



Yeshiva Day School Las Vegas

**General Studies School Curriculum Guide
2025-2026 Academic Overview**

Curriculum Objective

The General Studies curriculum for Kindergarten through Grade 8 will reflect the Common Core standards as they apply to the Core Subjects (ELA, Math, Science, and Social Studies). At every grade level, the curriculum will provide educational foundations for fostering critical thinking skills. In coordination with the school's Early Childhood Center, YDLV's Elementary School Curriculum places emphasis on the teaching of solid, meaningful, integrated transitional skills at mastery level by the end of each year.

Integrated Approach

The objective of the curriculum is to inspire interest in new areas and develop skills and understanding in the four core areas: ELA, Mathematics, Science, and Social Sciences. Additionally, in line with the school's Mission Statement, curricular objectives support the development of skills and understanding in the arts and physical education. In Elementary School, this effort is accomplished through an integrated approach using whole group instruction, small group instruction, and independent student learning opportunities. Middle School instruction is supported by a combination of socratic, deductive, and inquiry based methods, particular to the content of each class.

Instruction throughout elementary school will consistently include a focus on the Core Subjects of English Language Arts, Math, Science and Social Studies are often integrated into Reading instruction, even as early as Kindergarten. The school provides comprehensive science and social studies curriculums to teachers in addition to the ELA curriculum and Math curriculum. While teachers are provided the structure of research-based curriculum matched to Common Core Standards, teachers are encouraged to be creative in how they supplement instruction and engage students.

Math Program: *Go Math!*

Used as the core curriculum in grades K-8, *Go Math!* is designed using the proven 5E instructional model, guiding students toward proficiency by building on their previous understanding of mathematical concepts. Embedded formative math assessments ensure students get the support they need. The five Es are:



The use of *Go Math!* as the primary curricular resource will help to ensure the learning, acquisition, and mastery of the fundamental skills identified for each subsequent grade level.

GO Math! helps students engage with the standards and practices in new ways. Lessons begin with problem-based situations and then build to more abstract problems. All along the way, students use multiple models, manipulatives, quick pictures, and symbols to build mathematical understanding. Best of all, *GO Math!* is write-in at every grade level, so students are completely engaged.

Math Standards

The content standards have three levels of organization. The standards define what students should understand and be able to do. These standards are organized into clusters of related standards to emphasize mathematical connections. Finally, domains represent larger groups of related standards. The development and grade placement of standards considered research-based learning progressions with respect to how students' mathematical knowledge develops over time. At the elementary (K–6) level, there are ten content domains. Each grade addresses four or five domains.

Domain	Grade Level
Counting and Cardinality	K
Operations and Algebraic Thinking	K, 1, 2, 3, 4, 5
Number and Operations in Base Ten	K, 1, 2, 3, 4, 5
Measurement and Data	K, 1, 2, 3, 4, 5
Geometry	K, 1, 2, 3, 4, 5, 6
Number and Operations—Fractions	3, 4, 5
Ratios and Proportional Relationships	6
The Number System	6
Expressions and Equations	6
Statistics and Probability	6

Math Talk for Collaboration

Embedded Math Talk and collaborative activities encourage lively discourse. Students of all languages feel safe to participate in the math community. Math Talk, new Launch Lessons, Math Centers, and games offer fun opportunities for investigation and discussion.

Grade Level Mastery

Teachers' efforts in each grade level will focus on learning new mathematical concepts according to grade level standards. Teachers will evaluate students' progress with the use of Chapter tests, making adjustments to instruction and providing interventions when necessary to ensure student success.

Literacy Program: *Wonders*

Reading

Used in grades K-5, *Wonders* is filled with examples, award-winners, and other high-interest literary and informational texts that range across many genres, eras, and cultures. The program provides unmatched support for

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers.

By providing a comprehensive set of connected resources for all learners in grades K-5, *Wonders* offers educators the ability to adapt instruction with confidence as students grow.

Combining the work of literacy experts with research on social emotional learning, *Wonders* helps teachers strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work they do in their classroom, every day.

Language Arts: Speaking, Listening, Writing

Wonders offers a thorough grounding in foundational skills, from children's first steps in phonemic awareness and print concepts, through sophisticated academic vocabulary and advanced morphological analysis. All along the way, integrated Tier 2 lessons fill any gaps quickly. As they enhance understanding, students are encouraged to listen before speaking, speak before writing, and think critically all along—asking questions, finding text evidence, and

building a more advanced set of literacy tools. With integrated grammar, spelling, and handwriting instruction, students build their capabilities every day.

