave 3 to Markus. How many crayons does he have now? Model the problem with crayons and explain.</p> <ul style="list-style-type: none"> <li>• Have students collect objects found in the classroom. Ask them to compare the length of the objects. Note their use of the terms “shorter, shortest, longer, longest”.</li> <li>• Have students write the digital time for time shown on an analog clock, limited to time on the hour.</li> <li>• Students identify the name and value of pennies and nickels and calculate the value of given combinations, using cent notation.</li> <li>• Aaron could buy gum for 10¢ or candy for 7¢. Which costs more? How much more?</li> <li>• Unit Test</li> </ul> |  |
| <p><b>Unit Two: Building Number Sense</b></p> <p>In this unit children extend the counting, skip counting, and ordering of numbers. They extend their skill at comparison by identifying numbers that are one more or one less than a given number, or 10 more or 10 less than a given number. Children expand their lists of written combinations of numbers to include all sums up to 10 (e.g., <math>8 = 1 + 7 = 2 + 6 = 3 + 5 = 4 + 4</math>). They add and subtract single-digit numbers and add 10's to a single-digit number. When solving addition or</p> |  |  |   |  |

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| subtraction number stories, children use pictures, numbers, words, and equations, and record their strategies for finding solutions. They work with combinations of pennies, nickels, and dimes. |   |  |   |   |
| Weeks 6-10   | <p><b>1. OA.1</b> 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.</p> <p><b>1. OA.2</b> 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.</p> <p>Understand and apply properties<sup>1</sup> of operations and the relationship between addition and subtraction</p> <p><b>1. OA.3</b> Apply properties of operations as strategies to add and subtract. Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative</p> | <ul style="list-style-type: none"> <li>Solve story problems using concrete objects or pictures and represent the problem and solution using pictures, words, and numbers.</li> <li>Explain why different sets of coins (pennies, nickels, and dimes) have the same value.</li> <li>Use tally marks to determine the values of a set of pennies and nickels up to 50 cents.</li> <li>Skip count by 2s, 5s, and 10s.</li> <li>Solve addition and subtraction problems concretely.</li> <li>Show 1- more or less than any number <math>&lt; 110</math> on a grid.</li> <li>Make change using pennies, nickels, and dimes.</li> <li>Extend and repeat patterns.</li> </ul> | <ul style="list-style-type: none"> <li>Continue the pattern 42, 52, 62..., and continue the pattern on a number line.</li> <li>Use interrupted counts to orally skip count by two, five, and ten.</li> <li>Use interrupted counts to orally count backwards by 1s from any number between 1 and 100.</li> <li>Given a set of 4 numbers between 0 and 110, child arranges them in increasing order.</li> <li>Student compares any 2 numbers to 110 in terms of being more than, less than or equal.</li> <li>Students fills in empty cell in a number grid and explains that the number is one more than, one less than, 10 more than or 10 less than an adjacent number.</li> <li>Use a 10-frame to show a variety of addition sentences with the same solution and sums less than 10.</li> </ul> | <p><u>Equipment/Manipulatives:</u><br/>Coins (pennies, nickels, dimes)</p> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"> <li>Envision Textbook</li> <li>Aker, Suzanne. <i>What Comes in 2's, 3's, and 4's?</i> New York: Simon and Schuster, 1990.</li> <li>Dee, Ruby. <i>Two Ways to Count to Ten</i>. New York: Henry Holt and Company, 1988.</li> <li>Langstaff, John. <i>Over in the Meadow</i>. San Diego, CA: Harcourt Brace Children's Books, 1992.</li> <li>Merriam, Eve. <b>Twelve Ways to Get to Eleven</b>. New York: Simon and Schuster, 1993.</li> <li>Payne, Emmy. <i>Katy No-Pocket</i>. Boston: Houghton Mifflin, 1972.</li> <li>Walsh, Ellen. <i>Mouse Count</i>. San Diego, CA: Harcourt Brace Children's Books, 1991.</li> </ul> |



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|  | <p>property of addition.)</p> <p><b>1. OA.4</b> Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</p> <p>Add and subtract within 20</p> <p><b>1. OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>1. OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> |  | <ul style="list-style-type: none"> <li>• Use various counters and practical situations to model both addition and subtraction operations and write number sentences.</li> <li>• Make penny, nickel and dime exchanges to find the value of penny, nickel, dime collections.</li> <li>• Reads money amounts up to \$1 written in either cent or dollar notation.</li> <li>• Students read times on the hour and half-hour and draws hands on a clock to show the hour and half-hour when given the time.</li> <li>• Give students domino problems where the sum and 1 addend are shown. Have student explain how they found the missing number.</li> <li>• How far is it from 4 to 9 on a number line?</li> <li>• How far is it from 12 to 8 on a number line?</li> <li>• Unit Test</li> </ul> |  |
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**Unit Three: Measurement and Growing Number Sense**

In this unit children learn to compare lengths (e.g., longer, shorter) and time (e.g., earlier, later). They move from these direct comparisons to measuring length with non-standard and standard measurements and to measuring time to the nearest hour and half-hour. In learning about measurement, children also learn the symbols and abbreviations for units of length (e.g., centimeter, inch). They continue to work on addition and subtraction by modeling the operations, using

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concrete objects or pictures and writing simple number sentences (including using boxes for variables, e.g.  $? + 2 = 7$ ). Children work with fact families, for example  $2 + 5 = 7$  and  $7 - 2 = 5$  and  $7 - 5 = 2$  are all part of the same fact family.

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| <p>Weeks 11-16</p> | <p><b>1. MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>1. MD.2</b> 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.</p> <p><b>1. MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</p> | <ul style="list-style-type: none"> <li>• Compare the lengths of two objects by using words and pictures.</li> <li>• Describe the relationship between addition and subtraction.</li> <li>• Explain reasoning used in solving story problems related to measurement.</li> <li>• Use standard and nonstandard measurement tools to find lengths to the nearest unit.</li> <li>• Read temperature on a thermometer.</li> <li>• Tell time.</li> <li>• Apply addition and subtraction to story problems that include length, money, and time.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of objects as “non-standard units” to measure lengths of three objects in classroom to the nearest unit.</li> <li>• Use rulers to measure the same objects used above. Compare the non-standard unit with the ruler.</li> <li>• Choose a unit and measure length.</li> <li>• Use rulers to measure the same objects used above. Compare the non-standard unit with the ruler.</li> <li>• Sue looked at the night sky. She saw 13 stars. Then she saw 6 more. Draw a picture to model what Sue saw. Which number sentence shows what she saw? Explain your thinking. a. <math>13 - 6 = 7</math> b. <math>13 + 6 = 7</math> c. <math>13 + 6 = 19</math>.</li> <li>• Find the missing number in the sentence and explain your thinking. Find the</li> </ul> | <p><u>Equipment/Manipulatives:</u></p> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"> <li>• Envision Textbook</li> <li>• Carle, Eric. <i>The Grouchy Ladybug</i>. New York: Harper &amp; Row, 1977.</li> <li>• Hamm, Diane Johnston. <i>How Many Feet in the Bed?</i> New York: Simon and Schuster, 1991.</li> <li>• Hutchins, Pat. <i>Clocks and More Clocks</i>. New York: Macmillan McGraw-Hill, 1970.</li> <li>• Myller, Rolf. <i>How Big Is a Foot?</i> New York: Dell Publishing, 1990.</li> </ul> |
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|  |  |  | <p>missing number in the sentence, <math>\square + 2 = 7</math>, and explain your thinking.</p> <ul style="list-style-type: none"> <li>• Have students build numbers with base-10 blocks: 10, 14, 26, 38, 42, 57, 63, and 79.</li> <li>• Have students fill in empty cells in a number grid and explain how they identified the missing number, using the terms 1 more than, 1 less than, 10 more than, 10 less than.</li> <li>• In September of first grade, Katie was 46 inches tall. In September of second grade, she was 49 inches tall. How many inches did Katie grow, from first Solve one-step word problems using addition and subtraction of money, including “how much more/less”, without mixing units.</li> <li>• Art class starts at 10:00 and ends at 12:00. How long is art class?</li> <li>• Unit Test</li> </ul> |  |
| <p><b>Unit Four: Organizing and Representing Data</b><br/>In this unit children gather, organize, and graph data related to their everyday lives. They learn about line plots, pictographs, and bar graphs. Children interpret data by looking at completed graphs, and they make predictions based on the data. They also continue to practice their numerical work by working with</p> |  |  |   |  |

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| addition fact families.  |  |   |   |   |
| Weeks 17-21  | <p><b>1. MD.4</b> 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.</p> <p><b>1. OA.7</b> 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? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p><b>1. OA.8</b> 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 <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</p> | <ul style="list-style-type: none"> <li>• Read and interpret data displayed in various ways.</li> <li>• Identify and collect the data needed to answer a problem.</li> <li>• Organize data into tables; use tally marks for frequencies.</li> <li>• Display the same data in at least two different forms using tables and various graphs (pictographs, line plots, bar graphs, etc.).</li> <li>• Be fluent with addition and related subtraction facts up to five.</li> <li>• Review fact family skills from previous units.</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in a collection of data about lunch preferences. Individually make a graph.</li> <li>• Students regularly contribute to class data collection and organization, e.g., weather graphs, birthday graph, or graphing preferences.</li> <li>• Participate in a collection of data about lunch preferences. Individually make a graph.</li> <li>• Ask and answer a question from the graph that requires addition or subtraction.</li> <li>• Unit Test</li> </ul> | <p><u>Equipment/Manipulatives:</u></p> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"> <li>• Envision Textbook</li> </ul> |
| <p><b>Unit Five: Place Value Number Stories &amp; Fact Families</b></p> <p>In this unit children use place value to represent numbers, and demonstrate their knowledge of place value by decomposing numbers into tens and ones. They extend this ability to solve addition and subtraction sentences (with and without boxes used as variables), making use of place value, concrete objects, pictorial representations, descriptions of problem situations in words ("story problems"), and fact families.</p> |  |   |   |   |
| Weeks 22-27  | <p><b>1. NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit</p>  | <ul style="list-style-type: none"> <li>• Explain how addition and subtraction are related and how the relationship between them is useful</li> </ul>  | <ul style="list-style-type: none"> <li>• Have students decompose any number to 30 into tens and ones by modeling it with</li> </ul>   | <p><u>Equipment/Manipulatives:</u></p> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"> <li>• Envision Textbook</li> </ul> |

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|  | <p>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.</p> <p><b>1. NBT.6</b> 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.</p> <p><b>2. OA.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> | <p>when doing computation.</p> <ul style="list-style-type: none"> <li>• Solve one-step story problems about length, time, and money and explain how they got the answer.</li> <li>• Use base 10 blocks and coins to show the meaning of two-digit numbers.</li> <li>• Use pennies, nickels, and dimes for computation and in solving story problems.</li> <li>• Compare numbers and order numbers to 110 using vocabulary and symbols.</li> <li>• Compute addition and subtraction answers using strategies but no formal algorithm.</li> <li>• Use base 10 blocks to model numbers to 100 and then read and write the numbers.</li> <li>• Know fluently addition and subtraction for 0 and 1, doubles to 10+10, and sums= 10.</li> </ul> | <p>sticks that can be bundled into groups of 10 or Unifix cubes.</p> <ul style="list-style-type: none"> <li>• When counting up and down by 10, starting at any number on the number grid, student explains that each number is 10 more or 10 less.</li> <li>• Show a fact family for the numbers 4, 5, 9 ____ + ____ = ____, ____ + ____ = ____, ____ - ____ = ____, ____ - ____ = ____ (N.MR.01.13).</li> <li>• Students generate all addition fact partners for numbers 2 through 10.</li> <li>• Students accurately solve addition problems with a sum up to 20, displayed both vertically and horizontally.</li> <li>• What is the sum of ____?<br/>• 23 + 4 • 45 + 5 AND<br/>What is the sum of ____?<br/>• 36 + 20 • 17 + 40.</li> <li>• Use interrupted counts to count up, starting from any number in the sequence.</li> <li>• Students use ordinal numbers to identify</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |
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|  |  |  | <p>items in a sequence.</p> <ul style="list-style-type: none"> <li>• Display Base-10 blocks for numbers up to 110. Have students identify the number.</li> <li>• Write a number up to 110. Have students display the number with Base-10 blocks.</li> <li>• Given a set of 4 numbers between 0 and 110, child arranges them in increasing order.</li> <li>• Student compares any 2 numbers to 110 in terms of being more than, less than or equal, accurately using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</li> <li>• Josie had a set of 16 new markers and Ella had a set of 12. Who had more/fewer? How many more/fewer?</li> <li>• Have students show how they can check a subtraction problem by adding.</li> <li>• Show students collections of coins. Have them calculate the value of the collection.</li> <li>• Counts coin combinations for sums up to \$1, using both cent</li> </ul> |  |
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|  |   |   | <ul style="list-style-type: none"> <li>and dollar notation</li> <li>Unit Test</li> </ul>                           |   |
| <b>Unit Six: Geometric Shapes, Patterns, and Attributes</b><br>In this unit children return to sorting and classifying objects using selected attributes. They also work with repeating and growing patterns, and extend these patterns. Children create and describe their own patterns, and become more aware of patterns around them. They also explore two-dimensional and three-dimensional shapes, and describe their attributes, including line symmetry. |   |   |  |   |
| Weeks 28-33  | <p><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.</p> <p><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.</p> <p><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 half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples</p> | <ul style="list-style-type: none"> <li>Explain how two-dimensional shapes are used in three-dimensional shapes.</li> <li>Use patterns to generate a rule for a table of values.</li> <li>Explain how knowing a rule determines the values in a T-chart for the rule.</li> <li>Use “What’s My Rule” to determine a function rule or a number in a pattern.</li> <li>Create, describe, and distinguish between repeating and growing patterns.</li> <li>Describe relative position of objects in a 2-D or 3-D context.</li> <li>Describe physical and geometric attributes of objects.</li> <li>Identify, describe, and compare familiar 2-D</li> </ul> | <ul style="list-style-type: none"> <li>Identify the figures that have line symmetry.</li> <li>Unit Test</li> </ul> | <p><u>Equipment/Manipulatives:</u></p> <p><u>Student Resources:</u></p> <ul style="list-style-type: none"> <li>Envision Textbook</li> </ul> |

