

KINDER ACADEMY YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 | UNIT 6 | UNIT 7 | UNIT 8 |
|--|---|---|---|---|---|---|--|--|
| Unit Title | Sense of Place | What is a Scientist? | Sense of Time | Changes in Non-Living Objects | Our Bodies and Ourselves | Plants and Animals | Our Earth | Ramps and Balls |
| Length of Time | 10 - 15 days | 15 – 20 days | 10 days | 10 – 15 days | 10 days | 15 – 20 days | 10 days | 15 days |
| Cross-disciplinary Focus | Classroom and school community. Citizenship; rules; safety. | Introduction to Science Tools & the Five Senses. | Past and future events; family history. | Living & non-living; states & types of matter. | Nutrition and health. | Compare what plants & animals need to survive. | Seasons, moon, & taking care of Earth. | Motions of objects, forces and pulls. |
| Crosscutting Concept(s) | Cause and Effect; Relationships; Conflict and Cooperation | Structure and Function; Patterns; Cause and Effect | Change; Structure and Function | Patterns; Cause and Effect; Energy and Matter; Change | Systems; Structure and Function; Cause and Effect | Patterns; Structure and Function | Patterns; Systems and System Models | Cause and Effect |
| Inquiry Focus | How do you become a good citizen in our class and school? | How do scientists use their sense in their work? Why do scientists use tools to extend their senses? | How will you handle the challenges that arise as you learn new things and try to meet your goals? | What is living and what is nonliving? What are nonliving things made of? What are the three states of matter? | How can you make your body the best it can be? | What do living things need to live? | What can we do to keep our Earth clean? | How can you make objects move? How might you make your ball or car go the farthest? |
| Student Showcase | Students will perform Best and group skit. | Students will give oral presentation on tools and senses. | Students will share their "This Is Me" books and participate in a group discussion to summarize. | Students will bring an object from home and tell if it is living or non-living and why they think that. | Students will share and demonstrate one way to be healthy with classmates. | Students will grow wheat grass and make predictions about its growth if one essential element for survival is removed. | In small groups, students will share a way to keep the Earth healthy. | In small groups, students will build a ramp. Based on ball used, student will observe what ball/ramp combination moves the fastest and farthest. |
| ELA Magnet Standards | RL KA.3, KA.9 RI KA.3 | RL KA.10 RI KA.10 SL KA.1, KA.2 | RL KA.3 SL KA.2 | SL KA.2, KA.2.a, KA.6 | RL KA.3 SL KA.2 | W KA.1 SL KA.2, KA.2.1 | RL KA.10 RFS KA10 W KA.2 | W KA.3 SL KA.1, KA.2 |
| Cross-disciplinary Standards | SRCS KA History Social Science: K.1, K.1a, K.1b, K.1c, K.3, K.3.a | CA Preschool Learning Foundations (CPLF): CPLF SI 1.1, 2.3, 2.4, 2.5, 2.6 | SRCS KA History Social Science: K.5 | CPLF Physical Science: 2.1, 2.2 | CPLF Nutrition: 1.1, 1.2 CPLF Wellness: 3.1, 3.2, 3.3 CPLF Oral Health: 2.1, 2.2 CPLF Basic Hygiene: 1.1, 1.2 | Developing NGSS Life Science: K-LS1-1, K-LS1-1a, K-LS1-1b | CPLF Earth Science: 2.0 | CPLF Physical Science: 2.0 CPLF Inquiry: 1.2, 1.5, 1.6 CPLF Documentation & Communication: 2.1 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> • <i>Helpers in Our Schools</i> Books • <i>Community Helpers on the Scene</i> • <i>Rules at Lunch</i> • <i>Can I Play, Too?</i> • <i>Howard B. Wigglebottom Learns to Listen</i> • <i>Howard B. Wigglebottom Learns We Can All Get Along</i> • <i>My Friend Rabbit</i> • <i>David Goes to School</i> • <i>No, David!</i> • <i>Will I have a Friend?</i> • <i>Rules at School</i> • <i>My Friend is Sad</i> • <i>A Big Guy Took My Ball!</i> | <ul style="list-style-type: none"> • <i>I Use Science Tools</i> • <i>Look, Listen, Taste, Touch, and Smell</i> • <i>Matter: See It, Touch It, Taste It, Smell It</i> • <i>My Five Senses</i> • <i>What is a Scientist?</i> • <i>What is Science?</i> | <ul style="list-style-type: none"> • <i>The Berenstain Bears: When I Grow Up</i> • <i>Owen</i> • <i>What I Want to Be When I Grow Up</i> (Book 1) • <i>What I Want to Be When I Grow Up</i> (Book 2) • <i>When I Was Five</i> • <i>When I Was Little</i> | <ul style="list-style-type: none"> • <i>Are You Living?</i> • <i>What's Alive?</i> • <i>Melting and Freezing</i> • <i>Change It</i> • <i>Solids, Liquids, and Gases</i> • <i>Matter Comes in All Shapes</i> | <ul style="list-style-type: none"> • <i>How Many Teeth?</i> • <i>Sleep is for Everyone</i> • <i>Killing Germs</i> • <i>Blow Your Nose, Big Bad Wolf: A Story About Spreading Germs</i> • <i>I'm Getting a Check Up</i> • <i>The Body</i> • <i>What's Inside? My Body: A First Guide to the Wonders and Workings of the Human Body</i> • <i>Eating Well</i> • <i>Eat Healthy, Feel Great</i> | <ul style="list-style-type: none"> • <i>What Is a Living Thing?</i> • <i>The Perfect Pet</i> • <i>What Makes a Plant?</i> • <i>Inside a Plant</i> • <i>What Will I Be?</i> • <i>How Plants Grow</i> • <i>Tops & Bottoms</i> • <i>The Tiny Seed</i> • <i>If You Plant a Seed</i> | <ul style="list-style-type: none"> • <i>Seasons Big Book</i> • <i>The Moon Book</i> • <i>Old Bear</i> • <i>The Earth Book</i> | <ul style="list-style-type: none"> • <i>And Everyone Shouted, "Pull!"</i> • <i>Forces Make Things Move</i> • <i>Move It! Motion, Forces, & You</i> • <i>What is Friction?</i> • <i>What is Gravity?</i> • <i>Push and Pull</i> |
| Essential Learning Outcomes | <ul style="list-style-type: none"> • Demonstrate knowledge of details in a familiar story • Tell about the adventures & experiences of characters in a familiar story • Describe connections between an individual, event, idea, or piece of information in a text • Follow agreed upon rules • Understand and follow 1- and 2-step oral directions • Understand that being a good friend & community member involves acting in certain ways • Understand & identify the roles of adults in students' lives • Identify location of objects using spatial prepositions | <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding • Participate in collaborative conversations • Confirm understanding of a text read aloud by asking and answering questions • Observe common object by using the five senses • Identify and use a variety of observation & measurement tools • Compare and contrast objects and events • Demonstrate increased ability to make & check predictions • Demonstrate increased ability to make inferences & form generalizations based on evidence • Understand what a scientist is • Understand how science tools enhance our senses | <ul style="list-style-type: none"> • Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions, retelling, reenacting, or creating artwork • Confirm understanding of a text read aloud by asking and answering questions • Put events in temporal order using a calendar, placing days, weeks, and months in proper order • Understand and share past events • Anticipate and plan future events • Describe personal history by telling stories of when they were younger • Compare current abilities with skills at a younger age | <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions • Understand and follow 1- and 2-step oral directions • Speak audibly and express thoughts, feelings, and ideas with increasing clarity • Identify whether an object is living or non-living and justify choice • Identify properties of living and non-living things • Identify the three states of matter • Demonstrate increased awareness that objects and materials can change in various ways • Demonstrate increased ability to observe and describe in greater detail the motion of objects | <ul style="list-style-type: none"> • Demonstrate knowledge of details in a familiar story • Confirm understanding of a text read aloud by asking and answering questions • Name healthy foods and explain why they are healthy • Choose healthy foods in a variety of settings • Demonstrate how to ask for help with a health-related problem • Identify trusted adults who promote healthy habits • Identify several internal body parts and demonstrate basic understanding of function • Demonstrate improved tooth brushing practices • Identify effective dental & personal hygiene habits • Define "germs" and explain why their transmission may be harmful to health | <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces • Confirm understanding of a text read aloud by asking and answering questions • Understand and follow 1- and 2-step oral directions • Use observations to describe patterns of what plants and animals need to survive • Compare and contrast what plants and animals need to survive • Learn parts of both plants and animals • Know that patterns can be observed and used as evidence • Make predictions based on observations • Share orally information about a specific plant and/or animal | <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding • Use illustrations and context to make predictions about text • With prompting and support, use a combination of drawing, dictating, and writing to compose informational and explanatory texts • Understand how changes in seasons affect animals, plants, and people • Understand that human actions affect the Earth's health • Understand that humans can take specific actions to help the Earth | <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to narrate an invent • Participate in collaborative conversations • Confirm understanding of a text read aloud by asking and answering questions • Demonstrate increased ability to observe and describe in greater detail the motion of objects • Understand what makes a ball move and how forces affect ball movement • Demonstrate increased ability to make & check predictions • Pose information questions • Collect and record data • Demonstrate increased ability to make inferences & form generalizations based on evidence |