Additional reading Curriculum and Resources

Students in grades 4-8 complete novel studies to improve text analysis, critical thinking, deepen comprehension, and writing about a text. Novels are chosen from the following list:

Novel Lists				
4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<ul style="list-style-type: none"> ● Fish in a Tree ● Long Walk to Water ● Mrs. Frisby and the Rats of Nihm ● Number the Stars ● Indian in the Cupboard 	<ul style="list-style-type: none"> ● Souder ● The Story of Dr. Doolittle ● Winnie the Pooh ● True Confessions of Charlotte Doyle ● Phantom Tollbooth 	<ul style="list-style-type: none"> ● The Fighting Ground ● Roll of Thunder, Hear My Cry ● Stay Where You are Then Leave ● Echo 	<ul style="list-style-type: none"> ● House of Dries Drear ● Chasing Lincoln’s Killer ● Boy in the Striped Pajamas ● Refugee 	<ul style="list-style-type: none"> ● Animal Farm ● Hidden Figures ● Night ● Ground Zero

Middle school classes use these novel studies as their core curriculum, utilizing other supplemental materials to build vocabulary and grammar skills, as well as develop comprehension and composition skills related to the text they are reading.

Science: *Science Dimensions*

Used in grades K-8, this three-dimensional sciences program is designed around the Three Dimensions of Science: Disciplinary Core IDEas, Crosscutting Concepts, and Science and Engineering Practices. It covers four Science Strands: Engineering and Design, Physical Science, Life Science, Earth and Space Science. This is a K-12 program based on Next Generation Science Standards (NGSS) that engages students, promotes active learning and deeper thinking, sparks an interest in science and science-related careers, creates enduring understanding, building problem solving skills, and creates life-long learners. Beginning in Kindergarten, our students will learn basic science concepts under the four strands that will create a foundation for science.

Social Studies

It’s important to create and cultivate an environment where students grow in their capacity to understand the world around them.

With *IMPACT Social Studies* for grades K–5, students will gain building blocks for critical thinking, develop a strong reading and writing foundation, and learn what it means to be responsible, active citizens. With engaging content, geared to today’s elementary school students, *IMPACT* takes a fresh approach to social studies curriculum in the elementary classroom.

Pacemaker World History and US History curriculums provide middle school students with an understanding of more complex government systems, how society today has been impacted by history, early world civilizations, and financial literacy.

Supporting Curricular Materials

Education.com

Education.com is a supplemental resource that provides teachers with worksheets, games, lesson plans and additional activities to supplement the skills and strategies being taught through the core curriculum.

Scholastic Teachables

Scholastic teachables provide teachers with printable activities for every subject and grade. These resources are often used for differentiated instruction, small reading groups, extreme help at home, and more.

Exploratory Classes

In order to improve student’s health, physical fitness, and understanding of visual and performing arts, all students are provided Physical Education twice a week. Art is provided to all elementary students and music is offered in grades 1-5. Middle school students may choose additional electives each quarter.

Exploratory classes are essential in education and they provide students with a means to think, feel, and understand the world in unique ways. The meta-cognitive skills learned through instruction in the arts and physical education fosters effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21st century.



Grade Level Scope and Sequence: Elementary School



The following pages detail what will be taught in each grade level and each subject area.

Kindergarten

MATH: *Go Math*

Number and Operations

- Chapter 1: Represent, Count, and Write Numbers 0 to 5
- Chapter 2: Compare Numbers to 5
- Chapter 3: Represent, Count, and Write Numbers 6 to 9
- Chapter 4: Represent and Compare Numbers to 10
- Chapter 5: Addition
- Chapter 6: Subtraction
- Chapter 7: Represent, Count, and Write 11 to 19
- Chapter 8: Represent, Count, and Write 20 and Beyond

Geometry and Positions

- Chapter 9: Identify and Describe Two-Dimensional Shapes
- Chapter 10: Identify and Describe Three-Dimensional Shapes

Measurement and Data

- Chapter 11: Measurement
- Chapter 12: Classify and Sort Data

ENGLISH LANGUAGE ARTS: *Wonders*

Reading			
Oral Vocabulary	Comprehension	Word Work	Fluency
<ul style="list-style-type: none"> ● Content vocabulary ● Category words ● Compound Words ● Shades of meaning ● Synonyms ● Similes 	Genre: <ul style="list-style-type: none"> ● Fable ● NonFiction ● Tale ● Myth ● Fantasy ● Fiction ● Informational Text ● Poetry Skills:	Phonemic Awareness: <ul style="list-style-type: none"> ● Phoneme isolation ● phoneme blending ● phoneme categorization ● phoneme substitution ● phoneme deletion ● Onset/Rime Blending ● segmentation ● contrast sounds ● identify rhyme 	<ul style="list-style-type: none"> ● Letter and Word Automaticity ● Expression ● Phrasing ● Intonation