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|   | that decomposing into more equal shares creates smaller shares.   | and 3-D shapes.  |   |   |
| <b>Unit Seven: Place Value, Money, and Fraction Concepts</b><br>In this unit children extend their knowledge of place value to hundreds. They continue to work with addition and subtraction situations, including adding or subtracting by 10's. Children learn to make change for purchases, using \$ and ¢ notation. They use paper folding and diagrams to learn about simple fractions, such as $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ . Children learn about representing a whole number in fractional form. |   |  |   |   |
| Weeks 34-37   | <b>2. MD.8</b> 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? | <ul style="list-style-type: none"> <li>Solve one-step problems about length, money, time, and other contexts using addition and subtraction.</li> <li>Explain how using money and base 1-blocks helps you find the answer to an addition or subtraction problem.</li> <li>Use an area model to show two different representations of the same fraction.</li> <li>Identify and know value of coins and bills.</li> <li>Recognize, name, represent, and write unit and commonly used fractions with denominators of 2, 3, or 4.</li> <li>Use the area model of fractions: whole divided into equal parts.</li> <li>Order numbers.</li> </ul> | <ul style="list-style-type: none"> <li>Have students model numbers with sticks and bundles of sticks or with Base-10 blocks, writing the number they made, such as <math>100 + 40 + 3</math>.</li> <li>Paper and pencil work and teacher observation over time reveal that students have an efficient strategy for solving addition facts accurately within 3 seconds.</li> <li>Show in coins and bills: • \$1.45 • \$2.75 • \$3.36.</li> <li>Draw 2 different ways to show: • \$1 • \$1.25 • \$.87.</li> <li>Show collections of coins up to \$1 and have students count to find the total amount of money. Show collections of bills up to \$100 and have students count to find the total amount of</li> </ul> | <u>Equipment/Manipulatives:</u><br><br><u>Student Resources:</u> <ul style="list-style-type: none"> <li>Envision Textbook</li> <li>Dee, Ruby. <i>Two Ways to Count to Ten</i>. New York: Henry Holt and Company, 1990.</li> <li>Hoben, Tana. <i>26 Letters and 99 Cents</i>. New York: Greenwillow Books, 1987.</li> <li>Hutchins, Pat. <i>The Doorbell Rang</i>. New York: Scholastic, 1986.</li> <li>McMillan, Bruce. <i>Eating Fractions</i>. New York: Scholastic, 1991.</li> </ul> |



Curriculum Framework Template  
Greater Heights Academy

| Subject Area: Mathematics | Grade Level: First | Last Updated: August 16, 2012 |   |
|---------------------------|--------------------|-------------------------------|---|
|                           |                    |                               | <p>money.</p> <ul style="list-style-type: none"> <li>• Sam is buying a balloon for \$.20 and a game for \$.35. How much will he spend altogether?</li> <li>• Leon spent \$8 on tickets at the school fair. His sister spent \$5. How much more money did Leon spend?</li> <li>• Using paper strips that are all the same size, have students fold 1 strip once, creating 2 equal parts, another strip twice, creating 4 equal parts and the third strip 3 times, creating 8 equal parts. Have students label the parts of each strip. Shade <math>\frac{1}{2}</math> of each strip to show that <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math> and <math>\frac{4}{8}</math> are equivalent.</li> <li>• Color <math>\frac{1}{3}</math> <math>\frac{2}{3}</math> and Color <math>\frac{1}{4}</math> <math>\frac{2}{4}</math> <math>\frac{3}{4}</math>.</li> <li>• Solve the number grid puzzle 20.</li> </ul> |

## Greater Heights Academy

### **MI Model for Health**

Please indicate by a checkmark the modules that will be included in health instruction at the Academy. Return the checklist to the Center.

#### **K-6 Modules**

|  |  |
|--|--|
| <b>Social Emotional</b>                |  |
| ✓                                      | Managing Feelings                                      |
| ✓                                      | Showing Respect and Caring                             |
| ✓                                      | Accepting Responsibility                               |
| <b>Nutrition and Physical Activity</b> |  |
| ✓                                      | Healthy Eating and Healthy Physical Activity           |
| ✓                                      | Variety Food Groups                                    |
| ✓                                      | Variety Physical Activity                              |
| ✓                                      | Balanced Physical Activity, Rest and Sleep             |
| ✓                                      | Serving Numbers and Sizes                              |
| ✓                                      | Information Labeling                                   |
| ✓                                      | Influences   |
| ✓                                      | Food Safety  |
| ✓                                      | Safe Physical Activity                                 |
| ✓                                      | Plan for Snacks, Balanced Meals, and Physical Activity |
| ✓                                      | Weight Management                                      |
| ✓                                      | Advocacy   |
| <b>Safety</b>                          |  |
| ✓                                      | Pedestrian   |
| ✓                                      | Vehicle Seat Belt Use/Vehicle Occupant                 |
| ✓                                      | Wheeled Recreational Safety                            |
| ✓                                      | Fire Safety  |
| ✓                                      | Water and Sun  |
| ✓                                      | Home and Public Safety                                 |
| ✓                                      | Internet Safety  |
| ✓                                      | Weapons/Dangerous Objects                              |
| ✓                                      | Child Abuse Prevention                                 |
| <b>Alcohol Tobacco and Other Drugs</b> |  |
| ✓                                      | Medicines  |
| ✓                                      | Poisons/Inhalants                                      |
| ✓                                      | Caffeine   |
| ✓                                      | Tobacco  |
| ✓                                      | Alcohol  |
| ✓                                      | Marijuana  |

MI Model for Health Checklist  
Current as of September 28, 2010

| <b>Personal Health and Wellness</b>                  |   |
|--|---|
| ✓  | Hygiene                                       |
| ✓  | Dental Health                                 |
| ✓  | Exercise and Rest                             |
| ✓  | Sun, Water and Ice Safety                     |
| ✓  | Safe Food Handling                            |
| ✓  | Medicines                                     |
| <b>HIV and Reproductive Health (Grades 4-6 only)</b> |   |
| ✓  | General                                       |
| ✓  | Puberty                                       |
| ✓  | Friendships/Relationships                     |
| ✓  | Influences                                    |
| ✓  | Human Reproduction                            |
| ✓  | HIV and Other Communicable Disease Prevention |
| ✓  | Abstinence                                    |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   |  | Performance Indicators  | Assessments & Resources  |
|---|--|---|--|
| <p>Greater Heights Academy offers a comprehensive, health-related fitness education program. Not only do students learn the necessary skills to participate in extracurricular activities, but they also learn the benefits of a healthy lifestyle and how to achieve the goal of physical fitness. In addition, the physical education instruction includes a positive behavior support component that instructs and encourages students to demonstrate the characteristics of good sportsmanship.</p>   |  |   |  |
| <b>Kindergarten thru Third Grade</b>  |  |   |  |
| <p>Physical Education in early elementary (K-2<sup>nd</sup>) focuses on coordination, cooperation, body and spatial awareness, movement, locomotor, non-locomotor skills and the proper execution of motor skills and exposure to several object control skills. Safety instruction will be embedded in the aforementioned concepts and have a direct connection to Greater Heights Academy's positive behavior support program. Many of the concepts that are instructed at the kindergarten level are the same for first and second grade. Each grade level has a specific level of maturity that is expected. Concepts and skills are built upon the prior grade's learning.</p>   |  |   |  |
| <b>Kindergarten</b>   |  |   |  |
| <b>Motor Skills &amp; Movement Patterns</b>   |  |   |  |
| <p><b>M.MC.00.01/.01.01/.02.01/.03.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</p> <p><b>M.MC.00.02/.01.02/.02.02/.03.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</p> <p><b>M.MC.00.03/.01.03/.02.03/.03.03</b> demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</p> <p><b>M.MC.00.04/.01.04/.02.04/.03.04</b> demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.</p> <p><b>M.MC.00.05/.01.05/.02.05/.03.05</b> demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated</p> |  | <p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>▪ appropriate form in walk, run, hop, gallop, flee, dodge, skip, slide, horizontal and vertical jump</li> <li>▪ appropriate form in selected object control skills: underhand throw, catch, hand dribble, foot dribble, kick and strike, volley</li> <li>▪ selected postural, non-locomotor, and body control skills: twisting,</li> </ul> | <p>-Teacher Observation</p> <p>-Rubric (Skill specific)</p> <p>-Written Assessments (Vocabulary)</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators  | Assessments & Resources                           |
|---|---|---|
| <p>settings.</p> <p><b>M.MC.00.06/.01.06/.02.06/.03.06</b> demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.</p> <p><b>M.MC.00.09/.01.09/.02.09/.03.09</b> demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.</p> <p><b>M.MC.00.10/.01.10/.02.10/.03.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.</p> <p><b>M.MC.00.11/.01.11/.02.11/.03.11</b> demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.</p> <p><b>M.MS.00.01/.01.01/.02.01/.03.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</p> <p><b>M.MS.00.02/.01.02/.02.02/.03.02</b> demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.</p> <p><b>M.MS.00.03/.01.03/.02.03/.03.03</b> demonstrate selected elements of mature form of manipulative skills of (.00) roll/underhand throw, (.01/.02) roll and underhand throw</p> <p><b>M.RA.00.01/.01.01/.02.01/.03.01</b> demonstrate basic even and uneven rhythmic patterns</p> | <p>turning, rocking, pulling</p> <ul style="list-style-type: none"> <li>▪ the ability to identify the concepts of body</li> <li>▪ awareness, time, space, direction, and force to movement</li> <li>▪ the ability to move according to a variety of rhythms(embedded in music classes)</li> </ul> |   |
| <p>Content Knowledge</p>  |   |   |
| <p><b>K.MC.00.01/.01.01/.02.01/.03.01</b> identify limited space awareness movement concepts for location (e.g., self-space and general space).</p> <p><b>K.MC.00.02/.01.02/.02.02/.03.02</b> identify limited space awareness movement</p>   | <p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>▪ knowledge of space awareness for a variety</li> </ul>  | <p>-Teacher Observation</p> <p>-Rubric (Skill</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators   | Assessments & Resources                                   |
|---|--|---|
| <p>concepts for directions (e.g., up/down and forward/backward).</p> <p><b>K.MC.00.03/.01.03/.02.03/.03.03</b> identify limited space awareness movement concepts for levels (e.g., low and high).</p> <p><b>K.MC.00.04/.01.04/.02.04/.03.04</b> identify selected space awareness movement concepts for pathways (e.g., straight and curved).</p> <p><b>K.MC.00.05/.01.05/.02.05/.03.05</b> identify selected space awareness movement concepts for extensions (e.g., large/small).</p> <p><b>K.MC.00.06/.01.06/.02.06/.03.06</b> identify selected effort movement concepts for time</p> <p><b>K.MC.00.09/.01.09/.02.09/.03.09</b> identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).</p> <p><b>K.MC.00.10/.01.10/.02.10/.03.10</b> identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).</p> <p><b>K.MC.00.11/.01.11/.02.11/.03.11</b> identify selected relationship movement concepts with people (e.g., leading/following).</p> <p><b>K.MS.00.01/.01.01/.02.01/.03.01</b> identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.</p> <p><b>K.MS.00.02/.01.02/.02.02/.03.03</b> identify selected critical elements of the following locomotor skills: walk and jump.</p> <p><b>K.MS.00.03/.01.03/.02.03/.03.03</b> identify selected elements of the following manipulative skills: roll and underhand throw.</p> <p><b>K.PA.00.01/.01.01/.02.01/.03.01</b> recognize varying types of physical activities.</p> | <p>of movement concepts</p> <ul style="list-style-type: none"> <li>▪ their ability to identify critical elements of locomotor, non-locomotor, and manipulative skills: balancing, walk, throw</li> <li>▪ identify and participate in physical activity that leads to increased physical development of five fitness components: flexibility, muscular strength, cardiorespiratory endurance, muscular endurance, body composition</li> </ul> | <p>specific)</p> <p>-Written Assessments (Vocabulary)</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators   | Assessments & Resources   |
|---|--|---|
| <p><b>K.HR.00.01/.01.01/.02.01/.03.01</b> identify one of the five components of health-related fitness.</p> <p><b>K.AN.00.01/.01.01/.02.01/.03.01</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</p> <p><b>K.AN.00.02/.01.02/.02.02/.03.02</b> identify that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.</p>   |  |   |
| Fitness & Physical Activity   |  |   |
| <p><b>A.PE.00.01/.01.01/.02.01/.03.01</b> participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p> <p><b>A.PA.00.01/.01.01/.02.01/.03.01</b> choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.</p> <p><b>A.HR.00.01/.01.01/.02.01/.03.01</b> recognize (.00)one, (.01) three, (.02)five of the five components of health-related fitness.</p> <p><b>A.AN.00.0/.01.01/.02.01/.03.11</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</p> <p><b>A.AN.00.02/.01.02/.02.02/.03.02</b> support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ participate inside and outside of physical education classes at a moderate pace in physical skill building activities</li> <li>▪ identify and demonstrate elements of lifelong outdoor pursuits that encompass positive environmental impact</li> <li>▪ identify and participate in physical activity that leads to increased physical development of five fitness components: flexibility, muscular strength, cardiorespiratory</li> </ul> | <p>-Teacher Observation</p> <p>-Rubric (Skill specific)</p> <p>-Written Assessments (Vocabulary)</p> <p>-Fitnessgram (pre and post testing)</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   |  | Performance Indicators  | Assessments & Resources   |
|---|--|---|---|
|   |  | endurance, muscular<br>endurance, body<br>composition   |   |
| Personal/Social Behaviors and Values  |  |   |   |
| <b>B.FB.00.01/.01.01/.02.01/.03.01</b> use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.<br><br><b>B.PS.00.01/.01.01/.02.01/.03.01</b> exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings. |  | Students will demonstrate: <ul style="list-style-type: none"> <li>the five characteristics of P.A.W.S. (Practice Responsibility, Act Respectfully, Work Together, Safety Matters)</li> </ul>  | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary) |
| First Grade   |  |   |   |
| Motor Skills & Movement Patterns  |  |   |   |
| <b>M.MC.01.07/.02.07/.03.07</b> demonstrate selected elements of effort movement concepts for force (i.e., strong and light) in isolated settings.<br><br><b>M.MC.01.08/.02.08/.03.08</b> demonstrate selected elements of effort movement concepts for flow (i.e., bound and free) in isolated settings.   |  | Students will demonstrate: <ul style="list-style-type: none"> <li>selected postural, non-locomotor, and body control skills: twisting, turning, rocking, pulling</li> <li>the ability to identify the concepts of body</li> <li>awareness, time, space, direction, and force to movement</li> </ul> | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary) |
| Content Knowledge   |  |   |   |
| <b>K.MC.01.07/.02.07/.03.07</b> identify all effort movement concepts for force (i.e., strong and light).<br><br><b>K.MC.01.08/.02.08/.03.08</b> identify all effort movement concepts for flow (i.e., bound and free).   |  | Students will demonstrate: <ul style="list-style-type: none"> <li>their ability to identify critical elements of locomotor, non-locomotor, and manipulative skills:</li> </ul>  | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments              |