| Assessments | <ul style="list-style-type: none"> • Multiple formative assessments • Name classmates & teacher • Identify who works at school | <ul style="list-style-type: none"> • Multiple formative assessments • KWL Chart • Showcase video | <ul style="list-style-type: none"> • Multiple formative assessments • "This Is Me" Book • Group discussions | <ul style="list-style-type: none"> • Multiple formative assessments • T-chart • Showcase | <ul style="list-style-type: none"> • Multiple formative assessments • Healthy Plate • Showcase | <ul style="list-style-type: none"> • Multiple formative assessments • Science assessment • Writing workshop product | <ul style="list-style-type: none"> • Multiple formative assessments • Group sharing/solution • Group discussions | <ul style="list-style-type: none"> • Multiple formative assessments • Slide question/challenge • Ramp design |

KINDERGARTEN YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 | UNIT 6 |
|--|---|---|---|--|--|---|
| Unit Title | Good Citizens at School | Community Helpers | Long Ago and Today | Weather | My Environment and Me | Forces and Motion |
| Length of Time | 3 - 6 weeks | 4 – 6 weeks | 3-4 weeks | 4 – 6 weeks | 3 – 4 weeks | 4 – 6 weeks |
| Cross-disciplinary Focus | Rules; friendship; classroom and school community. | Structure of the community and the symbols that define them; the important people who work in communities. | How life in this land differs now from long ago. | Types of weather; measuring and collecting data. | Basic needs of animals and plants for survival; impact of people on the environment. | Investigating forces that push and pull. |
| Crosscutting Concept(s) | Cause and Effect; Relationships; Conflict and Cooperation | Structure and Function; Relationships; Interdependence | Change; Structure and Function | Patterns; Systems and System Models | Patterns; Cause and Effect; Systems and System Models | Cause and Effect |
| Inquiry Focus | How can we deal with emotions to be a good citizen? | How do community helpers support our community? | What would your life be like if you lived Long Ago? Where would you live? Where would you get food? How would you get around? How would you learn? How does this compare to how we live now? | How will you prepare for the different types of weather where you live? | How can we be good environmental citizens to help make our world more beautiful? How can we help the plants and animals around us survive? | As people and objects move from one place to another, they sometimes collide. We see this often on our own playground. What advice would you give to next year's Kindergarten students to stay safe? |
| Student Showcase | Students will create a dramatic role play, puppet show, or class book to show how people deal with emotions to be good citizens. | Students will be given problems they can face and have to determine which community helper they would go to for help in solving their specific problem and explain why they would choose that community helper. | Students will use their knowledge of Long Ago and Today to make connections to gratitude. What are we grateful for now? What might people have been grateful for in the past? | Students will present their group weather grid, their individual flap book, and/or weather forecast video. | Students have multiple options to share how they would be good environmental stewards and make their environment more beautiful, as well as helping local plants and animals survive. | Students will present their safety advice to next year's class via letter or video. |
| ELA Magnet Standards | RL K.1 W K.1 SL K.1 | RL K.9 RI K.1, K.2 W K.3 SL K.4 | RL K.2, K.9 RI K.3 W K.3 SL K.1, K.4 | RI K.1 W K.2, K.5 SL K.1 | RI K.1 W K.5 SL K.1 | RI K.1 W K.2, K.5 SL K.1 |
| Cross-disciplinary Standards | CA History Social Science: K.1, K.4 | CA History Social Science: K.2, K.3, K.4 | CA History Social Science: K.2, K.6 | NGSS Earth Science: K-ESS2-1; K-ESS2-2 CCSS Mathematics: K.MD.1, K.MD3 Standards for Mathematics Practice: MP.2; MP.4 | NGSS Life & Earth Science: K-LS1-1 K-ESS2-2 K-ESS3-1 K-ESS3-3 | NGSS Physical Science: K-PS2-1, K-PS2-2 CCSS Mathematics: K.G, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> <i>The Way I Feel</i> <i>Bullies Never Win</i> <i>Liam Labradoodle Learns Whole Body Listening</i> <i>How Do Dinosaurs Go to School?</i> <i>Making Friends</i> <i>Words Are Not For Hurting</i> <i>I'm Like You, You're Like Me</i> <i>Wild About Us!</i> Variety of Classic Tales | <ul style="list-style-type: none"> <i>Clothesline Clue to Jobs People Do</i> <i>I Read Signs</i> <i>On the Town: A Community Adventure</i> <i>Our Community Helpers Book Set</i> <i>Signs in My Neighborhood</i> <i>Whose Hat Is This?</i> <i>Whose Tools Are These?</i> <i>Whose Vehicle Is This?</i> | <ul style="list-style-type: none"> <i>Community Helpers Then and Now</i> <i>Feeling Thankful</i> <i>Food and Farming Then and Now</i> <i>I Am Thankful</i> <i>My Community Long Ago</i> <i>Pete the Cat: The First Thanksgiving</i> <i>Pilgrims of Plymouth</i> <i>School Days Then and Now</i> <i>The Story of Pilgrims</i> <i>Toys and Games Then and Now</i> <i>Transportation Then and Now</i> <i>Winter on the Farm</i> | <ul style="list-style-type: none"> <i>FOSS Trees and Weather</i> <i>Weather Words and What They Mean</i> <i>Four Seasons Make a Year</i> <i>Freddy the Frogcaster</i> <i>Explore My World: Clouds</i> <i>It Looked Like Spilt Milk</i> <i>Hide and Seek Fog</i> <i>The Rainy Day</i> <i>Gilberto and the Wind</i> <i>Snow Day</i> <i>Recess at 20 Below</i> | <ul style="list-style-type: none"> <i>FOSS Animals Two by Two</i> <i>What's Alive</i> <i>The Tiny Seed</i> <i>What Do Living Things Need?</i> <i>How a Seed Grows</i> <i>The Carrot Seed</i> <i>A Nest Full of Eggs</i> <i>What's It Like to be a Fish?</i> <i>What Do Roots Do?</i> <i>Miss Rumphius</i> <i>The EARTH Book</i> <i>I Can Save the Earth</i> | <ul style="list-style-type: none"> <i>FOSS Materials and Motion</i> <i>Newton and Me</i> <i>Motion, Push & Pull, Fast & Slow</i> <i>Move It!</i> <i>Forces Make Things Move</i> <i>Gravity</i> <i>And Everyone Shouted, "Pull!"</i> |
| Essential Learning Outcomes | <ul style="list-style-type: none"> Ask and answer questions about key details in a text Write an effective opinion piece using a combination of drawing, dictating, and writing Participate in collaborative conversations Understand that being a good citizen involves acting in certain ways Understand mutual responsibilities in relationships Follow rules & know consequences of breaking them Learn examples of positive traits from stories and folklore Compare & contrast the locations of people, places, & environments and describe their characteristics | <ul style="list-style-type: none"> Compare & contrast the adventures & experiences of characters in familiar stories Ask & answer questions about key details in a text Identify the main topic & retell key details of a text Write an effective narrative, using a combination of drawing, dictating, and writing Describe familiar people, places, things, & events, and with prompting & support provide additional details Recognize national & state symbols and icons Understand jobs people do in the school and community Identify traffic & map symbols | <ul style="list-style-type: none"> Retell familiar stories, including key details Compare & contrast the adventures & experiences of characters in familiar stories Describe the connection between two individuals, events, ideas, or pieces of information in a text Write an effective narrative, using a combination of drawing, dictating, and writing Participate in collaborative conversations Describe familiar people, places, things, & events, and with prompting & support provide additional details Recognize national & state symbols and icons Understand that history relates to events, people, and places of other times Understand how people lived long ago and how their lives would be different today | <ul style="list-style-type: none"> Participate in collaborative conversations Ask & answer questions about key details in a text Write an information text, using a combination of drawing, dictating, and writing Respond to questions & suggestions from peers and add details to strengthen writing as needed Use & share observations of local weather conditions to describe patterns over time Use & share observations of local weather conditions to describe patterns