	<ul style="list-style-type: none"> ● Ask and Answer Questions ● Key Details ● Make Predictions ● Story Elements (Characters, setting, events) ● Cause and Effect ● Sequence <p>Strategies:</p> <ul style="list-style-type: none"> ● Reread ● Ask and answer questions ● Visualize ● Make/Confirm Predictions 	<ul style="list-style-type: none"> ● count and pronounce syllables <p>Phonics:</p> <ul style="list-style-type: none"> ● short vowels ● long vowels ● initial/final consonants ● Digraphs <p>Structural Analysis:</p> <ul style="list-style-type: none"> ● alphabetical order ● prefixes ● compound words ● Final Stable Syllables ● syllables ● Vowel team syllables ● abbreviations ● r-controlled vowels <p>Handwriting</p> <p>High Frequency Words (See list at the end of this document).</p>	
Language Arts			
Writing		Grammar	
<p>Traits:</p> <ul style="list-style-type: none"> ● Ideas ● Word Choice ● Organization ● Sentence Fluency <p>Focus:</p> <ul style="list-style-type: none"> ● Shared writing ● Personal narrative ● Interactive writing ● Independent writing ● Opinion writing ● Narrative writing (story sentence) ● Poem writing 		<ul style="list-style-type: none"> ● Nouns ● Verbs ● Adjectives ● Pronouns ● Sentences with prepositions 	

SCIENCE: *Science Dimensions*

Engineering and Design

- Unit 1: Engineering and Technology

Physical Science

- Unit 2: Forces and Motion

Life Science

- Unit 3: Plants and Animals

Earth and Space Sciences:

- Unit 4: Sun Warms Earth
- Unit 5: Weather
- Unit 6: Earth's Resources

SOCIAL STUDIES: *Impact*

Learning and Working Together

Children learn about the foundational concepts of identity, diversity, cooperation, and citizenship. Themes are woven into a discovery of significant places, and historical events. Children will also be introduced to using primary sources, maps, and timelines to learn about the world around them.

Chapters

- How Do People Learn and Work Together?
- Where Do We Live?
- What Does It Mean to Be an American?
- How Has Our World Changed?
- Why Do People Have Jobs?

PHYSICAL EDUCATION

Students in K-8 follow Physical education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.
- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

Art is organized by four strands: creating, presenting, responding, and connecting. Through these four strands, students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
 - Engage in exploration and imaginative play with materials.
- **Presenting:** Realizing artistic work through interpretation and presentation.
 - Identify reasons for saving and displaying objects, artifacts, and artwork.
- **Responding:** Understanding and evaluating how the arts convey meaning.
 - Identify various types of art and their uses within one's personal environment.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.
 - Create art that tells a story about a life experience.



First Grade



MATH: *Go Math*

Operations and Algebraic Thinking

- Chapter 1: Addition Concepts
- Chapter 2: Subtraction Concepts
- Chapter 3: Addition Strategies
- Chapter 4: Subtraction Strategies
- Chapter 5: Addition and Subtraction Relationships

Number and Operations in Base Ten

- Chapter 6: Count and Model Numbers
- Chapter 7: Compare Numbers
- Chapter 8: Two-Digit Addition and Subtraction

Measurement and Data

- Chapter 9: Measurement
- Chapter 10: Represent Data

Geometry

- Chapter 11: Three-Dimensional Geometry
- Chapter 12: Two-Dimensional Geometry

ENGLISH LANGUAGE ARTS: *Wonders*

Reading			
Oral Vocabulary	Comprehension	Word Work	Fluency
<ul style="list-style-type: none"> ● Content vocabulary ● Context Clues ● Multiple Meaning Words ● Shades of meaning/intensity 	<p>Genre:</p> <ul style="list-style-type: none"> ● Fantasy ● Fiction ● Folktale ● Realistic Fiction ● Informational Text/NonFiction ● Biography ● Poetry ● Plays <p>Skills:</p> <ul style="list-style-type: none"> ● Visualize 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> ● Phoneme isolation ● phoneme blending ● phoneme categorization ● phoneme substitution ● phoneme deletion ● Syllable deletion ● segmentation ● contrast sounds ● identify rhyme ● syllables <p>Phonics/Spelling:</p> <ul style="list-style-type: none"> ● short vowels 	<ul style="list-style-type: none"> ● Intonation ● Phrasing ● Expression ● Appropriate Phrasing