**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| <b>Content Standards</b>  | <b>Performance Indicators</b>   | <b>Assessments &amp; Resources</b>   |
|---|---|--|
|   | balancing, walk, throw  | (Vocabulary)   |
| Second & Third Grade  |   |  |
| Content Knowledge   |   |  |
| <b>K.MS.02.04/.03.04</b> identify selected critical elements of the manipulative skills of catch and kick.  | Students will demonstrate: <ul style="list-style-type: none"> <li>▪ appropriate form in selected object control skills: underhand throw, catch and kick</li> </ul>  | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary)  |
| <b>K.OP.02.01/.03.01</b> identify selected elements of the seven principles of Leave No Trace in isolated settings.   | Students will demonstrate: <ul style="list-style-type: none"> <li>▪ identify and demonstrate elements of lifelong outdoor pursuits that encompass positive environmental impact</li> </ul>  | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary)  |
| <p><b>K.HR.02.02/.03.02</b> identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.HR.02.03/.03.03</b> identify the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p><b>K.HR.02.04/.03.04</b> identify the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p><b>K.HR.02.05/.03.05</b> identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> | Students will demonstrate: <ul style="list-style-type: none"> <li>▪ identify and participate in physical activity that leads to increased physical development of five fitness components: flexibility, muscular strength, cardiorespiratory endurance, muscular endurance, body composition</li> <li>▪ identify and participate in physical activity that</li> </ul> | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary)<br>-Fitnessgram (pre and post testing) |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards  |  | Performance Indicators  | Assessments & Resources  |
|--|--|---|--|
|  |  | leads to increased physical development of five fitness components: flexibility, muscular strength, cardiorespiratory endurance, muscular endurance, body composition   |  |
| Content Standards  |  | Performance Indicators  | Assessments & Resources  |
| Fourth & Fifth Grade   |  |   |  |
| Physical Education in third thru fifth grade focuses on coordination, cooperation, sportsmanship, the proper execution of motor skills alone and in game settings, and rules and strategies for dual and team sports.  |  |   |  |
| Motor Skills & Movement Patterns   |  |   |  |
| <p><b>M.MC.04.01/05.01</b> demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.</p> <p><b>M.MC.04.02/05.02</b> demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.03/05.03</b> demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.04/05.04</b> demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature form of selected fundamental motor skills in controlled settings.</p> |  | <p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>▪ mature form and functional competence when using the following locomotor skills such as walking, running, hopping, jogging, skipping, leaping during chasing, fleeing, and dodging games</li> <li>▪ mature form and functional competence in the following object control skills:</li> </ul> | <p>-Teacher Observation</p> <p>-Rubric (Skill specific)</p> <p>-Written Assessments (Vocabulary)</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators   | Assessments & Resources |
|---|--|-------------------------|
| <p><b>M.MC.04.05/05.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.06/05.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.07 /05.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.08/05.08</b> demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.09/05.09</b> demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.10/05.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MC.04.11/05.11</b> demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of selected fundamental motor skills in controlled settings.</p> <p><b>M.MS.04.01/05.01</b> demonstrate selected elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.</p> <p><b>M.MS.04.02/05.02</b> demonstrate selected elements of the mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge</p> | <p>underhand throw, overhand throw, catch, hand and foot dribble, kick and strike during soccer, basketball, tennis, and other organized games.</p> <ul style="list-style-type: none"> <li>▪ selected postural body control movements when performing stunts, tumbles, tag games, obstacle course, drama and story games.</li> <li>▪ their ability to perform aerobic rhythmic activities</li> <li>▪ their ability to perform a simple routine to music in jump rope, dance or tumbling</li> <li>▪ selected sports specific skills in the following categories: dual or team sports, recreational games and outdoor sport pursuits such as paddleball, tennis, badminton, volleyball, basketball, archery and bowling</li> </ul> |                         |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators | Assessments & Resources |
|---|------------------------|-------------------------|
| <p>using movement concepts in controlled settings.</p> <p><b>M.MS.04.03/05.03</b> demonstrate selected elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.</p> <p><b>M.MS.04.04/05.04</b> demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.</p> <p><b>M.MS.04.05/05.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings.</p> <p><b>M.MS.04.06/05.06</b> perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.</p> <p><b>M.OP.04.01/05.01</b> demonstrate use of movement concepts in outdoor pursuits with self and equipment in isolated settings.</p> <p><b>M.OP.04.02/05.02</b> demonstrate use of locomotor skills in outdoor pursuits with self and equipment (e.g., backpack) in isolated settings.</p> <p><b>M.OP.04.03/05.03</b> demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in isolated settings.</p> <p><b>M.OP.04.04/05.04</b> demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in isolated settings.</p> <p><b>M.TG.04.01/05.01</b> demonstrate limited use of selected strategies for tactical problems, such as accuracy in distance and direction during modified, unopposed target games.</p> <p><b>M.IG.04.01/05.01</b> demonstrate use of selected on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).</p> |                        |                         |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators  | Assessments & Resources   |
|---|---|---|
| <p><b>M.NG.04.01/05.01</b> demonstrate selected solutions to tactical problems, such as maintaining a rally and defending space (e.g., returning to base) during modified, cooperative net/wall games.</p> <p><b>M.SG.04.01/05.01</b> demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).</p>  |   |   |
| Content Knowledge   |   |   |
| <p><b>K.FB.04.01/05.01</b> use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>K.MC.04.12/05.12</b> apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.</p> <p><b>K.MC.04.13/05.13</b> apply knowledge of critical elements of all movement concepts while performing non-locomotor skills in isolated settings.</p> <p><b>K.MC.04.14/05.14</b> apply knowledge of critical elements of all movement concepts while performing selected manipulative skills (e.g., roll, underhand throw, and overhand throw) in isolated settings.</p> <p><b>K.MS.04.01/05.01</b> apply limited critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.</p> <p><b>K.MS.04.02/05.02</b> apply knowledge of selected movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.</p> <p><b>K.MS.04.03/05.03</b> apply knowledge of selected critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in isolated settings.</p> <p><b>K.MS.04.04/05.04</b> apply knowledge of selected critical elements of</p> | <p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>▪ their knowledge of the proper procedures when performing physical activity</li> <li>▪ demonstrate their knowledge of the four-step rubric for self-practice</li> <li>▪ their ability to compare/contrast elements of movements that are used in a variety of sports</li> <li>▪ their ability to distinguish space awareness for a variety of movement concepts</li> <li>▪ their ability to distinguish among the critical elements of locomotor, non-locomotor, and</li> </ul> | <p>-Teacher Observation</p> <p>-Rubric (Skill specific)</p> <p>-Written Assessments (Vocabulary)</p> <p>-Fitnessgram (pre and post testing)</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators   | Assessments & Resources |
|---|--|-------------------------|
| <p>movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.</p> <p><b>K.OP.04.01/05.01</b> distinguish among the seven principles of Leave No Trace (PEAK version) in controlled settings.</p> <p><b>K.OP.04.03 /05.03</b> describe the function of clothing and equipment associated with selected outdoor pursuits.</p> <p><b>K.OP.04.04/05.04</b> identify selected safety features of outdoor pursuits.</p> <p><b>K.TG.04.01/05.01</b> identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.</p> <p><b>K.IG.04.01/05.01</b> identify selected elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2</p> <p><b>K.NG.04.01/05.01</b> identify selected tactical problems (e.g., maintaining a rally), setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.</p> <p><b>K.SG.04.01/05.01</b> identify selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).</p> <p><b>K.PA.04.01/05.01</b> identify and participate in new physical activities.</p> <p><b>K.HR.04.02/05.02</b> understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>K.HR.04.03/05.03</b> understand the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up,</p> | <p>manipulative skills:<br/>balancing, walk, throw</p> <ul style="list-style-type: none"> <li>▪ their ability to identify results of physical activity: increased heartbeat, muscular strength</li> <li>▪ their ability to identify equipment in outdoor pursuits</li> <li>▪ their knowledge of safety features in outdoor pursuits</li> <li>▪ ability to identify and demonstrate elements of lifelong outdoor pursuits and their impact on the environment</li> <li>▪ their knowledge of criterion-referenced fitness standards</li> <li>▪ their knowledge the results of physical activity: increased heartbeat, muscular strength, sweating, respiration, palpating pulse</li> <li>▪ their knowledge of the effects of physical</li> </ul> |                         |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators        | Assessments & Resources |
|---|-------------------------------|-------------------------|
| <p>Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p><b>K.HR.04.04/05.04</b> understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p><b>K.HR.04.05/05.05</b> understand the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> <p><b>K.AN.04.01/05.01</b> describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p><b>K.AN.04.02/05.02</b> understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.</p> <p><b>K.AN.04.03/05.03</b> explain how supporting body weight, while participating in activities, improves physical fitness.</p> <p><b>K.AN.04.04/05.01</b> explain how non-manipulative activities promote healthy joint flexibility.</p> <p><b>K.PS.04.01/05.01</b> describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.</p> <p><b>K.PS.04.02/05.02</b> describe key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.</p> <p><b>K.RP.04.01/05.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.</p> <p><b>K.RP.04.02/05.02</b> understand the need to practice skills for which</p> | <p>activity and nutrition</p> |                         |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators   | Assessments & Resources   |
|---|--|---|
| <p>improvement is needed in isolated settings.</p> <p><b>K.SB.04.01/05.01</b> identify benefits of social interaction as part of participation in physical activities in isolated settings.</p> <p><b>K.ID.04.01/05.01</b> identify emotions related to how individuals feel while participating in physical activity in isolated settings.</p> <p><b>K.ID.04.02/05.02</b> identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p><b>K.ID.04.03/05.03</b> choose to participate with students of varying skill and fitness levels in isolated settings.</p> <p><b>K.FE.04.01/05.01</b> identify positive feelings associated with regular participation in physical activities.</p>   |  |   |
| Fitness and Physical Activity   |  |   |
| <p><b>A.PE.04.01/05.01</b> participate in physical activities that are moderate in intensity level (i.e., a minimum of 50% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.</p> <p><b>A.PA.04.01/05.01</b> participate in physical activities that are moderate in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 60% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.</p> <p><b>A.HR.04.02/05.02</b> meet the criterion-referenced cardiorespiratory health-</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ participate inside and outside of physical education classes on a regular basis in physical skill building activities</li> <li>▪ meet the criterion-referenced fitness standards</li> </ul> | <p>-Teacher Observation</p> <p>-Rubric (Skill specific)</p> <p>-Written Assessments (Vocabulary)</p> <p>-Fitnessgram (pre and post testing)</p> |