over time Construct an argument supported by evidence Classify objects into given categories Describe measurable attributes of objects Reason abstractly & quantitatively Model with mathematics | <ul style="list-style-type: none"> Ask & answer questions about key details in a text Participate in collaborative conversations Respond to questions & suggestions from peers and add details to strengthen writing Use observations to describe patterns of what plants and animals need to survive Construct an argument supported by evidence for how plants and animals can change the environment to meet their needs Use a model to represent the relationship between the needs of different plants and animals and the places they live Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment | <ul style="list-style-type: none"> Ask & answer questions about key details in a text Write an information text, using a combination of drawing, dictating, and writing Respond to questions & suggestions from peers and add details to strengthen writing Participate in collaborative conversations Follow agreed-upon rules for discussion Plan & conduct science investigations Analyze data to determine if a design solution works Identify and describe shapes Analyze & compare 2- and 3-dimensional shapes Model shapes & compose simple shapes to form larger shapes Explore force & motion, making connections to real life situations |
| Assessments | <ul style="list-style-type: none"> Multiple formative assessments Opinion Writing End of Unit Project | <ul style="list-style-type: none"> Multiple formative assessments My Community Book Community Helper Book | <ul style="list-style-type: none"> Multiple formative assessments My Gratitude Book | <ul style="list-style-type: none"> Multiple formative assessments Oral Presentations Information Writing Weather Flap Book | <ul style="list-style-type: none"> Multiple formative assessments Oral Presentations Opinion Writing Science Notebook | <ul style="list-style-type: none"> Multiple formative assessments Oral Presentations Information Writing Photographic Documentary Chart |

GRADE 1 YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 |
|--|---|---|---|---|---|
| Unit Title | Defining Who We Are From Classroom to Country | Earth's Place in Space | Communicating Across the Waves: Sound and Light | Nature's Super Powers | Then and Now: Changes Over Time |
| Length of Time | 8 weeks | 6 weeks | 6 weeks | 6 weeks | 6 weeks |
| Cross-disciplinary Focus | The diversity of our community; rights and responsibilities of citizenship; the Golden Rule; national symbols and songs. | Observable predictable patterns of motion between Earth, sun, and moon. | How sound is produced and behavior of light as it hits various media. | External structures help plants and animals survive. Parents and young engage in behaviors that ensure survival. | School, communities, and transportation from the past. What has changed? What is the same? What are the consequences of change? |
| Crosscutting Concept(s) | Interdependence; Communities; Perspective | Patterns | Cause and Effect | Patterns; Structure and Function | Change; Structure and Function |
| Inquiry Focus | How do we represent ourselves as a classroom community? | How do celestial patterns affect us? | In an emergency, how can we communicate with sound and light? | How can we mimic nature to solve a problem? | How do we learn from the past to improve the present? |
| Student Showcase | Using guiding questions, teams design and develop a symbol, song, class flag, shirt, sculpture or document to represent the class. | Students will create a model or illustration and a brief written explanation of their solution to a real world scenario as evidence of their learning from this unit. | Students solve the problem of communicating over a distance using sound, light, or both. Students share their solution in a science fair format. | Students use biomimicry to design a solution to a problem. | Students will design a model for change (school, transportation, communication, etc.) that will positively affect the lives of people and the environment they live in. |
| ELA Magnet Standards | RL 1.2 RI 1.2 W 1.3 | RL 1.2, 1.9 RI 1.2 W 1.2, 1.3 | RL 1.2, 1.9 RI 1.2, 1.9 W 1.2 | RL 1.2, RI 1.2, 1.3, 1.9 W 1.1, 1.2 | RL 1.2 RL 1.9 RI 1.2 W 1.1, 1.3 |
| Cross-disciplinary Standards | CA History Social Science: 1.1, 1.3, 1.5 | CA History Social Science: 1.2.1, 1.5.3 NGSS Earth Science: 1-ESS1-1, 1-ESS1-2 | NGSS Physical Science: 1-PS4-1, 1-PS4-2, 1-PS4-3, 1-PS4-4 | NGSS Life Science: 1-LS1-1, 1-LS1-2, 1-LS3-1 | CA History Social Science: 1.4, 1.4.1, 1.4.2, 1.4.3 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> • <i>Important Thing About Communities Big Book</i> • <i>It's Okay to Be Different</i> • <i>Whoever You Are</i> • <i>What If Everybody Did That?</i> • <i>The Rainbow Fish?</i> • <i>The Invisible Boy</i> • <i>Jamaica's Find</i> • <i>I Pledge Allegiance</i> • <i>American Symbols</i> book set • <i>Golden Rule</i> video book. • <i>American Symbols</i> videos • <i>US constitution</i> slide presentation | <ul style="list-style-type: none"> • <i>Moon Rope</i> • <i>Why the Sun and the Moon Live in the Sky</i> • <i>Why Does the Sun Set?</i> • <i>The Reason for the Seasons</i> • <i>The Moon Seems to Change</i> • <i>Grandmother Spider Brings the Sun</i> • <i>FOSS Air and Weather</i> • <i>Ten Suns</i> (video read) • <i>Why the Sun and Moon Live in the Sky</i>(video) • <i>Anansi</i> (video read) • <i>When the Snake Bites the Sun</i> (video read) | <ul style="list-style-type: none"> • <i>FOSS Sound and Light</i> • <i>All About Light</i> • <i>All About Sound</i> • <i>Oscar and The Bat</i> • <i>Oscar and The Moth</i> • <i>The Listening Walk</i> • <i>The Little Red Lighthouse and the Great Gray Bridge</i> • <i>Sending Messages with Sound and Light</i> • <i>The Sound of All Things</i> • <i>Through Grandpa's Eyes</i> • <i>Too Much Noise</i> | <ul style="list-style-type: none"> • <i>FOSS Plants and Animals</i> • <i>From Seed to Plant</i> • <i>In a Nutshell</i> • <i>Cactus Hotel</i> • <i>Redwoods</i> • <i>Stellaluna</i> (video read from Hoopla) • <i>Dolphin Baby!</i> • <i>What Do You Do When Something Wants to Eat You?</i> • <i>A Pill Bug's Life</i> • <i>How to Hide a Butterfly</i> • <i>What Do You Do with a Tail Like This?</i> • <i>Scholastic News Animals</i> Book Set • <i>Science A-Z plants and animals</i> units | <ul style="list-style-type: none"> • <i>The Little House</i> • <i>The Keeping Quilt</i> • <i>My Great Aunt Arizona</i> • <i>Tortillas and Lullabies</i> • <i>Then and Now Series: School; Communication; Toys and Games; Transportation; Home</i> • <i>History Speaks Big Book</i> • <i>When the Shadbush Blooms</i> (video read) • <i>One Plastic Bag</i> • <i>Sip the Straw</i> |
| Essential Learning Outcomes | <ul style="list-style-type: none"> • Retell stories with details, demonstrating understanding of central message or lesson • Identify the main topic and retell key details of informational text • Write an effective narrative • Write an effective information text • Describe rights & individual responsibility of citizenship • Know & understand U.S. symbols, icons, & traditions • Understand & use the Golden Rule • Describe human characteristics of familiar places & the varied background of U.S. citizens in those places • Recognize diversity as a strength • Design & develop a product to represent the class | <ul style="list-style-type: none"> • Retell stories with details, demonstrating understanding of central message or lesson • Compare & contrast the adventures & experiences of characters in stories • Identify the main topic and retell key details of informational text • Write an effective narrative • Write an effective information text • Use observations of the sun, moon, and stars to describe predictable patterns • Compare elements of varied cultures, drawing from folklore • Locate specific places on a map or globe • Create a model or illustration to show a solution to a real world scenario | <ul style="list-style-type: none"> • Retell stories with details, demonstrating understanding of central message or lesson • Compare & contrast the adventures & experiences of characters in stories • Identify the main topic and retell key details of informational text • Identify basic similarities in and differences between two texts on the same topic • Write an effective information text • Plan and conduct investigations to provide evidence and determine effects of sound and light • Make observations to construct an evidence-based account • Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance | <ul style="list-style-type: none"> • Retell stories with details, demonstrating understanding of central message or lesson • Compare & contrast the adventures & experiences of characters in stories • Identify the main topic and retell key details of informational text • Describe the connection between 2 individuals, events, ideas, or pieces of information in a text • Identify similarities in and differences between two texts on same topic • Write an effective opinion piece • Write an effective information text • Make observation to construction an evidence-based account • Design a solution to a human problem using biomimicry | <ul style="list-style-type: none"> • Retell stories with details, demonstrating understanding of central message or lesson • Identify the main topic and retell key details of informational text • Write an effective opinion piece • Write an effective narrative • Compare & contrast everyday life in different times & places around the world • Recognize that some aspect of people, place, & things change over time while others stay the same • Examine structure of schools & communities in the past • Study transportation methods of earlier days • Recognize similarities & differences of earlier generations (in work, dress, etc.) |