	<ul style="list-style-type: none"> ● Plot: Cause and Effect ● Connections within Text ● Ask/Answer Questions ● Main Idea and Key Details ● Compare and contrast ● Problem and Solution ● Story Elements ● Theme ● Author’s Purpose ● Sequence of Events (Beginning, Middle, End) ● Point of View <p>Strategies:</p> <ul style="list-style-type: none"> ● Reread ● Ask and answer questions ● Summarize ● Make/Confirm Predictions 	<ul style="list-style-type: none"> ● long vowels ● double final consonants ● inflectional endings ● diphthongs ● r- blends and s- blends ● Soft c and g ● plural nouns ● silent letters ● Words with -ar ● three letter blends <p>Structural Analysis:</p> <ul style="list-style-type: none"> ● alphabetical order ● prefixes ● compound words ● Final Stable Syllables ● syllables ● Vowel team syllables ● abbreviations ● r-controlled vowels <p>High Frequency Words (See list at the end of this document).</p>	
Language Arts			
Writing		Grammar	
<p>Traits:</p> <ul style="list-style-type: none"> ● Ideas ● Word Choice ● Organization ● Sentence Fluency <p>Mechanics:</p> <ul style="list-style-type: none"> ● Question and Exclamation Marks ● Capitalization and punctuation ● Commas in a series ● Underline Titles in Books ● Apostrophes in contractions ● Days, Months, Holidays ● Commas in Dates and Letters 		<ul style="list-style-type: none"> ● Sentences ● Word Order ● Statements ● Nouns: possessive nouns, singular and plural nouns, common and proper, irregular plural nouns ● Verbs: past and future-tense, <i>see</i> and <i>saw</i>, <i>Go</i> and <i>do</i>, <i>have</i> and <i>has</i>, <i>was</i> and <i>were</i> ● Contractions ● Adjectives ● Adverbs that tell when 	

SCIENCE: *Science Dimensions*

Engineering and Design

- Unit 1: Engineering and Technology

Physical Science

- Unit 2: Sound
- Unit 3: Light

Life Science

- Unit 4: Plant and Animal Structures
- Unit 5: Living Things and Their Young

Earth and Space Sciences:

- Unit 6: Objects and Patterns in the Sky

SOCIAL STUDIES: *Impact*

Our Place in the World

Students learn about the United States and the people that make it great. They understand how to learn about history, move into geography and where we live. Discovery continues with the people who make our country, from the founders to the many cultures that shaped our nation. Finally, students learn about the economics of work and trade.

Chapters

- What Are the Rights and Responsibilities of Citizens?
- How Can We Describe Where We Live?
- How Do We Celebrate Our Country?
- How Does the Past Shape Our Lives?
- Why Do People Work?

PHYSICAL EDUCATION

Students in K-8 follow Physical education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.
- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

Art is organized by four strands: creating, presenting, responding, and connecting. Through these four strands, Fiesta grade students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
 - Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- **Presenting:** Realizing artistic work through interpretation and presentation.
 - Select art objects for personal portfolio and display, explaining why they were chosen based on perceived value.
- **Responding:** Understanding and evaluating how the arts convey meaning.
 - Interpret art by categorizing subject matter and identifying the characteristics of media and composition.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.
 - Identify times, places, and reasons by which students make art outside of school.



Second Grade

MATH: *Go Math*



Operations and Algebraic Thinking

Numbers and Operations in Base Ten

- Chapter 1: Number Concepts
- Chapter 2: Numbers to 1000
- Chapter 3: Basic Facts and Relationships
- Chapter 4: 2-Digit Addition
- Chapter 5: 2-Digit Subtraction
- Chapter 6: 3-Digit Addition and Subtraction

Measurement and Data

- Chapter 7: Money and Time
- Chapter 8: Length in Customary Units
- Chapter 9: Length in Metric Units
- Chapter 10: Data