**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards   | Performance Indicators  | Assessments & Resources   |
|---|---|---|
| <p>related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p><b>A.HR.04.03/05.03</b> meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p><b>A.HR.04.04/05.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p><b>A.HR.04.05/05.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> <p><b>A.AN.04.01/05.01</b> describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p><b>A.AN.04.02/05.02</b> support body weight while participating in activities that improve physical fitness.</p> <p><b>A.AN.04.03/05.03</b> participate in non-locomotor activities that promote healthy joint flexibility.</p> <p><b>A.AN.04.04/05.04</b> utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.</p> |   |   |
| Personal/Social Behaviors and Values  |   |   |
| <p><b>B.FB.04.01/05.01</b> use limited feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.</p>   | <p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>▪ the five characteristics of P.A.W.S. (Practice Responsibility, Act Respectfully, Work</li> </ul> | <p>-Teacher Observation<br/>           -Rubric (Skill specific)<br/>           -Written</p> |

**Greater Heights Academy**  
**Physical Education Curriculum Map**  
**K – 5<sup>th</sup> Grade**

| Content Standards  | Performance Indicators           | Assessments & Resources         |
|--|----------------------------------|---------------------------------|
| <p><b>B.PS.04.01/05.01</b> exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.</p> <p><b>B.PS.04.02/05.02</b> exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.</p> <p><b>B.RP.04.01/05.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.</p> <p><b>B.RP.04.02/05.02</b> choose to regularly practice skills for which improvement is needed in isolated settings.</p> <p><b>B.SB.04.01/05.01</b> identify benefits of social interaction as part of participation in physical activities in isolated settings.</p> <p><b>B.ID.04.01/05.01</b> participate with students of varying skill and fitness levels in isolated settings.</p> <p><b>B.ID.04.02/05.02</b> identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.</p> | <p>Together, Safety Matters)</p> | <p>Assessments (Vocabulary)</p> |
|  |                                  |                                 |

# **Greater Heights Academy Music Curriculum FOR GRADES K-5**

## **PHILOSOPHY OF THE MUSIC EDUCATION PROGRAM**

Music is a human construct, a unique way of knowing.

Music is a way of living, feeling, and expressing.

Music is central to identity.

Music is a universal experience, an influential component of life.

Musical experience fosters cultural and historical perspective.

Musical experience enriches personal and communal perspective.

To learn music, people need to engage in a diversity of musical experiences.

All people have the capacity to engage in meaningful musical experience.

All people have the right to develop their capacity for musical understanding.

Therefore, all people have the right to a quality music education.

## **MUSIC LEARNING PROCESSES**

Music is learned through performing (singing, playing), listening (analytical listening), and creating (composing, improvising, and arranging).

To move toward musical independence, music learners should have opportunity to engage in all these musical processes and have opportunity to initiate ideas and be decision-makers when engaged in all these processes.

Musical contexts for learning should be authentic music from a diversity of cultural and historical contexts.

When learning music, students continually develop their skills and understandings as they progress through experiences with literature of increasing complexity. The dimensions of music are operational qualities in all musical works and experiences. Therefore, at every level, music learners are engaged with all dimensions and formulating their understanding of how the dimensions interact to produce music. As their understanding and skill grow, they are able to work with and within more and more complex music. Conversely, engaging with more and more complex music fosters the development of their understanding and skill in music.

## NATIONAL AND STATE STANDARDS FOR MUSIC EDUCATION

| NATIONAL STANDARDS FOR MUSIC EDUCATION  | MICHIGAN STANDARDS FOR MUSIC EDUCATION  |
|---|---|
| 1. Singing, alone and with others, a varied repertoire of music<br>2. Performing on instruments, alone and with others, a varied repertoire of music<br>5. Reading and notating music | 1. All students will apply skills and knowledge to perform in the arts.   |
| 3. Improvising melodies, variations, and accompaniments<br>4. Composing and arranging music within specific guidelines  | 2. All students will apply skills and knowledge to create in the arts.  |
| 6. Listening to, analyzing, and describing music<br>7. Evaluating music and music performance   | 3. All students will analyze, describe, and evaluate works of art.  |
| 9. Understanding music in relation to history and culture   | 4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.   |
| 8. Understanding relationships between music, the other arts, and disciplines outside the arts  | 5. All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. |

The experiences described in this document enable students to meet all five Michigan Standards for Arts Education and all nine National Standards for Music Education at every grade level.

## **EXIT OUTCOMES**

To lead meaningful lives in a complex and changing society, the graduates of the Greater Heights Academy shall demonstrate and continue to develop the ability to:

Communicate effectively through a variety of media.

Think creatively and constructively to solve problems.

Pursue any endeavor based upon the groundwork laid by their in-school experiences.

Apply technology recognizing both its potential and limitations.

Develop physical and emotional well being.

Function as citizens in local, state, national, and global communities.

Value and promote social justice and equality.

Value the ideas of others.

Develop a sense of agency and identity that supports individual growth.

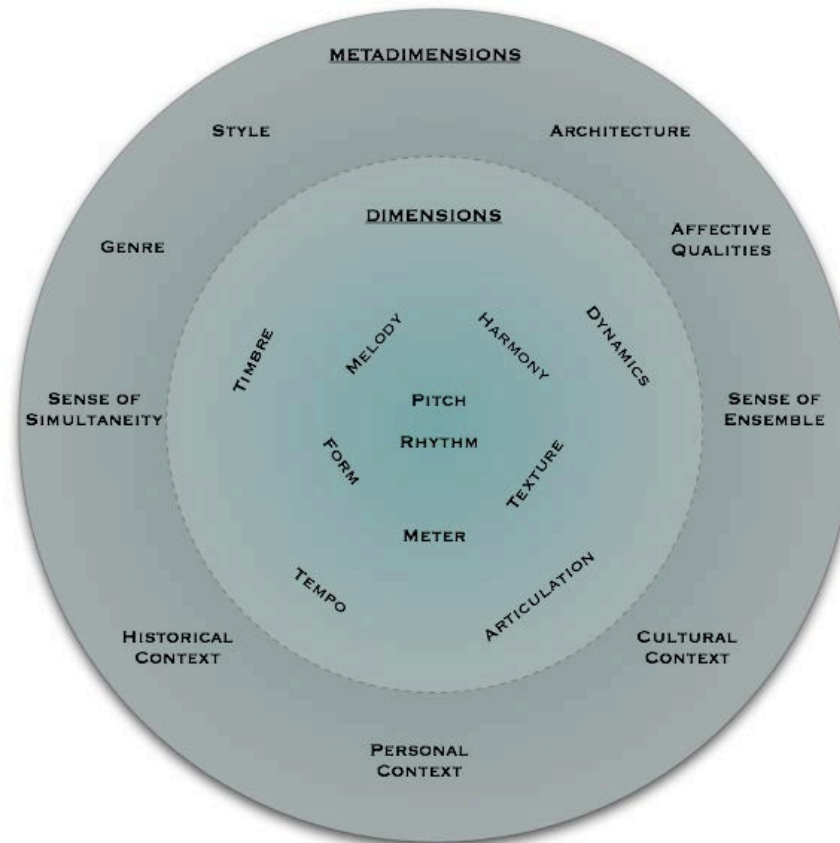
Be a reflective, eternal learner.

## OVERRIDING GOALS OF THE MUSIC CURRICULUM

By the end of their experiences in this curriculum, students will

- Develop their own musical identities.
- Function independently as musicians.
- Make educated decisions as music consumers.
- Know how to use music as a vehicle for personal expression.
- Have the capacity for lifelong musical understanding.

The skills and understandings necessary to accomplish these goals are rooted in understanding of the dimensions and metadimensions of music:



from Wiggins, J. (2009). *Teaching for Musical Understanding*, 2<sup>nd</sup> Edition

## DIMENSIONS AND METADIMENSIONS OF (WESTERN) MUSIC

*Music consists of:*

**pitch** (high and low register)  
arranged in lines of **melody** that have:  
**contour** (shape)  
**direction** (up and down)  
and consist of **intervals** (skips and steps)  
arranged in **phrases**  
focused around a **tonal center** (home tone) (for more experienced students, **tonality**)  
functioning within a particular **modality** (major, minor, Dorian, pentatonic, non-Western means of organization, etc.)  
combined to produce or imply **harmony** (related to the development of a sense of simultaneity and ensemble).