| Assessments | <ul style="list-style-type: none"> • Multiple formative assessments • Narrative Writing • Retell Assessment • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • Personal Narrative • Model solution • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • Informational/explanatory text • Problem-Solution Science Fair • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • Compare/contrast & Venn diagrams • Information writing • Design Project • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • Story Retell • Group Poster • Information and narrative writing • End of Unit-ELA Magnet Standards |

GRADE 2 YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 | UNIT 6 |
|--|--|--|---|---|---|---|
| Unit Title | Matter and Materials | People Who Make a Positive Difference | Earth's Systems: Rocks Tell Earth's Story | Introduction to Government | The Food Economy and Me | Diversity of Ecosystems |
| Length of Time | 7 weeks | 4 weeks | 7 weeks | 4 weeks | 6 weeks | 7 weeks |
| Cross-disciplinary Focus | Investigate how properties of materials relate to their use. | American heroes and how people make a difference. Impact of individual actions on other's lives. | Identify and model water and landforms and how they change over time. | History and structure of government; making laws; how nations interact. | Interdependent roles of Producers and Consumers in the food economy of long ago and today. | Compare habitat diversity; investigate and model plant needs and seed dispersal. |
| Crosscutting Concept(s) | Patterns; Cause & Effect; Energy & Matter | Interdependence; Change | Patterns; Stability and Change | Systems; Interdependence | Interdependence; Change; Systems | Systems; Interdependence; Change |
| Inquiry Focus | How do scientists work together? What are some of the properties of matter? How does matter change when it is heated or cooled? How do an object's properties affect how it will be used? Students will understand the properties of matter and how different materials can be used. | What are the contributions and characteristics of ordinary and extraordinary people who make a positive difference for others? Can we be inspired by them to make a positive difference in our own community? | What are the properties of rocks and how do they change? How do land and water interact? How do rocks change and impact an environment? What can you manufacture from rocks and minerals? How can you make land more useful for people and living things? | How does Government work in the United States and around the world? How do nations interact with one another to try to resolve problems? How does the United States make laws and carry them out? What happens when laws are broken? | Where does our food come from and how does it get to our plates? How do weather, natural resources, and consumers affect the production and the cost of the food we eat? How and why has food production changed over time? How do we know if the food we are eating is healthy? | What is the life cycle of some plants and insects? What do plants & animals need to survive? Which habitats are the best for plant & animal survival? Why do plants grow flowers or make seeds that fly? Why do insects change their bodies? Do animals really plant seeds? |
| Student Showcase | Students will solve a real world problem: create a prototype of a dog toy, using different materials, that is creative, artistic, fun to play with, and safe. | Students identify a classroom, school site, or community problem where they can implement change. They will formulate and implement a solution and present the solution to others. | Student teams plan to change an abandoned plot of land into a place useful for people & other living things. Students will present their model & describe how they use rocks, soil, & water. | Students identify a school or class problem and create a new law/rule to solve their chosen problem. When the law/rule is passed, students decide how the law/rule will be enforced and what the consequences are if broken. | Students analyze the healthiness of a school lunch by determining ingredients, sourcing, and processing. Students will use the results of their analysis to inform and persuade others to make healthy choices. | Students use everything they have learned about plants & animals to create a model to show how animals help move seeds or pollinate plants. |
| ELA Magnet Standards | RL 2.2, 2.5, 2.10 RI 2.2, 2.3, 2.8, 2.9 W 2.2 | RL 2.2, 2.3 RI 2.2, 2.3 W 2.3 SL 2.4 | RL 2.2, 2.9 RI 2.2, 2.3, 2.8, 2.9 W 2.3 | RL 2.3 RI 2.3 W 2.1 SL 2.2 | RL 2.2, 2.3, 2.9 RI 2.2, 2.3, 2.8, 2.9 W 2.1 SL 2.4 | RL 2.3, 2.6, 2.10 RI 2.1, 2.3 W 2.2, 2.8 SL 2.1, 2.2, 2.6 |
| Cross-disciplinary Standards | NGSS Physical Science: 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4 | CA History Social Science: 2.5 | NGSS Earth Science: 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, K-2-ETS1 CA History Social Science 2.1 | CA History Social Science 2.1, 2.2, 2.3 | CA History Social Science: 2.4 CA Health: 4.1.N, 5.1.N, 5.2.N | NGSS Life Science: 2-LS2-1, 2-LS2-2, 2-LS4-1 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> FOSS Solids and Liquids Now and Ben: The Modern Inventions of Benjamin Franklin Sky Boys: How They Built the Empire State Building The Girl Who Never Made Mistakes Jamie O'Rourke and the Big Potato All the Water in the World The Most Magnificent Thing What Do You Do with an Idea? | <ul style="list-style-type: none"> Aunt Harriet's Underground Railroad in the Sky Dad, Jackie, & Me Follow the Moon Home: A Tale of One Idea Kid Who Changed the World Three Questions Variety of Biographies | <ul style="list-style-type: none"> FOSS Pebbles, Sand, and Silt EEL Earth Rocks! Dirt, The Scoop on Soil Everybody Needs a Rock If You Find a Rock NatGeo Kids: Rocks & Minerals Ricky, the Rock that Couldn't Roll Water Dance Weathering & Erosion | <ul style="list-style-type: none"> Elizabeth Leads the Way Grace for President What Are Elections? What Are Rules and Laws? What Are the Branches of Government? What Is a Democracy? What Is Citizenship? Who Are Government's Leaders? | <ul style="list-style-type: none"> EEL Texts Farming The Milk Makers Milk from Cow to Carton How Did that Get in my Lunchbox? Why Should I Eat Well? Variety of Start to Finish books (e.g., From Wheat to Bread, From Sheep to Sweater) | <ul style="list-style-type: none"> FOSS Insects and Plants The Great Kapok Tree Living Sunlight A Log's Life The Salamander Room Who Will Plant a Tree? The Tree Lady Variety of nonfiction articles (Science A-Z, Readworks) |
| Essential Learning Outcomes | <ul style="list-style-type: none"> Identify main topic of multi-paragraph text Describe connection between a series of scientific ideas in a text Describe how reasons support specific points made by author Give an effective oral report Write an effective information text Plan & conduct science investigations & analyze data Construct a scientific argument Identify some properties of matter Understand how matter changes when heated or cooled Understand how an object's properties affect its use | <ul style="list-style-type: none"> Recount stories, determining central message, lesson, or moral Describe how characters in a story respond to major events & challenges Describe connection between a series of historical ideas in a text Write an effective narrative text Tell a story effectively Understand the importance of individual action and character Explain how heroes from long ago & the recent past have made a difference in other's lives Identify a local problem, and formulate & implement a solution | <ul style="list-style-type: none"> Identify main topic of multi-paragraph text Recount stories, determining central message, lesson, or moral Describe connection between a series of scientific ideas or steps in technical procedures in a text Describe how reasons support specific points the author makes in a text Compare & contrast the most important points presented in two texts on the same topic Write an effective narrative Use evidence to make a point Compare solutions to a problem Work collaboratively to problem solve | <ul style="list-style-type: none"> Describe how characters in a story respond to major events & challenges Describe connection between a series of historical ideas in a text Write an effective narrative Recount key ideas or details from orally presented story or text Demonstrate map skills Explain how the U.S. makes, carries out, and enforces laws Describe ways nations interact to resolve problems Identify a local problem and create new law/rule using U.S. government's process to solve it | <ul style="list-style-type: none"> Recount stories from diverse cultures, determining central message, lesson, or moral Describe how characters in a story respond to major events & challenges Identify main topic of multi-paragraph text Describe connection between a series of scientific ideas or steps in technical procedures in a text Write an effective opinion piece Analyze the healthiness of a school lunch by determining ingredients, sourcing, and processing Inform and persuade others to make healthy choices | <ul style="list-style-type: none"> Describe how characters in a story respond to major events & challenges Acknowledge differences in points of view of characters Ask & answer questions to demonstrate understanding of key details in a text Describe the connection between a series of scientific ideas or concepts in a text Describe how reasons support specific points made by author Write an effective information text (lab report) Plan & conduct a science investigation Develop a simple model Make observations of plants & animals to compare the diversity of life in habitats |