Geometry

- Chapter 11: Geometry and Fraction Concepts

ENGLISH LANGUAGE ARTS: *Wonders*

Reading			
Vocabulary	Comprehension	Word Work	Fluency
<ul style="list-style-type: none"> ● Oral Vocabulary ● Contextual Vocabulary ● Inflectional Endings ● Root Words ● Sentence Clues ● Synonyms ● Compound Words ● Antonyms ● Prefixes ● Homophones ● Multiple meaning words 	<p>Genre:</p> <ul style="list-style-type: none"> ● Fantasy ● Fiction ● Narrative Nonfiction ● Informational Text ● Expository Text ● Biography ● Poetry <p>Skills:</p> <ul style="list-style-type: none"> ● Visualize ● Key Details ● Character, Setting, Events ● Author's Purpose ● Main Idea and Details ● Plot ● Sequence 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> ● Phoneme Blending ● Phoneme categorization ● Phoneme segmentation ● Identify and generate rhyme ● Phoneme isolation ● phoneme substitution <p>Phonics/Spelling:</p> <ul style="list-style-type: none"> ● Short vowel patterns ● long vowels ● two-letter blends ● soft c and g ● consonant digraphs ● 3-letter blends 	<ul style="list-style-type: none"> ● Intonation ● Phrasing ● Expression ● Pronunciation

	<ul style="list-style-type: none"> ● Connections within Text: Cause and Effect ● Problem and Solution ● Point of View ● Theme <p>Strategies:</p> <ul style="list-style-type: none"> ● Reread ● Ask and answer questions ● Summarize ● Make ● Confirm ● Review Predictions 	<ul style="list-style-type: none"> ● inflectional endings -ed and -ing ● plurals -s, -es ● diphthongs ● variant vowels <p>High Frequency Words (See list at the end of this document).</p>	
Language Arts			
Writing		Grammar	
<p>Traits:</p> <ul style="list-style-type: none"> ● Ideas ● Word Choice ● Organization ● Sentence Fluency ● Linking Words, ● Voice <p>Mechanics:</p> <ul style="list-style-type: none"> ● Commas in a series ● Capital Letters ● Abbreviations ● Apostrophes ● Letter Punctuation ● Book Titles ● Question Marks ● Quotation Marks 		<ul style="list-style-type: none"> ● Nouns: Singular and Plural, Proper Nouns, ● Combining and rearranging sentences ● Verbs: irregular verbs, linking verbs, helping verbs, ● Contractions ● Pronouns: Possessive Pronouns, Pronoun/verb agreement ● Articles: <i>this, that, these, and those</i> ● Adverbs and Prepositional Phrases 	

SCIENCE: *Science Dimensions*

Engineering and Design

- Unit 1: Engineering and Design Process

Physical Science

- Unit 2: Matter

Life Science

- Unit 3: Environments for Living Things

Earth and Space Sciences:

- Unit 4: Earth's Surface
- Unit 5: Changes to Earth's Surface

SOCIAL STUDIES: *Impact*

Exploring Who We Are

Students are given the tools to investigate where they live, including its history, geography, economy, and government. They learn about people who have made an impact on the world and explore ways that they can impact their own world as well. Connections between their community's past and present are encouraged as they prepare for roles in their community's future.

Chapters

- Why Is It Important to Learn About the Past?
- How Does Geography Help Us Understand Our World?
- How Do We Get What We Want and Need?
- Why Do We Need Government?
- How Can People Make a Difference in Our World?

PHYSICAL EDUCATION

Students in K-8 follow Physical education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.
- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

Art is organized by four strands: creating, presenting, responding, and connecting. Through these four strands, students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
 - Discuss and reflect with peers about choices made in creating artwork.
- **Presenting:** Realizing artistic work through interpretation and presentation.
 - Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual space, and other venues) contributes to communities.
- **Responding:** Understanding and evaluating how the arts convey meaning.
 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.
 - Create works of art about events in home, school, or community life.



Third Grade



MATH: *Go Math!*

Whole Number Operations

- Chapter 1: Addition and Subtraction Within 1,000
- Chapter 2: Represent and Interpret Data
- Chapter 3: Understand Multiplication
- Chapter 4: Multiplication Facts and Strategies
- Chapter 5: Use Multiplication Facts
- Chapter 6: Understand Division
- Chapter 7: Division Facts and Strategies

Fractions

- Chapter 8: Length in Customary Units
- Chapter 9: Length in Metric Units

Measurement and Data

- Chapter 10: Time, Length, Liquid Volume, and Mass
- Chapter 11: Perimeter and Area