*Pitched and non-pitched sounds also have:*

**duration** or **rhythm** (long and short) (also sound and silence)  
dependent upon an understanding of steady **beat** (also related to development of sense of simultaneity and ensemble)  
in which some beats have **accent** (strong and weak)  
the arrangement of which results in **meter** (heard as groups of twos or threes)

*and move through time characterized by:*

**speed** or **tempo** (fast and slow)  
**volume** or **dynamics** (loud and soft)  
**timbre** or **tone color** (sound source) *acoustic*: instrumental, vocal, body percussion, environmental; *synthesized*: electronic sounds  
(also quality of sound)  
**articulation** (smooth and choppy) (how the sound sources are played)

*and are organized by:*

**texture** (thick and thin—for younger students) number and arrangement of voices; monophony, polyphony, homophony—which  
includes melody and accompaniment as well as chordal motion  
(also related to the development of sense of simultaneity and ensemble)  
**form** (repetition and contrast) (same and different—for younger students)  
basically concerned with melodic or thematic structure of the work

*combined in ways that produce:*

**style**  
**genre**  
**architecture**  
**affective qualities** (the way the music makes you feel) such as: mood, tension/release, climax/denouement, unity/variety, balance

*reflective of:*

**sociocultural context**  
**historical context**  
**personal context**

*performed and understood with:*

**sense of ensemble**  
**sense of simultaneity**



## CURRICULUM FOR GENERAL MUSIC

|  |  |  |
|--|--|--|
| <b>Entry-level General Music Experiences</b> | <b>By the end of their experiences in the lower elementary general music program (usually the end of 2<sup>nd</sup> Grade), in the context of authentic musical works and experiences,</b>   |  |
|  | <b>Students will be able to understand that:</b>   | <b>Students will develop and demonstrate their understanding through:</b>  |
|  | <ul style="list-style-type: none"> <li>• melodies consist of high and low sounds.</li> <li>• melodies have shape (contour) and direction.</li> <li>• melodies consist of skips, steps, and repeated tones.</li> <li>• melodies are organized in phrases.</li> <li>• melodies have rhythm.</li> <li>• musical ideas are organized sound and silence.</li> <li>• musical ideas can be organized with steady beat.</li> <li>• musical ideas are organized in long and short sounds.</li> <li>• musicians make decisions about and utilize the expressive qualities of dynamics, tempo, timbre, and articulation to express and communicate.</li> <li>• music occurs in socio-cultural contexts (related to the music of their experience, e.g., that a particular song is sung in a particular place).</li> </ul> | <ul style="list-style-type: none"> <li>• singing simple songs (e.g., folk songs, finger plays, nursery rhymes) with relative accuracy, alone and with support.</li> <li>• playing fragments of melodies and rhythms in the context of performing a simple song.</li> <li>• gesturing, graphically representing, and/or verbally describing while listening to a structurally simple work.</li> <li>• creating original melodies and rhythms.</li> <li>• making rudimentary decisions about expressing and interpreting.</li> </ul> |
|  | In addition, students will have engaged with (but not yet identified or discussed) harmony, meter, form, texture, style, and affect at the experiential level.   |  |
|  | And students will have had some experience considering connections between musical ideas and some ideas in other ways of thinking and knowing (e.g., a phrase is like a sentence or that in both music and visual art lines have shape).   |  |

| Intermediate-level General Music Experiences | By the end of their experiences in the upper elementary general music program (usually by the end of 5 <sup>th</sup> Grade), in the context of authentic musical works and experiences,   |  |
|--|---|--|
|  | Students will be able to:   | Students will develop and demonstrate their understanding through:   |
|  | <ul style="list-style-type: none"> <li>• understand that <b>melodies</b> are organized in phrases and that phrases are combined to produce sections that we describe as form.</li> <li>• analyze the <b>form</b> of structurally simple musical works (e.g., call and response, binary, ternary, rondo, strophic, theme and variation).</li> <li>• analyze the <b>texture</b> of structurally simple musical works (e.g., solo and ensemble, monophony, homophony, and polyphony).</li> <li>• analyze the <b>meter</b> of structurally simple musical works (e.g., duple, triple, compound, complex meter).</li> <li>• hear and identify <b>tonal center, modality</b> (e.g., major, minor, pentatonic), and basic <b>harmonic relationships</b> (e.g., tonic, dominant, and subdominant) in structurally simple musical works.</li> <li>• make decisions about and use <b>expressive qualities</b> (e.g., dynamics, tempo, timbre, articulation, nuance) when performing, creating, analyzing, and describing musical works.</li> <li>• understand visual representation of music (e.g., representing <b>pitch</b> and <b>rhythm</b> through gesture, icons, and rudimentary experiences with standard notation).</li> <li>• understand that music occurs in <b>socio-cultural</b> and <b>historical contexts</b></li> </ul> | <ul style="list-style-type: none"> <li>• performing more complex repertoire with a greater level of independence.</li> <li>• creating and performing original music with peers.</li> <li>• listening to and analyzing more complex repertoire, sharing what they hear through gesture, graphic representation, and verbal description.</li> <li>• making more sophisticated decisions about expressing and interpreting when performing, creating, and listening.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• understand that musical ideas connect to some ideas in other ways of thinking and knowing (e.g., that form is a structural dimension in music, visual art, language arts, and dance; structure is also a scientific concept).</li> </ul>   | <ul style="list-style-type: none"> <li>• comparing and discussing how concepts in one discipline can connect to concepts in another.</li> </ul>  |

By the end of 2<sup>nd</sup> Grade General Music, students will be able to use their beginning-level understanding of

register, intervals, beat, duration, sound and silence, melodic contour and direction, and socio-cultural context

to

learn simple songs and perform them with relative accuracy.  
play fragments of melodies and rhythms in the context of a song.  
describe what they hear when listening to a structurally simple musical work (describe through gesture, graphic representation, or verbal description – not label or symbol).  
create original music with teacher support.  
make entry-level decisions about expressing and interpreting.

By the end of 5th Grade General Music, students will be able to use their understanding of

melodic structure (including pitch, rhythm, and phrase), meter, form, texture, tonal center, modality, harmonic relationships, expressive qualities, and socio-cultural context

to

perform more complex repertoire with a greater level of independence.  
create and perform original music with peers.  
listen to and analyze more complex repertoire, sharing what they hear through gesture, graphic representation, and verbal description.  
make more sophisticated decisions about expressing and interpreting when performing, creating and listening.

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings | Assessments & Resources |
|---|--------------------------|-------------------------|
| <p>Greater Heights Academy’s kindergarten through second grade Spanish program consists of a primary focus on vocabulary instruction through phrases that are present in daily conversation. Students are introduced to basic grammar and unit specific vocabulary. Projects and activities are based around the specific vocabulary unit and provide the students a context in which to make connections to their everyday world. Hand total physical response (TPR) is used on a frequent basis in vocabulary and sentence structure instruction. Music is also utilized to teach the Spanish concepts. In addition to the vocabulary aspect, instructors incorporate instruction on the applicable cultural aspects. Each grade level has a culminating event connected to the materials that are instructed throughout the year.</p> <p>Kindergarten – A cross-curricular ELA/social studies/Spanish unit in which guest speakers from community organizations (Humane Society) visit the school to teach on responsibility with animals.</p> <p>First Grade – A cross-curricular ELA/Spanish unit where students design and present a Froggy Fashion Show. Material taken from the <i>Froggy</i> series.</p> <p>Second Grade – A culminating event where breakfast is served. Students must use the appropriate terminology to order food items in Spanish.</p> <p>Third Grade – A culminating event involving a weather forecast that is recorded and shared with the school community.</p> <p>Fourth Grade – Attends a field trip to a local restaurant where students are required to speak solely in Spanish when communicating with the waitresses.</p> <p>Fifth Grade – A cross-curricular technology/Spanish unit in which students create and present a floor plan for their dream house project. In addition, students actually create a version of their home.</p> <p>Every grade level incorporates the components of Speaking/Listening into the Spanish instruction as this is a crucial component of possessing the ability to speak Spanish. Students are put in front of the classroom as often as possible to encourage participation and alleviate any apprehension that may be present in public speaking situations.</p> |                          |                         |
| <p><b><u>Kindergarten Vocabulary</u></b> will be presented in the following units:</p> <ul style="list-style-type: none"> <li>▪ Numbers 1 through 10</li> <li>▪ Colors &amp; Shapes</li> <li>▪ Members of the Family</li> <li>▪ Body Parts</li> <li>▪ Animals</li> <li>▪ Days of the Week</li> <li>▪ Spanish at Home</li> </ul> <p>The standards outlined below will be covered throughout each unit.</p>   |                          |                         |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards  | Essential Understandings  | Assessments & Resources   |
|--|---|---|
| <p><b>Communication:</b><br/> <i>Interpersonal Communication</i> - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.SL.a</b> - Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions</li> <li>• <b>1.1.N.SL.c</b> - Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions</li> <li>• <b>1.1.N.SL.d</b> - Request, offer, invite, and reply appropriately using memorized phrases</li> </ul> <p><b>Culture:</b><br/> <i>Practices and Perspectives</i> - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <ul style="list-style-type: none"> <li>• <b>2.1.N.F.a</b> - Describe family structures and the role of friends within a community or culture in which the language is spoken</li> </ul> <p><i>Personal Enrichment</i> - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> <li>• <b>5.2.N.a</b> - Willingly use the target language within the classroom setting</li> </ul> | <ul style="list-style-type: none"> <li>▪ Will understand predictable questions and commands based on learned vocabulary.</li> <li>▪ Will be able to comprehend vocabulary words when spoken in the target language.</li> <li>▪ Will be able to verbalize vocabulary with correct pronunciation.</li> <li>▪ Will verbalize, in response to oral and visual stimuli, in a manner that demonstrates understanding of the word's meaning.</li> <li>▪ Will be familiar with standard greetings.</li> <li>▪ Will be able to respond in the target language to simple inquiries such as, "How are you today?"</li> </ul> | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher Constructed Materials</li> <li>▪ Commercial materials to support vocabulary enrichment</li> <li>▪ Supporting literature (i.e. picture books)</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral Assessments</li> <li>▪ Rubric (Designed to meet specific tasks)</li> </ul> |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings | Assessments &<br>Resources |
|---|--------------------------|----------------------------|
| <p><b><u>1<sup>st</sup> Grade Vocabulary</u></b> will be presented in the following units:</p> <ul style="list-style-type: none"> <li>▪ Greetings/Polite Phrases</li> <li>▪ Numbers 1-50</li> <li>▪ Animals</li> <li>▪ Weather</li> <li>▪ Winter Clothing</li> <li>▪ Classroom Objects</li> <li>▪ Spanish @ School</li> </ul> |                          |                            |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings  | Assessments & Resources  |
|---|---|--|
| <p><b>Communication:</b><br/> <i>Interpersonal Communication</i> - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.SL.a</b> - Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions</li> <li>• <b>1.1.N.SL.c</b> - Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions</li> <li>• <b>1.1.N.SL.d</b> - Request, offer, invite, and reply appropriately using memorized phrases</li> </ul> <p><b>Culture:</b><br/> <i>Practices and Perspectives</i> - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <ul style="list-style-type: none"> <li>• <b>2.1.N.F.a</b> - Describe family structures and the role of friends within a community or culture in which the language is spoken</li> </ul> <p><i>Personal Enrichment</i> - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> <li>• <b>5.2.N.a</b> - Willingly use the target language within the classroom setting</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and respond to familiar questions and commands</li> <li>• Derive meaning from oral and visual stimuli and respond appropriately</li> <li>• Use learned utterances to satisfy immediate needs</li> <li>• Will understand predictable questions and commands based on learned vocabulary.</li> <li>• Will be able to comprehend vocabulary words when spoken in the target language.</li> <li>• Will be able to verbalize vocabulary with correct pronunciation.</li> <li>• Will verbalize, in response to oral and visual stimuli, in a manner that demonstrates understanding of the word's meaning.</li> </ul> | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher Constructed Materials</li> <li>▪ Commercial materials to support vocabulary enrichment</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral Assessments</li> <li>▪ Commercial &amp; Teacher Generated Written Assessments</li> <li>▪ Rubric (Speaking &amp; Listening)</li> </ul> |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings | Assessments &<br>Resources |
|---|--------------------------|----------------------------|
| <p><b><u>2<sup>nd</sup> Grade Vocabulary</u></b> will be presented in the following units:</p> <ul style="list-style-type: none"> <li>▪ Greetings/Polite Phrases</li> <li>▪ Numbers 1-100</li> <li>▪ Breakfast Foods</li> <li>▪ Place Settings</li> <li>▪ Polite Phrases</li> <li>▪ Months of the Year</li> <li>▪ Spanish in Community</li> </ul> |                          |                            |