| Assessments | <ul style="list-style-type: none"> Multiple formative assessments Information Writing Matter Assessment End of Unit-ELA Magnet Standards Assessment | <ul style="list-style-type: none"> Multiple formative assessments Information Poster End of Unit-ELA Magnet Standards Assessment | <ul style="list-style-type: none"> Multiple formative assessments Narrative Writing Science Journals End of Unit-ELA Magnet Standards Assessment | <ul style="list-style-type: none"> Multiple formative assessments Narrative Writing Information Poster End of Unit-ELA Magnet Standards Assessment | <ul style="list-style-type: none"> Multiple formative assessments Information Poster Opinion Piece End of Unit-ELA Magnet Standards Assessment | <ul style="list-style-type: none"> Multiple formative assessments Information writing FOSS assessment End of Unit-ELA Magnet Standards Assessment |

GRADE 3 YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 | UNIT 6 |
|--|--|---|---|--|---|--|
| Unit Title | Alive-Survive-Thrive! | What's Your Story? | Shaping Sonoma County | Weather & Climate | We, the People | Forces and Motion |
| Length of Time | 7 weeks | 5 weeks | 3 weeks | 8 weeks | 4 weeks | 6 weeks |
| Cross-disciplinary Focus | Inheritance and Variation of Traits and Interdependent Relationships in Ecosystems | Sonoma County Region (local geography) and Native American History (pre-modern Pomo and Miwok) | Local Early Explorers and Settlers to Sonoma County | Weather and Climate | Compare and contrast local government and federal government, focusing on the responsibility of citizenship. | Forces and Interaction |
| Crosscutting Concept(s) | Systems; Cause and Effect | Continuity and Change | Continuity and Change | Patterns; Cause & Effect | Structure and Function; Continuity and Change; Systems | Patterns; Cause & Effect |
| Inquiry Focus | Why is it important for humans to understand & predict how environmental changes impact plants & animals? How have environmental changes impacted natural ecosystems? How can we ensure the survival of as many species as possible for future generations? | How do our stories define us? How do our stories help us to understand one another? How does knowing others' stories help us better know ourselves? How do our stories help us to build empathy towards others? How do our stories help us to build community in order to solve real-world problems? | Why did people move to my community? How has my community changed over time? How have newcomers impacted my community and its people? How does my community shape who I am? Why is it important to know the history of my community? How do fables, folktales and myths reflect human cultures and values? How do fables, folktales, and myths cross cultural boundaries? | What is weather? How does weather impact us and our community? Are weather and climate the same around the world? What is the difference between weather and climate? How can we best prepare for extreme weather? | What is citizenship? How does an engaged citizen behave? What are rules and laws, and why are they important? Who and what goes into making rules & laws in our school, our city, our state and our nation? What is the U.S. Constitution, and why is it important? What issues are important to my community? How can I help my community? | What must be known about a force to predict how it will change an object's motion? How does applying a force affect the way an object moves? How do an object's properties affect how the object will move when a force is applied? |
| Student Showcase | Students will create a report to present their endangered animal information and their solution to the problems they face due to human impact. | Students will use what they have learned about writing a personal narrative and storytelling elements to tell their family stories to their classmates. | Based on a series of community and historical interviews, students will present local history via a collaborative interactive timeline to educate others about Sonoma County history, its people, and its values. | Students will design a house that can withstand severe weather effects with minimal damage and present their design and re-design solutions, highlighting their reflection and design processes. | Students will identify issues in their local community and will explore ways they can contribute positively to address these issues. Using the design thinking process, students will identify a solution to the identified problem. | Students will design, build, and present a prototype of a roller coaster ride that is creative, artistic, fun to ride, safe, and demonstrates an understanding of the laws of forces and motion. |
| ELA Magnet Standards | RL 3.9 RI 3.2 W 3.2 SL 3.1 | RL 3.2 RI 3.9 W 3.2 SL 3.1, 3.4 | RL 3.2 RI 3.2 W 3.3 SL 3.1 | RL 3.3 RI 3.3 W 3.3 SL 3.4 | RL 3.9 RI 3.9 W 3.1 SL 3.1 | RL 3.3 RI 3.3 W 3.1 SL 3.4 |
| Cross-disciplinary Standards | NGSS Life Science: 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4 | CA History Social Science: 3.1, 3.2 | CA History Social Science: 3.3, 3.3.1, 3.3.2, 3.3.3 | NGSS Earth Science: 3-ESS2-1, 3-ESS2-2, 3-ESS3-1 | CA History Social Science: 3.4, 3.5 | NGSS Physical Science: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> FOSS Structures of Life The Animal Rescue Club Inheritance of Traits I Look Like My Mother Ibis: A True Whale Story Tudley Didn't Know A Dandelion's Life Winter's Tail Gregor Mendel, The Friar Who Grew Peas McGraw-Hill Wonders Correlations | <ul style="list-style-type: none"> A River Ran Wild The Pomo of California California Indians HM: The Keeping Quilt; Anthony Reynoso: Born to Rope; The Talking Cloth; Dancing Rainbows: A Pueblo Boy's Story EELI Texts McGraw-Hill Wonders Correlations Reader's Theater scripts | <ul style="list-style-type: none"> The House on Maple Street Pancho Rabbit and the Coyote, A Migrant's Tale Variety of fables & folktales, including The Lion and the Mouse; The Tortoise and the Hare; The Snow Girl; The Butterfly's Wedding McGraw-Hill Wonders Correlations | <ul style="list-style-type: none"> FOSS Water & Climate Tornado Tracking the Weather Storms On the Same Day in March: A Tour of the World's Weather Over in the Wetlands Scholastic Discover More: Weather Weather: Poems for All Seasons Hailstone & Halibut Bones McGraw-Hill Wonders Correlations | <ul style="list-style-type: none"> When You Grow Up to Vote What Can A Citizen Do? If Everybody Did Harvesting Hope The Streets Are Free The U.S. Constitution Various Reading A-Z texts McGraw-Hill Wonders Correlations | <ul style="list-style-type: none"> FOSS Motion and Matter Pop's Bridge Papa's Mechanical Fish Rosie Revere Engineer Jake Drake: Know It All McGraw-Hill Wonders Correlations |
| Essential Learning Outcomes | <ul style="list-style-type: none"> Compare/contrast literature by same author Determine main idea of information text Explain how key details support main idea in information text Analyze and interpret scientific data Use evidence to support thinking Construct a scientific argument Write an informational piece for the Showcase about an endangered animal | <ul style="list-style-type: none"> Determine central message, lesson, or moral of a story Explain how key details convey a story's message, lesson, or moral Compare/contrast information text on same topic Identify storytelling elements Write and tell a family story using narrative writing elements | <ul style="list-style-type: none"> Determine central message, lesson, or moral of a story Explain how key details convey a story's message, lesson, or moral Determine main idea of information text Explain how key details support main idea in information text Conduct family/community interviews Communicate sequence of local historical events & their impact | <ul style="list-style-type: none"> Describe characters in a story and how their actions impact story sequence Describe relationships between a series of scientific ideas Convey ideas and information clearly orally and in writing Represent weather data in tables & graphical displays Make a claim about and defend a design solution | <ul style="list-style-type: none"> Understand what it means to be a responsible and engaged citizen Compare/contrast literature by same author Compare/contrast information text on same topic Write effective information-explanatory text Engage effectively in a range of collaborative discussions Understand importance of the U.S. Constitution Identify important issues for and ways to help our community | <ul style="list-style-type: none"> Describe characters in a story and how their actions impact story sequence Describe relationships between a series of scientific ideas Convey ideas and information clearly orally and in writing Ask questions to determine cause & effect relationships Plan & conduct scientific tests to improve prototype |