Geometry

- Chapter 12: Two-Dimensional Shapes

ENGLISH LANGUAGE ARTS: *Wonders*

Reading			
Vocabulary	Comprehension	Phonics	Fluency
<ul style="list-style-type: none"> ● Synonyms ● Context Clues ● Compound Words ● Metaphors ● Multiple-meaning Words ● Antonyms ● Similes ● Prefixes ● Suffixes ● Root Words 	<p>Strategy:</p> <ul style="list-style-type: none"> ● Visualize ● Ask and answer questions ● Make, Confirm, and Revise Predictions ● Reread ● Summarize <p>Skill:</p> <ul style="list-style-type: none"> ● Character, setting, plot ● Sequence ● Cause and Effect ● Main Idea and Details ● Theme ● Author's POV ● Point of View 	<ul style="list-style-type: none"> ● Short Vowels ● Word Families ● Inflectional Endings ● Plurals -s and -es ● Plurals with y to i ● Digraphs ● Open Syllables ● Singular and Plural Possessives ● Prefixes ● Suffixes ● Diphthongs 	<ul style="list-style-type: none"> ● Phrasing and Intonation ● Rate ● Expression ● Pronunciation ● Phrasing and Rate ● Accuracy and Phrasing

	<ul style="list-style-type: none"> ● Problem and Solution ● Sequence Genre: <ul style="list-style-type: none"> ● Fantasy ● Realistic Fiction ● Narrative Nonfiction ● Biography ● Expository Text ● Folktale ● Historical Fiction ● Limerick and Free Verse 		
Language Arts			
Writing	Grammar	Spelling	Vocabulary
Traits: <ul style="list-style-type: none"> ● Ideas ● Word Choice ● Organization ● Sentence Fluency ● Voice 	<ul style="list-style-type: none"> ● Sentences and fragments ● Commands and exclamations ● Subjects ● Predicates ● Simple and compound sentences ● Kinds of Nouns ● Actions Verbs ● Past-Tense Verbs ● Present-tense Subject-Verb Agreement ● Future Tense Verbs ● Combining Sentences with Verbs ● Linking Verbs 	<ul style="list-style-type: none"> ● Short vowels ● Final e ● Long vowels ● Words with Silent Letters ● Three-Letter blends ● Digraphs 	<ul style="list-style-type: none"> ● Build Vocabulary

SCIENCE: *Science Dimensions*

Engineering and Design

- Unit 1: Engineering

Physical Science

- Unit 2: Forces
- Unit 3: Motion

Life Science

- Unit 4: Life Cycles and Inherited Traits
- Unit 5: Organisms and Their Environments
- Unit 6: Fossils

Earth and Space Sciences:

- Unit 7: Weather and Patterns

SOCIAL STUDIES: *Impact*

Our Communities

Students learn about the impact geography, culture, history, government, and economics have across the globe and in their very own community. Students engage with maps, primary sources, timelines, and different perspectives to build citizenship skills and gain an understanding of the forces that shape their community locally and globally.

Chapters

- Why Does It Matter Where We Live?
- What Is Our Relationship to Our Environment?
- What Makes a Community Unique?
- How Does the Past Impact the Present?
- Why Do Governments and Citizens Need Each Other?
- How Do People in a Community Meet Their Wants and Needs?

PHYSICAL EDUCATION

Students in K-8 follow Physical education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.
- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

Art education is organized by four strands: creating, presenting, responding, and connecting. Through these four strands, students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
 - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- **Presenting:** Realizing artistic work through interpretation and presentation.
 - Identify and explain how and where different cultures record and illustrate stories and history of life through art.
- **Responding:** Understanding and evaluating how the arts convey meaning.
 - Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.
 - Recognize that responses to art change depending on knowledge of the time and place in which it was made.



Fourth Grade



MATH: *Go Math!*

Place Value and Operations with Whole Numbers

- Chapter 1: Place Value, Addition, and Subtraction to One Million
- Chapter 2: Multiply by 1-Digit Numbers
- Chapter 3: Multiply by 2-Digit Numbers
- Chapter 4: Divide by 1-Digit Numbers
- Chapter 5: Factors, Multiples, and Patterns

Fractions and Decimals

- Fraction Equivalence and Comparison
- Add and Subtract Fractions
- Multiply Fractions by Whole Numbers
- Relate Fractions and Decimals

Geometry, Measurement, and Data

- Two Dimensional Figures
- Angles
- Relative Sizes of Measurement Units
- Algebra: Perimeter and Area