**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings   | Assessments & Resources  |
|---|--|--|
| <p><b>Communication:</b><br/> <i><b>Interpersonal Communication</b></i> - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.RW.c</b> - Recognize and use appropriate register/honorifics in limited, simple social correspondence</li> <li>• <b>1.1.N.RW.d</b> - Request, offer, invite, and reply appropriately in writing using memorized phrases</li> <li>• <b>1.1.N.SL.a</b> - Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions</li> <li>• <b>1.1.N.SL.b</b> - Ask and answer basic questions about the weather, health/physical conditions, self, family and friends</li> <li>• <b>1.1.N.SL.c</b> - Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions</li> <li>• <b>1.1.N.SL.d</b> - Request, offer, invite, and reply appropriately using memorized phrases</li> </ul> <p><i><b>Interpretive Communication</b></i> - Students understand and interpret written and spoken language on a variety of topics.</p> <ul style="list-style-type: none"> <li>• <b>1.2.N.L.a</b> - Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests</li> </ul> <p><b>Culture:</b><br/> <i><b>Practices and Perspectives</b></i> - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <ul style="list-style-type: none"> <li>• <b>2.1.N.F.a</b> - Describe family structures and the role of friends within a community or culture in which the language is spoken</li> <li>• <b>2.1.N.F.b</b> - Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)</li> <li>• <b>2.1.N.F.c</b> - Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation,</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and respond to familiar questions and commands</li> <li>• Derive meaning from oral and visual stimuli and respond appropriately</li> <li>• Use learned utterances to satisfy immediate needs</li> <li>• Will understand predictable questions and commands based on learned vocabulary.</li> <li>• Will be able to comprehend vocabulary words when spoken in the target language.</li> <li>• Will be able to verbalize vocabulary with correct pronunciation.</li> <li>• Will verbalize, in response to oral and visual stimuli, in a manner that demonstrates understanding of the word's meaning.</li> <li>• Will use simple, learned phrases to express basic needs to the teacher.</li> <li>• Will verbalize, in response to specific,</li> </ul> | <p><u><b>Resources</b></u></p> <ul style="list-style-type: none"> <li>▪ Teacher Constructed Materials</li> <li>▪ Commercial materials to support vocabulary enrichment</li> </ul> <p><u><b>Assessments</b></u></p> <ul style="list-style-type: none"> <li>▪ Oral Assessments</li> <li>▪ Commercial &amp; Teacher Generated Written Assessments</li> <li>▪ Rubric (Speaking &amp; Listening)</li> </ul> |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings  | Assessments & Resources  |
|---|---|--|
| <p>transportation, health care, access to public services)</p> <ul style="list-style-type: none"> <li>• <b>2.1.N.F.e</b> - Explain the practices and significance of an important: <ul style="list-style-type: none"> <li>- civil or religious holiday or celebration AND</li> <li>- regional holiday or celebration AND</li> <li>- personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> </li> <li>• <b>2.1.N.E.a</b> - Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken</li> </ul> <p><b>Personal Enrichment</b> - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> <li>• <b>5.2.N.a</b> - Willingly use the target language within the classroom setting</li> </ul> | <p>vocabulary-related</p> <ul style="list-style-type: none"> <li>• stimuli, in a manner that demonstrates understanding of the word's meaning.</li> <li>• Will transcribe familiar vocabulary accurately in the target language.</li> <li>▪ Will be introduced to the letter/sound patterns of the target language.</li> <li>▪ Will demonstrate knowledge of food through either restaurant visit or in class food project</li> </ul> | <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul> |
| <p><b>3<sup>rd</sup> Grade Vocabulary</b> will be presented in the following units:</p> <ul style="list-style-type: none"> <li>▪ Greetings and Introductions</li> <li>▪ Clothing</li> <li>▪ Weather Reports</li> <li>▪ Ordinal Numbers</li> <li>▪ Telling Time</li> <li>▪ Day Date Sequence</li> <li>▪ Numbers to 500</li> <li>▪ Spanish in Michigan</li> <li>▪</li> </ul> <p>In third grade, the emphasis of the Spanish program shifts away from learning vocabulary lists, and focuses on having students integrate their known vocabulary (that is, vocabulary already presented in previous grades) into simple phrases and sentences. New vocabulary is presented for clothing, weather, and ordinal numbers. Students will also learn to tell time, and use day/date sequence correctly in the target language. The</p>  |   |  |

**Greater Heights Academy  
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K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings  | Assessments & Resources  |
|---|---|--|
| cultural aspect is directly correlated to the social studies concepts that are specific to that grade level.  |   |  |
| In addition to continuing the coverage of benchmarks from kindergarten through second grade, the third grade students will cover the following:   |   |  |
| <p><b>Communication:</b></p> <p><b>Interpersonal Communication</b> - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.SL.f</b> - Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits</li> <li>• <b>1.1.N.SL.i</b> - Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services</li> <li>• <b>1.1.N.RW.b</b> - Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends</li> <li>• <b>1.1.N.RW.c</b> - Recognize and use appropriate register/honorifics in limited, simple social correspondence</li> <li>• <b>1.1.N.RW.d</b> - Request, offer, invite, and reply appropriately in writing using memorized phrases</li> </ul> <p><b>Interpretive Communication</b> - Students understand and interpret written and spoken language on a variety of topics.</p> <ul style="list-style-type: none"> <li>• <b>1.2.N.R.a</b> - Demonstrate understanding of written classroom language in the target language including directions, commands, and requests</li> </ul> <p><b>Presentational Communication</b> - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p> <ul style="list-style-type: none"> <li>• <b>1.3.N.S.b</b> - Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school</li> <li>• <b>1.3.N.S.c</b> - Record materials in the target language, such as a puppet show, fashion show, or weather report</li> <li>• <b>1.3.N.W.a</b> - Illustrate and present materials in the target language such as an advertisement, poster, or menu</li> </ul> | <ul style="list-style-type: none"> <li>▪ Will complete simple written assignments, limited to known vocabulary</li> <li>▪ Will transcribe familiar words and phrases</li> <li>▪ Will label familiar objects and representations of concepts and ideas</li> <li>▪ Will demonstrate knowledge of clothing vocabulary through fashion show</li> <li>▪ Will demonstrate knowledge of immigrant populations</li> </ul> | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>▪ Teacher Constructed Materials</li> <li>▪ Commercial materials to support vocabulary enrichment</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>▪ Oral Assessments</li> <li>▪ Commercial &amp; Teacher Generated Written Assessments</li> <li>▪ Rubric (Speaking &amp; Listening)</li> </ul> |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards  | Essential Understandings | Assessments & Resources |
|--|--------------------------|-------------------------|
| <p><b>Culture:</b><br/> <b><i>Practices and Perspectives</i></b> - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <ul style="list-style-type: none"> <li>• <b>2.2.N.G.d</b> - Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken</li> <li>• <b>2.2.N.C.a</b> - Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)</li> <li>• <b>2.2.N.F.a</b> - Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)</li> <li>• <b>2.2.N.F.b</b> - Identify products that were native to a community, region, or country in which the language is spoken</li> <li>• <b>2.2.N.F.d</b> - Describe and explain the significance of the products associated with an important: <ul style="list-style-type: none"> <li>-civil or religious holiday or celebration AND</li> <li>-regional holiday or celebration AND</li> <li>-personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> </li> </ul> <p><b>Comparisons:</b><br/> <b><i>Comparing Languages</i></b> - Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <ul style="list-style-type: none"> <li>• <b>4.1.N.a</b> - Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)</li> <li>• <b>4.1.N.b</b> - Identify basic differences and similarities in grammatical structures between one's own language and the target</li> <li>• <b>4.1.N.c</b> - Identify basic differences and similarities in register/honorifics between one's own language and the target language</li> <li>• <b>4.1.N.d</b> - Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language</li> </ul> |                          |                         |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings | Assessments & Resources |
|---|--------------------------|-------------------------|
| <p><b><i>Personal Enrichment</i></b> - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> <li>• <b>5.2.N.a</b> - Willingly use the target language within the classroom setting</li> </ul>   |                          |                         |
| <p><b><u>4<sup>th</sup> Grade Vocabulary</u></b> will be presented in the following units:</p> <ul style="list-style-type: none"> <li>▪ Greetings and Introductions</li> <li>▪ Expressions using Tener/Gustar</li> <li>▪ Food Vocabulary</li> <li>▪ Gender of Nouns</li> <li>▪ Definite and Indefinite Articles</li> <li>▪ Rooms in Home</li> <li>▪ Items in Home</li> <li>▪ Pronouns</li> <li>▪ Introduction to AR Verbs</li> <li>▪ Numbers to 1000</li> <li>▪ Spanish Speaking Concentration in United States</li> </ul> <p>In fourth grade, the Spanish program continues to focus on having students integrate their known vocabulary (that is, vocabulary already presented in previous grades) into simple phrases and sentences. In addition, students are exposed to verb conjugation, through the study of two, high-frequency, irregular Spanish verbs (tener/to have and querer/to want). New vocabulary is presented for idiomatic expressions using tener, food, and rooms and items in the home.</p> <p>In addition to continuing the coverage of benchmarks from kindergarten through third grade, the fourth grade students will cover the following:</p> |                          |                         |

**Greater Heights Academy**  
**Spanish Curriculum Map**  
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| Content Standards  | Essential Understandings  | Assessments & Resources  |
|--|---|--|
| <p><b>Communication:</b></p> <p><i><b>Interpersonal Communication</b></i> - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.RW.b</b> - Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends</li> <li>• <b>1.1.N.RW.e</b> - Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits</li> <li>• <b>1.1.N.RW.f</b> - Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits</li> <li>• <b>1.1.N.SL.e</b> - Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits</li> <li>• <b>1.1.N.SL.f</b> - Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits</li> <li>• <b>1.1.N.SL.i</b> - Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services</li> <li>• <b>1.1.N.SL.j</b> - Share likes and dislikes in the target language with a classmate</li> </ul> <p><i><b>Interpretive Communication</b></i> - Students understand and interpret written and spoken language on a variety of topics.</p> <ul style="list-style-type: none"> <li>• <b>1.2.N.L.d</b> - Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)</li> <li>• <b>1.2.N.R.a</b> - Demonstrate understanding of written classroom language in the target language including directions, commands, and requests</li> </ul> <p><i><b>Presentation Communication</b></i> - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p> <ul style="list-style-type: none"> <li>• <b>1.3.N.S.b</b> - Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school</li> <li>• <b>1.3.N.S.c</b> - Record materials in the the target language, such as a puppet show, fashion show, or weather report</li> <li>• <b>1.3.N.W.a</b> - Illustrate and present materials in the target language such as an advertisement, poster, or menu</li> <li>• <b>1.3.N.W.b</b> - Prepare illustrated stories (big books, posters, dioramas,</li> </ul> | <ul style="list-style-type: none"> <li>▪ Copy or transcribe familiar words phrases, and some sentences</li> <li>▪ Complete simple written assignments, limited to known vocabulary</li> <li>▪ Write original, complete sentences in the target language</li> <li>▪ Use cognates to communicate wants, needs and preferences</li> <li>▪ Guess intelligently</li> <li>▪ Apply prior knowledge</li> <li>▪ Demonstrate understanding of selected cognates by using them appropriately in classroom situations</li> <li>▪ Produce limited written discourse</li> <li>▪ Understand and respond to questions posed in the target language</li> <li>▪ Respond appropriately in the target language to oral communication by the teacher, not limited to commands</li> <li>▪ Will recognize some similarities and differences between their own culture and the culture of a country in which the target language is spoken, after class discussion</li> </ul> | <p><u><b>Resources</b></u></p> <ul style="list-style-type: none"> <li>▪ Teacher Constructed Materials</li> <li>▪ Commercial materials to support vocabulary enrichment</li> </ul> <p><u><b>Assessments</b></u></p> <ul style="list-style-type: none"> <li>▪ Oral Assessments</li> <li>▪ Commercial &amp; Teacher Generated Written Assessments</li> <li>▪ Rubric (Speaking &amp; Listening)</li> </ul> |

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K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings  | Assessments & Resources  |
|---|---|--|
| <p><b><u>5<sup>th</sup> Grade Vocabulary</u></b> will be presented in the following units:</p> <ul style="list-style-type: none"> <li>▪ Greetings and Introductions</li> <li>▪ Exchanging Personal Information/Spanish Alphabet</li> <li>▪ Subject pronouns and ser/Gustar with an infinitive</li> <li>▪ Describing yourself/definite and indefinite articles/noun-adjective agreement</li> <li>▪ Tener/present tense -ar verbs/estar/ir</li> <li>▪ Gustar w/nouns/present tense -er and -ir verbs</li> <li>▪ Possessive adjectives/comparatives</li> <li>▪ Stem changing verbs/direct object pronouns</li> <li>▪ Dream House Project</li> <li>▪ Explorers in South and Central America</li> <li>▪ Spanish Influence in Early American History</li> </ul> <p>The fifth grade Spanish program focuses on learning to conjugate regular “ar” verbs in present tense, and the use of those verbs to produce verbal and written discourse in complete sentences. Students will develop reading skills in the target language. The readings are designed to present vocabulary needed for interactions in familiar social situations (i.e., buying tickets, ordering food at a restaurant, asking for directions, etc.)</p> <p>In addition to continuing the coverage of benchmarks from kindergarten through fourth grade, the fifth grade students will cover the following:</p> |   |  |
| <p><b>Communication:</b><br/> <b>Interpersonal Communication</b> - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.SL.e</b> - Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits</li> <li>• <b>1.1.N.SL.f</b> - Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits</li> <li>• <b>1.1.N.SL.i</b> - Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores,</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Interact orally on familiar topics</li> <li>▪ Participate successfully in familiar survival situations and interactions</li> <li>▪ Ask for clarification and repetition</li> <li>▪ Express in writing personal information and preferences</li> <li>▪ Recognize ways in which</li> </ul> | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher Constructed Materials</li> <li>▪ Commercial materials to support vocabulary enrichment</li> <li>▪ <i>Avencemos</i> Houghton Mifflin</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral Assessments</li> </ul> |