| Assessments | <ul style="list-style-type: none"> Multiple formative assessments Science pre- and post-tests End of Unit ELA (Illuminate Ed) | <ul style="list-style-type: none"> Multiple formative assessments Storytelling Presentation End of Unit ELA (Illuminate Ed) | <ul style="list-style-type: none"> Multiple formative assessments Interview presentation End of Unit ELA (Illuminate Ed) | <ul style="list-style-type: none"> Multiple formative assessments FOSS Summative Assessment End of Unit ELA (Illuminate Ed) | <ul style="list-style-type: none"> Multiple formative assessments Problem-solution presentation End of Unit ELA (Illuminate Ed) | <ul style="list-style-type: none"> Multiple formative assessments FOSS Summative Assessment End of Unit ELA (Illuminate Ed) |

GRADE 4 YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 | UNIT 6 |
|--|--|--|--|--|--|---|
| Unit Title | Early California—Regions, Native Americans, and Spanish Influence | Animals & Plants in Their Environments | From Californios to Californians | Earth’s Patterns | California as a Powerhouse | Harnessing Energy |
| Length of Time | 6 weeks (30 days) | 5 weeks (25 days) | 5 weeks (25 days) | 5 weeks (25 days) | 5 weeks (25 days) | 6 weeks (30 days) |
| Cross-disciplinary Focus | Early California - Regions, Native Americans, and Spanish Influence. | Functions of internal & external structures in plants & animals. Environmental impacts and threats. | Impact of Mexican American War and Gold Rush on the state of California - Economic, Social, Political Life. | Earth’s Systems – Weathering, Erosion, and Patterns in Earth’s Features. | Agriculture and Industry’s Impact on California’s Development - Local, State, and Federal Governments. | Energy, Earth, and Human Activity – Energy, Energy Transfer, and Natural Resources. |
| Crosscutting Concept(s) | Change; Interdependence | Systems and System Models | Cause & Effect, Motives, Impact | Patterns, Cause & Effect, Systems & System Models | Power, Systems, Changes Over Time, Multiple Perspectives, Ethics | Energy & Matter, Cause & Effect, Systems and System Models |
| Inquiry Focus | When change occurs between cultures, what are the impacts on all people involved? Can people who are different and who come from different backgrounds live and work together harmoniously? How do personal desires influence actions and lead to unforeseen consequences? | How do the internal and external structures of animals & plants help them adapt to their changing environments? What might an animal or plant do to adapt to a new or changing environment? What kind of adaptations would animals and plants need to survive if their environment was no longer the same? | How does motive impact the outcome of an event? What are the relationships between motives and positive and negative impacts? | How can we use the patterns that we see on our planet to help us explain geographical features and solve problems related to the geography? How do earth’s patterns help us understand and solve current local and global problems? | How do governments reinforce commonly accepted ethics? How do systems of transportation and communication evolve over time? How do migration and immigration affect the different perspectives people have about culture? | How can we ensure that the sources of energy we use will be safe and sustainable for the long term? How does human activity impact the way we use and prioritize sources of energy? How does the use of the different sources of energy bring about changes in our ecosystems and environments? |
| Student Showcase | Students make a plan to welcome new citizens/cultures into the community/school or they can create an alternate version of how Native Americans and European explorers could have interacted. | Students research & analyze how plants & animals adapt to changing environments to survive. They identify & present possible solutions for plant & animal adaptations to enable survival. | In groups, students focus on one basic motivation and describe the positive and negative impacts that it had on a historical event and a current event. | Students work individually or in groups to present how patterns can be used to help deal with the problems caused by floods, earthquakes, volcanoes, and tsunamis. | Student show their understanding of the impact that power can have on our lives when they explore the history of immigrants to California, (their family or an influential historical figure in California history). They will identify positive and negative impacts based on details of these journeys. | Students develop and present a plan for the school to adopt a renewable energy source or propose an environmentally friendly and cost-effective design feature that will reduce the amount of energy used. |
| ELA Magnet Standards | RL 4.2, 4.9 RI 4.2, 4.3 W 4.3 SL 4.4 | RI 4.2 W 4.1, 4.2 SL 4.4 | RL 4.2, 4.9 RI 4.2, 4.3 W 4.2 SL 4.4 | RI 4.2, 4.3 W 4.2 SL 4.4 | RL 4.2, 4.9 RI 4.1 W 4.1 SL 4.4 | RI 4.2 W 4.2 SL 4.4 |
| Cross-disciplinary Standards | CA History Social Science: 4.1, 4.2 | NGSS Life Science: 4-LS1-1, 4-LS1-2 | CA History Social Science: 4.3 | NGSS Earth Science: 4-ESS2-1, 4-ESS2-2, 4-ESS2-3 | CA History Social Science: 4.3 | NGSS Physical Science: 4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4 NGSS Earth Science: 4-ESS3-1, 4-ESS3-2 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> <i>Zia</i> <i>California History</i> – Splash Publications Nonfiction Texts for Close Reading & Annotating | <ul style="list-style-type: none"> <i>FOSS: Environments</i> <i>Otters Love to Play</i> <i>Animal Adaptions</i> (Book Set) <i>Amazing Plants and Animals</i> (Multilevel Book Set) Nonfiction Texts for Close Reading & Annotating | <ul style="list-style-type: none"> <i>The Ballad of Lucy Whipple</i> <i>California History</i> – Splash Publications <i>The California Gold Rush</i> <i>The Gold Rush</i> Nonfiction Texts for Close Reading & Annotating | <ul style="list-style-type: none"> <i>FOSS: Soils, Rocks, & Landforms</i> <i>Inside the Earth</i> <i>Sierra</i> Nonfiction Texts for Close Reading & Annotating | <ul style="list-style-type: none"> <i>California Government and Economy</i> – Splash Publications <i>Riding Freedom</i> <i>A Picture Book of Cesar Chavez</i> <i>So Far From the Sea</i> <i>Dorothea Lange</i> <i>Who Was Steve Jobs?</i> Nonfiction Texts for Close Reading & Annotating | <ul style="list-style-type: none"> <i>FOSS: Energy</i> <i>The Boy Who Harnessed the Wind</i> Nonfiction Texts for Close Reading & Annotating |
| Key Concepts | <ul style="list-style-type: none"> Determine theme of story using details from text Compare & contrast treatment of similar themes, topics, and patterns of events in our readings Write an effective narrative Use textual evidence when explaining explicit and inferred meaning Use lessons from history to make better decisions today Understand impact of cultural change on people involved Plan & deliver an organized presentation | <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details Summarize a text Write effective information pieces Write information pieces to examine a topic and convey ideas clearly Use a model to describe grade level science standards Construct an argument that plants and animals have structures for survival. Plan & deliver an organized presentation | <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details Summarize a text Write information pieces to examine a topic and convey ideas clearly Use lessons from history to see how motivations have an impact on outcomes Plan & deliver an organized presentation | <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details Summarize a text Write information texts to examine a topic and convey ideas clearly Explain events, procedures, ideas, or concepts in a scientific/technical text Understand how knowledge of patterns can help us solve problems caused by floods, earthquakes, volcanoes, and tsunamis Plan & deliver an organized presentation | <ul style="list-style-type: none"> Examine themes and characters in literature and write essays with evidence from the text Summarize a text Write information pieces to examine a topic and convey ideas clearly Use lessons from history to see how systems change Plan & deliver an organized presentation | <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details Summarize a text Write information texts to examine a topic and convey ideas clearly Understand the cause & effect relationship between energy sources and the transfer of energy Understand patterns of change between two interacting objects Understand waves & repeating patterns of motion based on their properties |