ENGLISH LANGUAGE ARTS: *Wonders*

Reading			
Vocabulary	Comprehension	Phonics	Fluency
<ul style="list-style-type: none"> ● Synonyms ● Context Clues ● Compound Words ● Metaphors ● Multiple-meaning Words ● Antonyms ● Similes ● Prefixes ● Suffixes 	<p>Strategy:</p> <ul style="list-style-type: none"> ● Visualize ● Ask and answer questions ● Make, Confirm, and Revise Predictions ● Reread <p>Skill:</p> <ul style="list-style-type: none"> ● Character, setting, plot ● Sequence ● Cause and Effect ● Main Idea and Details ● Theme ● Author's POV ● Point of View <p>Genre:</p>	<ul style="list-style-type: none"> ● Short Vowels ● Word Families ● Inflectional Endings ● Plurals -s and -es ● Plurals with y to i ● Digraphs ● Open Syllables ● Singular and Plural Possessives ● 	<ul style="list-style-type: none"> ● Phrasing and Intonation ● Rate ● Expression ● Pronunciation

	<ul style="list-style-type: none"> ● Fantasy ● Realistic Fiction ● Narrative Nonfiction ● Biography ● Expository Text ● Folktale ● Historical Fiction ● Limerick and Free Verse 		
Language Arts			
Writing	Grammar	Spelling	Vocabulary
Traits: <ul style="list-style-type: none"> ● Ideas ● Word Choice ● Organization ● Sentence Fluency 	<ul style="list-style-type: none"> ● Sentences and fragments ● Commands and exclamations ● Subjects ● Predicates ● Simple and compound sentences ● Kinds of Nouns 	<ul style="list-style-type: none"> ● Short vowels ● Final e ● Long vowels ● Words with Silent Letters ● Three-Letter blends ● Digraphs 	<ul style="list-style-type: none"> ● Build Vocabulary

SCIENCE: *Science Dimensions*

Engineering and Design

- Unit 1: Engineering and Technology

Physical Science

- Unit 2: Energy
- Unit 3: Waves and Information Transfer

Life Science

- Unit 4: Plant Structure and Function
- Unit 5: Animals Structure and Function

Earth and Space Sciences

- Unit 6: Changes to Earth's Surface
- Unit 7: Rocks and Fossils
- Unit 8: Natural Resources and Hazards

SOCIAL STUDIES: *Impact*

Regions of the United States

Students learn about the history, geography, government, and economics of each region. By interacting with maps, charts, timelines, and primary sources, students discover what makes each region unique, as well as what connects each region to each other and to the world.

Chapters

- How Does America Use Its Strengths and Face Its Challenges?
- Why Have People Moved to and From the Northeast?
- How Has the Southeast Changed Over Time?
- How Does the Midwest Reflect the Spirit of America?
- How Does the Southwest Reflect Its Diverse Past and Unique Environment?
- What Draws People to the West?

PHYSICAL EDUCATION

Students in K-8 follow Physical Education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.
- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

Art education is organized by four strands: creating, presenting, responding, and connecting.

Through these four strands, students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
 - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- **Presenting:** Realizing artistic work through interpretation and presentation.
 - Analyze the various considerations for presenting and protecting art in various locations, in temporary or permanent forms, and in physical or digital formats.
- **Responding:** Understanding and evaluating how the arts convey meaning.
 - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.
 - Create works of art that reflect community cultural traditions.



Fifth Grade



MATH: *Go Math!*

Fluency with Whole Numbers and Decimals

- Chapter 1: Place Value, Multiplication, and Expressions
- Chapter 2: Divide Whole Numbers
- Chapter 3: Add and Subtract Decimals
- Chapter 4: Multiply Decimals
- Chapter 5: Divide Decimals

Operations with Fractions

- Chapter 6: Add and Subtract Fractions with Unlike Denominators
- Chapter 7: Multiply Fractions
- Chapter 8: Divide Fractions

Geometry and Measurement

- Chapter 9: Algebra: Patterns and Graphing
- Chapter 10: Convert Units of Measure
- Chapter 11: Geometry and Volume