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| Content Standards   | Essential Understandings   | Assessments & Resources   |
|---|--|---|
| <p>transportation, and services</p> <ul style="list-style-type: none"> <li>• <b>1.1.N.SL.j</b> - Share likes and dislikes in the target language with a classmate</li> <li>• <b>1.1.N.RW.b</b> - Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends</li> <li>• <b>1.1.N.RW.e</b> - Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits</li> <li>• <b>1.1.N.RW.f</b> - Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits</li> <li>• <b>1.1.N.RW.g</b> - Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits</li> <li>• Exchanging Information</li> <li>• <b>1.1.N.RW.h</b> - Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life</li> <li>• <b>1.1.N.RW.i</b> - Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services</li> <li>• <b>1.2.N.R.b</b> - Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories</li> </ul> <p><b>Interpretive Communication</b> - Students understand and interpret written and spoken language on a variety of topics.</p> <ul style="list-style-type: none"> <li>• <b>1.2.N.L.d</b> - Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)</li> <li>• <b>1.2.N.R.a</b> - Demonstrate understanding of written classroom language in the target language including directions, commands, and requests</li> </ul> | <ul style="list-style-type: none"> <li>▪ languages reflect culture</li> <li>▪ Begin to recognize differences and similarities between one's own language and culture and other languages and cultures</li> <li>▪ Use limited aspects of other languages to obtain some knowledge of other disciplines</li> <li>▪ Will understand the origin of target language geographical place names, and how they reflect the culture of the target language</li> <li>▪ Will study the origin of selected flags from target language countries</li> <li>▪ Research selected aspects of the culture and history of Spain, during the age of exploration</li> <li>▪ Will learn the title of common professions in the target language</li> </ul> | <ul style="list-style-type: none"> <li>▪ Commercial &amp; Teacher Generated Written Assessments</li> <li>▪ Rubric (Speaking &amp; Listening)</li> </ul> |



**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings | Assessments & Resources |
|---|--------------------------|-------------------------|
| <p><b><i>Presentational Communication</i></b> - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p> <ul style="list-style-type: none"> <li>• <b>1.3.N.S.a</b> - Present songs, poems or stories in the target language</li> <li>• <b>1.3.N.S.b</b> - Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school</li> <li>• <b>1.3.N.S.c</b> - Record materials in the target language, such as a puppet show, fashion show, or weather report</li> <li>• <b>1.3.N.W.a</b> - Illustrate and present materials in the target language such as an advertisement, poster, or menu</li> <li>• <b>1.3.N.W.b</b> - Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience</li> <li>• <b>1.3.N.W.c</b> - Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school</li> </ul> <p><b>Culture:</b></p> <p><b><i>Practices and Perspectives</i></b> - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <ul style="list-style-type: none"> <li>• <b>2.1.N.H.a</b> - Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken</li> <li>• <b>2.1.N.H.b</b> - Name the governmental system(s) and key political figures in a country in which the language is spoken</li> <li>• <b>2.1.N.H.c</b> - Identify one important political issue in a country in which the language is spoken</li> <li>• <b>2.1.N.H.d</b> - Identify and describe significant current events in a country in which the language is spoken</li> <li>• <b>2.1.N.H.e</b> - Identify and explain how the language and culture expanded throughout the world</li> <li>• <b>2.2.N.G.d</b> - Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken</li> </ul> |                          |                         |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards  | Essential Understandings | Assessments & Resources |
|--|--------------------------|-------------------------|
| <ul style="list-style-type: none"> <li>• <b>2.2.N.C.a</b> - Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)</li> <li>• <b>2.2.N.C.b</b> - Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)</li> <br/> <li>• <b>2.2.N.F.a</b> - Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)</li> <li>• <b>2.2.N.F.b</b> - Identify products that were native to a community, region, or country in which the language is spoken</li> <li>• <b>2.2.N.F.d</b> - Describe and explain the significance of the products associated with an important:               <ul style="list-style-type: none"> <li>○ civil or religious holiday or celebration AND</li> <li>○ regional holiday or celebration AND</li> <li>○ personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> </li> </ul> <p><b>Comparisons:</b><br/> <b>Comparing Languages</b> - Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <ul style="list-style-type: none"> <li>• <b>4.1.N.a</b> - Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)</li> <li>• <b>4.1.N.b</b> - Identify basic differences and similarities in grammatical structures between one's own language and the target</li> <li>• <b>4.1.N.c</b> - Identify basic differences and similarities in register/honorifics between one's own language and the target language</li> <li>• <b>4.1.N.d</b> - Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language</li> </ul> <p><b>Comparing Cultures</b> - Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> |                          |                         |

**Greater Heights Academy  
Spanish Curriculum Map  
K –5<sup>th</sup> Grade**

| Content Standards   | Essential Understandings | Assessments & Resources |
|---|--------------------------|-------------------------|
| <ul style="list-style-type: none"> <li>• <b>4.2.N.a</b> - Identify basic target culture practices and compare them to one's own</li> <li>• <b>4.2.N.b</b> - Identify basic target culture products and compare them to one's own</li> </ul> <p><b>Personal Enrichment</b> - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> <li>• <b>5.2.N.a</b> - Willingly use the target language within the classroom setting</li> <li>• <b>5.2.N.b</b> - Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</li> <li>• <b>5.2.N.c</b> - Identify careers where skills in another language or cross-cultural understanding are needed</li> </ul> |                          |                         |
|   |                          |                         |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

**Assessments using technology:** STAR Reading & Math will be implemented beginning in 1<sup>st</sup> grade and continuing through 5<sup>th</sup> grade. The assessment will be given at the beginning of each academic year and following each marking period for 2<sup>nd</sup>-5<sup>th</sup> grade students. First grade students will not begin testing until the end of the 3<sup>rd</sup> marking period. STAR will be used as a progress monitoring piece. In addition, students in 2<sup>nd</sup> through 5<sup>th</sup> grade will be assessed in reading, language arts, and math utilizing the NWEA. This assessment will be used for the universal screening, diagnostic assessment, and progress monitoring.

| Michigan Educational Technology Standards for Students (METS-S) 2009              | National Educational Technology Standards      | Performance Indicators   | Essential Understandings  | Assessments & Resources  |
|---|--|--|---|--|
| <b>Kindergarten</b>   |  |  |   |  |
| PK-2.CI. Creativity and Innovation<br>PK-2.TC. Technology Operations and Concepts | Standard 6: Technology Operations and Concepts | Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students will:<br>a. understand and use technology systems.<br>b. select and use applications effectively and productively.<br>c. transfer current knowledge to learning of new technologies. | 1. Explain how people (primarily families) use many types of technologies in their daily lives (e.g. computers, cameras, audio/video players, phones, televisions).<br>2. Identify common uses of technology found in daily life.<br>3. Recognize, name, and be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse and printer).<br>4. Demonstrate the functions of basic file menu commands (e.g., new, open, close, save, print).<br>5. Students will demonstrate a very basic knowledge of Word, Kid Pix and beginning | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary)<br><br><i>**All assessments will be developmentally appropriate and grade level specific</i> |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|  |  |   |   |  |
|--|--|---|---|--|
|  |  |   | <p>keyboarding skills.</p> <p>6. How to recognize a Web browser and associate it with accessing resources on the internet.</p>  |  |
| <p>PK-2.CC. Communication and Collaboration</p> <p>PK-2.DC. Digital Citizenship</p>  | <p>5. Digital Citizenship</p> <p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> | <p>a. advocate and practice safe, legal, and responsible use of information and technology.</p> <p>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>c. demonstrate personal responsibility for lifelong learning.</p> <p>d. exhibit leadership for digital citizenship.</p> | <p>1. Design a class PowerPoint that demonstrates the responsible uses of technology and the consequences of making poor choices.</p> <p>2. Understand that making rules involves consideration of others and provide for the health and safety of all.</p> |  |
| Reading Connection   |  |   |   |  |
| <p>R.NT.00.03 discuss setting, characters, and events in narrative text.</p> <p>of settings and characters.</p> <p>R.NT.00.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p> |  | <p>Engage in pre-reading and reading activities to</p> <ul style="list-style-type: none"> <li>- identify what they know and have learned about a specific story or topic</li> <li>- change the sequence of events in a story to create a different ending, with assistance</li> </ul>   | <p>1. Create a picture of an event utilizing Tux Paint. The events will occur within the beginning, middle, &amp; end of the story. In addition, students will change the sequence of events by creating a different ending.</p>                            |  |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

| <b>1<sup>st</sup> Grade</b>  |   |   |   |   |
|--|---|---|---|---|
| <b>Michigan Educational Technology Standards for Students (METS-S) 2009</b>  | <b>National Educational Technology Standards</b>  | <b>Performance Indicators</b>   | <b>Essential Understandings</b>   | <b>Assessments &amp; Resources</b>  |
| PK-2.CI. Creativity and Innovation<br>PK-2.TC. Technology Operations and Concepts<br><br>R.CM.01.03<br>Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. | Standard 6: Technology Operations and Concepts  | Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will:<br>a. understand and use technology systems.<br>b. select and use applications effectively and productively.<br>c. transfer current knowledge to learning of new technologies. | 1. Demonstrate the proper care of technological systems and components to include CDs, DVDs, & videotapes. Class will create a basic care list (anchor chart)<br>2. Use a variety of technologies to express ideas; create a character description or setting from a read aloud.<br>3. Use Kid Pix, Microsoft Word, Web browser and Encarta to create a product.<br>4. Use age appropriate vocabulary related to technology.<br>5. Demonstrate keyboarding skills. Focus is on location of all keys and using the shift and an alternate functions of the keys. | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary) |
| PK-2.DC. Digital Citizenship   |   |   |   |   |
|  | 5. Digital Citizenship<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. | a. advocate and practice safe, legal, and responsible use of information and technology.<br>c. demonstrate personal responsibility for lifelong   | 1. Compare the advantages and disadvantages of using technology<br>2. List how a password helps protect the privacy of information.   |   |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|  |   |  |   |  |
|--|---|--|---|--|
|  |   | learning.<br>d. exhibit leadership for digital citizenship.  |   |  |
| PK-2.CC. Communication and Collaboration | <p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> | <p>Students will:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>d. contribute to project teams to produce original works or solve problems.</p> | <p>1. Demonstrate knowledge of a variety of software (e.g. word processors, drawing tools, &amp; presentation software) to convey ideas &amp; illustrate concepts.</p> <p>2. Be aware of how to work with others when using technology tools (e.g. word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specific theme.</p> |  |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

| 2 <sup>nd</sup> Grade   |  |   |  |   |
|---|--|---|--|---|
| Michigan Educational Technology Standards for Students (METS-S) 2009  | National Educational Technology Standards      | Performance Indicators  | Essential Understandings   | Assessments & Resources   |
| PK-2.CI. Creativity and Innovation<br><br>PK-2.CC. Communication and Collaboration PK-2.RI. Research and Information Fluency<br>PK-2.CT. Critical Thinking, Problem Solving, and Decision<br>PK-2.TC. Technology Operations and Concepts<br>W.PR.02.06<br>revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form | Standard 6: Technology Operations and Concepts | Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will:<br>a. understand and use technology systems.<br>b. select and use applications effectively and productively.<br>c. transfer current knowledge to learning of new technologies. | 1. Demonstrate proper care of technological systems and components.<br>2. Input and retrieve information from a technological system.<br>3. Identify several technological options to perform a task.<br>4. Use Kid Pix, Microsoft Word, Web browser and Encarta to create a product.<br>5. Use age appropriate vocabulary related to technology.<br>6. Independently utilize Accelerated Reader program to test reading comprehension.<br>7. Identify the functions of the major hardware in a computer system.<br>8. Proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group. | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary) |