| Assessments | <ul style="list-style-type: none"> Multiple formative assessments LC Narrative Writing End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> Multiple formative assessments Informational and LC Opinion Writing End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> Multiple formative assessments LC Informational Writing End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> Multiple formative assessments FOSS Assessments LC Informational Writing End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> Multiple formative assessments LC Literary Essay Writing End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> Multiple formative assessments FOSS Assessments End of Unit-ELA Magnet Standards |

GRADE 5 YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 |
|---------------------------------------|---|--|--|--|--|
| Unit Title | Thrive and Survive | Our Connection to Native Cultures | New World: Dreams and Realities | From Colony to Country | Our Fragile Ecosystem |
| Length of Time | 8 weeks | 6 weeks | 6 weeks | 6 weeks | 8 weeks |
| Cross-disciplinary Focus | Observing patterns in nature and ourselves through science and literature. | Major pre-Columbian settlements; visual arts; human impact on Earth's systems. | Traillblazing to form colonies and how it connects to the idea of further space exploration. | Protest and change bring forth change and a new form of government. | Matter and energy in organisms and ecosystems |
| Crosscutting Concept(s) | Patterns; Cause & Effect; Scale, Proportion, & Quantity | Interdependence; Change; Systems | Change; Systems | Change; Systems; Cause & Effect | Interdependence; Change; System; Cause & Effect |
| Inquiry Focus | What do I know about myself as a learner and citizen of the world? What skills and information do I need to make decisions as my life and world change? How can I have a better understanding of scientific practices, growth mindset, multiple intelligences, collaboration and social-emotional development, and ethical decision-making to guide my choice now and in the future? | What can we learn from people of the past, to apply in the present, to make things better in the future? How can we develop our growing understanding of interconnections and interdependence of Earth's natural systems and human social systems to prepare us to make decisions about California's future and become sources of innovative solutions to the future problems in California? | Why do people move? How and why did settlers choose where to live? How did people work in the colonies? How was power used to justify slavery? What systems influenced the lives of early colonists? What are opportunities and inequities with the systems? How do competing interests influence how power is distributed and exercised? | How was power gained, used and justified by the Loyalists and the Patriots leading up to the Revolution? How does power influence contribution? Can a person without power make a significant contribution? | How do human actions impact Earth's systems? What problems do we see in the environment and how can we solve them? What can we do in our community to help these systems stay in balance in our community? |
| Student Showcase | Students will share their Four-Panel Display (which reflects different facets of unit—science, literature, growth mindset, and myth) at a gallery walk. | Students will recognize and acknowledge the impact of our actions upon the Earth and think of creative solutions to solve present and future problems. | Students will research pros/cons about systems within colonial regions to identify which colony they would have liked to live in and why. | Students will investigate where they see a current problem or discussion that parallels the issues of the past and where they see evidence of these issues today. | Students' explorations of how human activities can have major effects on ecosystems will be showcased at an Ecology Fair. |
| ELA Magnet Standards | RL 5.2, 5.3 RI 5.3 W 5.1, 5.3 | RL 5.2, 5.3 RI 5.3 W 5.3 | RL 5.2 RI 5.2, 5.3 W 5.1 | RI 5.2, 5.3 W 5.2 | RL 5.2 RI 5.2, 5.3 W 5.2, 5.3 |
| Cross-disciplinary Standards | NGSS Physical Science: PS1-1, PS1.A, PS2-1, PS2.B NGSS Earth Science: ESS1-1, ESS1-2, ESS1.A ESS2-1, ESS2.A ESS2.C, ESS3-1, ESS3.C | CA History Social Science: 5.1 CA Visual Arts: 2.7; 3.2 NGSS Earth Science: ESS1.B, ESS3-1, ESS3.C, ESS2-1 NGSS Engineering: ETS1-1, ETS1-2, ETS1-3 NGSS Physical Science : PS1-3, PS1.A | CA History Social Science: 5.2, 5.4 CA Visual Arts: 2.0 NGSS Physical Science: PS1-1, PS1.A NGSS Earth Science: ESS2-1, ESS2.A, ESS3-1, ESS3.C | CA History Social Science: 5.5, 5.6, 5.7 NGSS Physical Science: PS1-1, PS1.A, PS1-2, PS1-3, PS1-4 NGSS Earth Science: ESS2-1, ESS2.A, ESS3-1, ESS3.C NGSS Engineering: ETS1-1, ETS1-2, ETS1-3 | NGSS Life Science: LS1-1, LS1.C; LS2-1, LS2.A, LS2.B, NGSS Physical Science: PS3-1, PS3.D NGSS Earth Science: ESS2-1, ESS2.A, ESS3-1 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> <i>A Long Walk to Water</i> <i>FOSS Earth and Sun</i> <i>Life Story</i> <i>Who Was Galileo?</i> <i>Zoo in the Sky</i> Variety of nonfiction texts | <ul style="list-style-type: none"> <i>Sign of the Beaver</i> <i>Brother Eagle Sister Sky</i> <i>Keepers of the Earth</i> <i>Life Among the Anasazi</i> <i>Northeast, Northwest Coast, Plains, & Southwest Indians</i> <i>FOSS Earth and Sun</i> | <ul style="list-style-type: none"> <i>The Middle Colonies: Breadbasket of the New World</i> <i>The Southern Colonies: First and Last of 13</i> <i>The New England Colonies: A Place for Puritans</i> <i>A Timeline History of the 13 Colonies</i> <i>Poor Richard's Almanack, 1733</i> <i>Freedom Over Me</i> <i>FOSS Earth and Sun</i> | <ul style="list-style-type: none"> <i>Black Pioneers of Science & Invention</i> <i>A More Perfect Union: The Story of Our Constitution</i> <i>Sophia's War: A Tale of the Revolution</i> Biographies: Joseph Brant, Paul Revere, Sybil Ludington, Phillis Wheatley, Abigail Adams, Sojourner Truth, George Washington, and Alexander Hamilton <i>FOSS Mixtures and Solutions</i> | <ul style="list-style-type: none"> <i>FOSS Living Systems</i> <i>Flush</i> <i>Diary of a Worm</i> <i>Pass the Energy, Please!</i> <i>Tabletop Pond Guide</i> <i>Eat and Be Eaten: How an Ecologist Uses Food Webs</i> <i>Investigating Crayfish</i> Variety of Nonfiction Texts |
| Essential Learning Outcomes | <ul style="list-style-type: none"> Compare and contrast elements of a story using specific details Quote accurately from text when explaining explicit & inferred meaning Determine a theme of a story from details in the text. Write an effective narrative Identify predictable patterns caused by Earth's movement in solar system Understand how growth mindset, multiple intelligences, and social-emotional development guide decision-making Connect learning across disciplines | <ul style="list-style-type: none"> Compare & contrast elements of narrative texts Explain relationships between people, events, ideas, or concepts in historical & scientific texts Write an effective information text Conduct short research projects Collaborate effectively Describe major pre-Columbian settlements Understand human impact on Earth's systems Understand and apply generalizations of the crosscutting concept Interdependence | <ul style="list-style-type: none"> Determine theme of a text Determine two or more main ideas of text, explaining how they are supported by key supporting details Explain relationships between people, events, ideas, or concepts in historical & scientific texts Write an effective opinion piece Collaborate effectively Explore what a system is within the context of colonial regions Identify, compare, and contrast opportunities and inequities within the colonial regions researched Communicate and discuss pros and cons of identified systems with peers | <ul style="list-style-type: none"> Determine main ideas of text, explaining key supporting details Explain relationships between people, events, ideas, or concepts in historical & scientific texts Write an effective information text Collaborate effectively Explain causes and understand course & consequences of the American Revolution Describe people & events associated with the development of the U.S. Constitution Engage in creative problem solving Understand, examine, and apply crosscutting concepts of Power, Change, & Systems to unit topics | <ul style="list-style-type: none"> Determine theme of a text Explain relationships between people, events, ideas, or concepts in historical & scientific texts Develop a scientific model to describe movement of matter Support a scientific argument Explore current events and problems involving human impact on the planet Explore what a system is Problem solve and propose solutions to help keep local ecosystems in balance Educate peers about possible solutions |