**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

| to suit intended purpose and audience.   |  |  |   |   |
|--|--|--|---|---|
| Making PK-2.DC. Digital Citizenship      | 5. Digital Citizenship<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.  | a. advocate and practice safe, legal, and responsible use of information and technology.<br>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.<br>c. demonstrate personal responsibility for lifelong learning.<br>d. exhibit leadership for digital citizenship. | 1. Identify common uses of information and communication technologies.<br>2. Discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology at home or at school.<br>3. Understand that technology is a tool used to help complete a task.<br>4. Identify places in the community where one can access technology. |   |
|  |  |  | 1. Recognize the internet as a source of stranger danger.<br>2. Describe safety hazards when using the internet.<br>3. Develop strategies to stay safe when using the internet.   |   |
| PK-2.CC. Communication and Collaboration | 2. Communication and Collaboration<br>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to | Students will:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.<br>b. communicate information and ideas effectively to multiple audiences using a  | 1. Know how to use age-appropriate media to communicate ideas to classmates, families and others.<br>2. Know how to select media formats with assistance from teachers, parents, or student partners to communicate and share ideas with classmates,  | . |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|  |   |  |   |  |
|--|---|--|---|--|
|  | the learning of others.   | variety of media and formats.<br>c. develop cultural understanding and global awareness by engaging with learners of other cultures.<br>d. contribute to project teams to produce original works or solve problems.  | families and others in the community.   |  |
| PK-2.RI. Research and Information Fluency<br>PK-2.CT. Critical Thinking, Problem Solving, and Decision | 3. Research and Information Fluency   | Students apply digital tools to gather, evaluate, and use information.<br><br>Students:<br>a. plan strategies to guide inquiry.<br>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.<br>d. process data and report results. | 1. Interpret simple information from existing age-appropriate electronic databases with assistance from teachers, parents, or student partners to communicate and share ideas with classmates, families and others. |  |
| PK-2.CC. Communication and Collaboration   | 2. Communication and Collaboration<br>Students use digital media and environments to communicate and work collaboratively, including at a | Students will:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments   | 1. Discuss how to use technology resources to solve developmentally appropriate problems.<br>2. Identify ways that technology has been used to address real-  |  |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|   | distance,<br>to support individual<br>learning and contribute to<br>the learning of others. | and media.<br>b. communicate information<br>and ideas effectively to<br>multiple audiences using a<br>variety of media and<br>formats.<br>c. develop cultural<br>understanding and global<br>awareness by engaging with<br>learners of other cultures.<br>d. contribute to project<br>teams to produce original<br>works or solve problems. | world problems (personal and<br>community)   |  |
|---|---|---|--|--|
| <b>3<sup>rd</sup> Grade</b>   |   |   |  |  |
| <b>Michigan Educational<br/>Technology Standards for<br/>Students (METS-S) 2009</b>   | <b>National Educational<br/>Technology Standards</b>  | <b>Performance Indicators</b>   | <b>Essential Understandings</b>  | <b>Assessments &amp; Resources</b>   |
| 3-5.CI. Creativity and<br>Innovation<br>3-5.RI. Research and<br>Information Fluency<br>3-5.CT. Critical Thinking,<br>Problem Solving, and<br>Decision Making<br>3-5.TC. Technology<br>Operations and Concepts | Standard 6: Technology<br>Operations and Concepts   | Students demonstrate a<br>sound understanding of<br>technology concepts,<br>systems, and operations.<br>Students will:<br>a. understand and use<br>technology systems.<br>b. select and use<br>applications effectively and<br>productively.<br>c. transfer current<br>knowledge to learning of<br>new technologies.                        | 1. Discuss ways technology has<br>changed life at school and at<br>home.<br>2. Know proper keyboarding<br>positions and touch typing<br>techniques.<br>3. Manage and maintain files on<br>a hard drive or the network.<br>4. Demonstrate proper care in<br>the use of hardware, software,<br>peripherals and storage media.<br>5. Identify search strategies for<br>locating needed information on<br>the internet,. | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments<br>(Vocabulary) |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|   |  |   |   |  |
|---|--|---|---|--|
| 3-5.DC. Digital Citizenship   | 5. Digital Citizenship<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.  | a. advocate and practice safe, legal, and responsible use of information and technology.<br>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.<br>c. demonstrate personal responsibility for lifelong learning.<br>d. exhibit leadership for digital citizenship.  | 1. Discuss scenarios describing acceptable and unacceptable uses of technology and describe consequences of inappropriate use.<br>2. Explore various technology resources that could assist pursuing personal goals.  |  |
| 3-5.CC. Communication and Collaboration<br>3-5.TC. Technology Operations and Concepts | 2. Communication and Collaboration<br>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. | Students will:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.<br>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.<br>c. develop cultural understanding and global awareness by engaging with learners of other cultures.<br>d. contribute to project teams to produce original works or solve problems. | 1. Know how to use menu options in applications to print, format, add multimedia features; open, save, manage files, and use various grammar tools.<br>2. Know how to insert various objects (e.g. photos, graphics, sound, video) into word processing documents, presentations, or web documents.<br>3. Use a variety of technology tools and applications to promote creativity.<br>4. Collaborate with classmates using a variety of technology tools to plan, organize and create a group project. |  |
| 3-5.RI. Research and Information Fluency  | 3. Research and Information Fluency  | Students apply digital tools to gather, evaluate, and use   | 1. Use Web search engines and built-in search functions of  |  |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|   |  |   |   |  |
|---|--|---|---|--|
| 3-5.CT. Critical Thinking, Problem Solving, and Decision Making<br>3-5.TC. Technology Operations and Concepts |  | information. Students:<br>a. plan strategies to guide inquiry.<br>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.<br>d. process data and report results. | other various resources to locate information.<br>2. Know how to independently use existing databases (e.g. library catalogues, electronic dictionaries, encyclopedias) to locate, sort and interpret information on an assigned topic. |  |
|---|--|---|---|--|

**4<sup>th</sup> Grade**

| <b>Michigan Educational Technology Standards for Students (METS-S) 2009</b>  | <b>National Educational Technology Standards</b> | <b>Performance Indicators</b>  | <b>Essential Understandings</b>   | <b>Assessments &amp; Resources</b> |
|--|--|--|---|------------------------------------|
| 3-5.CI. Creativity and Innovation<br>3-5.RI. Research and Information Fluency<br>3-5.CT. Critical Thinking, Problem Solving, and Decision Making<br>3-5.TC. Technology Operations and Concepts | Standard 6: Technology Operations and Concepts   | Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students will:<br>a. understand and use technology systems.<br>b. select and use applications effectively and productively.<br>c. transfer current knowledge to learning of | 1. Discuss ways technology has changed business and government over the years.<br>2. Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing reference) and grade level appropriate checklists, both individually and in groups. |                                    |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|                                   |   |  |  |  |
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|                                   |   | new technologies.  |  |  |
| 3-5.DC. Digital Citizenship       | 5. Digital Citizenship<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. | a. advocate and practice safe, legal, and responsible use of information and technology.<br>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.<br>c. demonstrate personal responsibility for lifelong learning.<br>d. exhibit leadership for digital citizenship. | 1. Discuss how information and communication technology supports collaboration, productivity and lifelong learning.<br>2. Discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws. |  |
|                                   |   |  | 1. Describe safety hazards when using the internet.<br>2. Develop strategies to stay safe when using the internet.   |  |
| 3-5.CI. Creativity and Innovation | 1. Creativity and Innovation  | Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:<br>a. apply existing knowledge to generate new ideas, products, or processes.<br>b. create original works as a means of personal or group expression.<br>c. use models and              | 1. Understand that existing (and future) technologies are the result of human creativity.<br>2. Create and convey a new idea/invention utilizing technology to present ideas to classmates   |  |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|   |                                     |  |  |  |
|---|-------------------------------------|--|--|--|
|   |                                     | simulations to explore complex systems and issues.<br>d. identify trends and forecast possibilities.   |  |  |
| 3-5.CI. Creativity and Innovation   | 1. Creativity and Innovation        | Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:<br>a. apply existing knowledge to generate new ideas, products, or processes.<br>b. create original works as a means of personal or group expression.<br>c. use models and simulations to explore complex systems and issues.<br>d. identify trends and forecast possibilities. | 1. Use a variety of media and formats to create and edit products (e.g. presentations, newsletter, brochures, web, pages) to communicate information and ideas to various audiences. |  |
| 3-5.CT. Critical Thinking, Problem Solving, and Decision Making<br>3-5.TC. Technology Operations and Concepts | 3. Research and Information Fluency | Students apply digital tools to gather, evaluate, and use information.<br><br>Students:<br>a. plan strategies to guide inquiry.<br>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br>c. evaluate and select  | 1. Describe basic guidelines for determining the validity of information accessed from various sources (e.g., web sites, dictionary, online newspaper, CD-ROM).                      |  |

**Greater Heights Academy  
Technology Curriculum Map  
K – 5<sup>th</sup> Grade**

|  |  | information sources and digital tools based on the appropriateness to specific tasks.<br>d. process data and report results.  |   |   |
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|  |  |   | 1. Use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).  |   |
| <b>5th Grade</b>   |  |   |   |   |
| <b>Michigan Educational Technology Standards for Students (METS-S) 2009</b>  | <b>National Educational Technology Standards</b> | <b>Performance Indicators</b>   | <b>Essential Understandings</b>   | <b>Assessments &amp; Resources</b>  |
| 3-5.CI. Creativity and Innovation<br>3-5.RI. Research and Information Fluency<br>3-5.CT. Critical Thinking, Problem Solving, and Decision Making<br>3-5.TC. Technology Operations and Concepts | 6. Technology Operations and Concepts            | Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students:<br>a. understand and use technology systems.<br>b. select and use applications effectively and productively.<br>c. troubleshoot systems and applications.<br>d. transfer current | 1. Recognize and discuss the need for security applications (e.g., virus detection, spam defense, pop-up blockers, firewalls) to help protect information and to keep the system functioning properly.<br>2. Know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).<br>3. Know how to exchange files | -Teacher Observation<br>-Rubric (Skill specific)<br>-Written Assessments (Vocabulary)<br>-Rubric (Listening & Speaking) |



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|   |  | knowledge to learning of new technologies.   | with other students using technology (e.g., email attachments, network file sharing, diskettes, flash drives). |  |
| 3-5.CC. Communication and Collaboration<br>3-5.TC. Technology Operations and Concepts | 2. Communication and Collaboration                   | <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</li> <li>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li> <li>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</li> <li>d. contribute to project teams to produce original works or solve problems.</li> </ul> |  |  |
| 3-5.DC. Digital Citizenship   | 5. Digital Citizenship<br>Students understand human, | a. advocate and practice safe, legal, and responsible  | 1. Identify cultural and societal issues relating to technology.   |  |

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K – 5<sup>th</sup> Grade**

|  |  |   |   |  |
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|  | cultural, and societal issues related to technology and practice legal and ethical behavior. | <p>use of information and technology.</p> <p>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>c. demonstrate personal responsibility for lifelong learning.</p> <p>d. exhibit leadership for digital citizenship.</p> | <p>2. Discuss the accuracy, relevance, appropriateness and bias of electronic information sources.</p> <p>3. Discuss the accuracy, relevance, appropriateness and bias of electronic information sources.</p> <p>4. Use age-appropriate citing of sources for electronic reports.</p> <p>5. Identify appropriated kinds of information that should be shared in public chat rooms.</p> <p>6. Identify safety precautions that should be taken while on-line.</p> <p>7. Identify technology resources and describe how those resources improve the ability to communicate, increase productivity or help achieve personal goals.</p> |  |
|  |  |   | <p>1. Use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.</p> <p>2. Identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).</p>  |  |

**Greater Heights Academy  
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K – 5<sup>th</sup> Grade**

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| 3-5.RI. Research and Information Fluency<br>3-5.CT. Critical Thinking, Problem Solving, and Decision Making<br>3-5.TC. Technology Operations and Concepts | 3. Research and Information Fluency                        | Students apply digital tools to gather, evaluate, and use information. Students:<br>a. plan strategies to guide inquiry.<br>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.<br>d. process data and report results.                     | 1. Perform simple queries on existing databases and report results on an assigned topic.<br>2. Identify appropriate technology tools and resources by evaluating the accuracy, appropriateness and bias of the resource.<br>3. Compare and contrast the functions and capabilities of the word processor, database and spreadsheet for gathering data, processing data, performing calculations and reporting results. |  |
| 3-5.CT. Critical Thinking, Problem Solving, and Decision Making   | 4. Critical Thinking, Problem Solving, and Decision Making | Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:<br>a. identify and define authentic problems and significant questions for investigation.<br>b. plan and manage activities to develop a solution or complete a project.<br>c. collect and analyze data to identify solutions and/or | 1. Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize and evaluate information to assist with solving real-life problems (personal or community).   |  |

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|  |  | make informed decisions.<br>d. use multiple processes<br>and diverse perspectives to<br>explore alternative solutions. |  |  |
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