| Assessments | <ul style="list-style-type: none"> Multiple formative assessments End of Unit-ELA Magnet Standards Narrative Writing (District) Mindset Survey FOSS Assessments End of Unit Student Self-Reflection | <ul style="list-style-type: none"> Multiple formative assessments End of Unit-ELA Magnet Standards Narrative Writing Social Studies Content Test FOSS Science Assessment End of Unit Student Self-Reflection | <ul style="list-style-type: none"> Multiple formative assessments End of Unit-ELA Magnet Standards Social Studies Content Test FOSS Science Assessment Opinion Writing (District) End of Unit Student Self-Reflection | <ul style="list-style-type: none"> Multiple formative assessments End of Unit-ELA Magnet Standards Informational Writing Mind Mission Teamwork & Reflection End of Unit Student Self-Reflection | <ul style="list-style-type: none"> Multiple formative assessments End of Unit-ELA Magnet Standards Informational Writing (District) FOSS Science Assessment End of Unit Student Self-Reflection |

GRADE 6 YEAR AT-A-GLANCE: COLLABORATIVE CURRICULUM DESIGN UNITS OF STUDY

| | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 |
|--|--|---|--|--|--|
| Unit Title | Adapt and Survive | What Makes a Civilization? | The Study of Ancient India and China | Legacy Battle: Ancient Greece vs. Ancient Rome | Stability and Change |
| Length of Time | 7 weeks | 7 weeks | 7 weeks | 7 weeks | 7 weeks |
| Cross-disciplinary Focus | Early hominids to the agricultural revolution; evolution and adaptation | First civilizations. Human systems. Systems interactions. Reading informational text. | Early Civilizations continued, world religions, and an examination of climate and energy flow. | Ancient Civilizations: Greece and Rome. | Earth out of balance, climate change, and engineering solutions |
| Crosscutting Concept(s) | Change; Systems | Systems; Cause and Effect | Cause and Effect; Systems | Power; Systems | Stability and Change; Systems |
| Inquiry Focus | Through research and analysis, student will learn about changes that occurred in the past that led to the development of Homo sapiens of today. | Through research and analysis, students will reflect on societies, past, present, and imaginary to determine what elements are necessary. | What can we learn from the past that could help us solve the problems of today? How do religion, geography, political structure, and the economy shape a society? | Which society, Greece or Rome, made the most lasting impact on our time? | How can we use our knowledge of weather and climate to promote awareness and activism on climate issues, especially at a local level? |
| Student Showcase | Students will create an Early Humans Scrapbook to synthesize their learning about evolution, adaptation, early hominids, the agricultural revolution, and migration. | Students will synthesize what they have learned in a final argument essay: What are the essential elements of a functioning civilization? Students will explore the essay results in conjunction with their imaginary civilization project in a Town Hall. | Students will collaborate to create an Ancient Asia Artifact Trunk which will include various artifacts (textiles, tools, religious idols, writing, visual maps, pictures). Students will showcase and discuss their Ancient Asia Artifact Trunk to their peers. | Students will present their learning through a Classroom Museum and argue orally and in writing which civilization had the longest lasting impact. | Students will collaborate to design products to promote awareness of or activism for the climate issues studied during this unit and will present their solutions regarding climate change. |
| ELA Magnet Standards | RL 6.2, 6.3 RI 6.2, 6.3 W 6.3 SL 6.4 | RL 6.2 RI 6.2, 6.3 W 6.1 SL 6.4 | RI 6.2, 6.4, 6.5, 6.6, 6.10 W 6.2 SL 6.4 | RI 6.3, 6.8 W 6.1, 6.2 SL 6.4 | W 6.2 SL 6.4 |
| Cross-disciplinary Standards | CA History Social Science: 6.1 | CA History Social Science: 6.2 | CA History Social Science: 6.5, 6.6 | CA History Social Science: 6.4, 6.7 | NGSS Earth Science: MS-ESS1-1; MS-ESS2-4; MS-ESS2-5; MS-ESS2-6; MS-ESS3-2; MS-ESS3-3; MS-ESS3-4; MS-ESS3-5 NGSS Physical Science: MS-PS1-4; MS-PS3-4; MS-PS3-5 |
| Core Reading: Literature & Nonfiction | <ul style="list-style-type: none"> • <i>EEI: Agricultural Advances in Ancient Civilizations</i> • <i>Hatchet</i> • Variety of nonfiction texts | <ul style="list-style-type: none"> • <i>EEI: Egypt and Kush</i> • <i>Weslandia</i> • <i>The Giver</i> • <i>Gilgamesh Trilogy</i> • Variety of nonfiction texts | <ul style="list-style-type: none"> • <i>Ancient India: Was There an Aryan Invasion?</i> • <i>Kids Discover: Ancient China</i> • <i>Kids Discover: Ancient India</i> • Variety of nonfiction texts | <ul style="list-style-type: none"> • <i>Ancient Greece (The Ancient World Series)</i> • <i>Ancient Rome (The Ancient World Series)</i> • <i>Favorite Greek Myths</i> • Variety of Greek & Roman myths • Variety of nonfiction texts | <ul style="list-style-type: none"> • <i>FOSS Weather and Water</i> • Various digital nonfiction mentor texts |
| Essential Learning Outcomes | <ul style="list-style-type: none"> • Determine a central idea of a literary and information text and how it is conveyed through particular details • Describe how a particular story's plot unfolds and how the characters respond/change as the plot moves toward a resolution • Provide a summary of literary and information text distinct from personal opinions or judgments • Analyze in detail how a key individual, event, or idea is introduced and elaborated in an information text • Present claims and findings, sequencing ideas logically and using pertinent details to communicate main idea or theme • Describe hunter-gatherer societies, including use of tools and fire • Describe how humans adapted to a variety of environments • Discuss the climatic changes & human modifications that led to the domestication of plants & animals | <ul style="list-style-type: none"> • Determine a central idea of a literary text and how it is conveyed through particular details • Provide a summary of the text distinct from personal opinions or judgments • Analyze in detail how a key individual, event, or idea is introduced and elaborated in a text • Write an effective opinion piece • Present claims and findings, sequencing ideas logically and using pertinent details to communicate main idea or theme • Discuss the physical settings that supported permanent settlements and early civilizations • Understand what contributed to economic surplus and the emergence of cities as centers of power and culture • Describe the role of Egyptian trade in the eastern Mediterranean & Nile Valley • Trace the evolution of language and its written forms | <ul style="list-style-type: none"> • Determine a central idea of a text and how it is conveyed through particular details • Provide a summary of the text distinct from personal opinions or judgments • Determine an author's point of view and explain how it is conveyed in the text • Write an effective informative/explanatory piece • Present claims and findings, sequencing ideas logically and using pertinent details to communicate main idea or theme • Understand how knowledge of history may help us solve current problems • Understand and explain systems and/or factors that help shape societies | <ul style="list-style-type: none"> • Analyze in detail how a key individual, event, or idea is introduced and elaborated in a text • Trace and evaluate the argument and specific claims in a text • Distinguish claims that are supported by reasons and evidence from claims that are not • Orally and in writing, make and defend an argument using evidence • Analyze the geographic, political, economic, religious, and social structures and systems of Ancient Greece and Ancient Rome • Understand and analyze elements of power from multiple perspectives | <ul style="list-style-type: none"> • Conduct research on climate change topics • Write an informational piece to present research and possible solution to combatting climate change • Present research and possible solutions at a local level • Analyze digital mentor texts • Understand the connections and differences between weather and climate • Understand what climate change is • Study how the carbon cycle and greenhouse gases affect climate change • Identify the effects of climate change on living things and how these impacts are interconnected |
| Assessments | <ul style="list-style-type: none"> • Multiple formative assessments • EEI • Early Humans Scrapbook • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • Argument Writing Piece • End of Unit Presentation/Town Hall • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • End of Unit Presentation • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • Argument Writing Piece • Classroom Museum • End of Unit-ELA Magnet Standards | <ul style="list-style-type: none"> • Multiple formative assessments • End of Unit Presentation • FOSS Assessments • End of Unit-ELA Magnet Standards |