ENGLISH LANGUAGE ARTS: *Wonders*

Reading			
Vocabulary	Comprehension	Phonics/Spelling	Fluency
<ul style="list-style-type: none"> ● Context Clues ● Idioms ● Homographs ● Greek Roots ● Greek and Latin Prefixes ● Simile and Metaphor ● Greek and Latin Suffixes ● Personification ● Homographs ● Latin Roots ● Synonyms and Antonyms ● Adages and Proverbs ● Prefixes and Suffixes ● Root Words 	<p>Strategy:</p> <ul style="list-style-type: none"> ● Visualize ● Ask and answer questions ● Make, Confirm, and Revise Predictions ● Reread ● Summarize <p>Skill:</p> <ul style="list-style-type: none"> ● Character, setting, plot ● Sequence ● Problem and Solution ● Cause and Effect ● Compare and Contrast ● Main Idea and Details ● Theme ● Author’s POV ● Point of View 	<ul style="list-style-type: none"> ● Short Vowels ● Long Vowels ● r- controlled vowels ● Variant vowels ● diphthongs ● Pluras ● Inflectional endings ● Contractions ● Closed Syllables ● Open Syllables ● Vowel Team Syllables ● Consonant +le syllables ● r-controlled vowel syllables ● Prefixes ● Homographs ● Suffixes 	<ul style="list-style-type: none"> ● Rate and Accuracy ● Expression and Accuracy ● Phrasing ● Intonation ● Expression and Phrasing ● Rate ● Accuracy

<ul style="list-style-type: none"> ● Connotation and denotation 	Genre: <ul style="list-style-type: none"> ● Realistic Fiction ● Narrative Nonfiction ● Biography ● Persuasive Article ● Expository Text ● Fairy tale ● Folktale ● Narrative and Free Verse ● Fantasy ● Tall Tale ● Realistic Fiction ● Historical Fiction ● Lyric and Free Verse 	<ul style="list-style-type: none"> ● Homophones ● Words with Greek Roots ● Words with Latin roots ● Words from Mythology 	
Language Arts			
Writing	Grammar		Vocabulary
Traits: <ul style="list-style-type: none"> ● Ideas ● Voice ● Word Choice ● Organization ● Sentence Fluency 	<ul style="list-style-type: none"> ● Sentences ● Subjects and Predicates ● Compound sentences ● Complex sentences ● Run on sentences ● Kinds of Nouns ● Prepositional Phrases ● Verbs ● Verb tenses ● Pronouns and Antecedents 	<ul style="list-style-type: none"> ● Pronoun-verb agreement ● Possessive pronouns ● Pronouns and homophones ● Clauses ● Adjectives ● Adverbs ● Negatives ● Sentence combining 	<ul style="list-style-type: none"> ● Build Vocabulary

SCIENCE: *Science Dimensions*

Engineering and Design

- Unit 1: Engineering and Technology

Physical Science

- Unit 2: Matter

Life Science

- Unit 3: Energy and Matter in Organisms
- Unit 4: Energy and Matter in Ecosystems

Earth and Space Sciences

- Unit 5: Systems in Space
- Unit 6: Earth's Systems
- Unit 7: Earth and Human Activities

SOCIAL STUDIES: *Impact*

U.S. History: *Making a New Nation*

Students learn about North America before the founding of the United States as well as the first several decades of the republic. By engaging with diverse perspectives and primary sources, students build an understanding of the cooperation and conflicts that defined the early nation.

Chapters

- How Were the Lives of Native Peoples Influenced by Where They Lived?
- What Happened When Diverse Cultures Crossed Paths?
- What Is the Impact of People Settling in a New Place?
- Why Would a Nation Want to Become Independent?
- What Does the Revolutionary Era Tell Us About Our Nation Today?
- How Does the Constitution Help Us Understand What It Means to Be an American?
- What Do the Early Years of the United States Reveal About the Character of the Nation?
- What Was the Effect of the Civil War on U.S. Society?

PHYSICAL EDUCATION

Students in K-8 follow Physical education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.
- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

Art is organized by four strands: creating, presenting, responding, and connecting. Through these four strands, students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
 - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- **Presenting:** Realizing artistic work through interpretation and presentation.
 - Explore and prepare a plan for safe and effective methods for presentation of artwork in various environments.
- **Responding:** Understanding and evaluating how the arts convey meaning.
 - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.
 - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Elementary School High Frequency Word Chart

K		1st							
the	here	a	we	new	today	work	hard	nothing	year
we	me	and	where	there	way	about	near	oh	before
see	this	are	with	use	why	animal	woman	thought	front
a	want	can	you	could	green	carry	would	above	heard
like	help	do	does	live	grow	eight	write	build	push
to	too	for	not	one	pretty	give	four	fall	tomorrow
and	has	go	school	then	should	our	large	knew	your
go	play	has	what	three	together	because	none	money	favorite
you	where	have	down	eat	water	blue	only	toward	few
do	look	he	out	no	any	into	put	answer	gone
my	good	here	up	of	from	or	round	brought	surprise
are	who	I	very	under	happy	other	another	busy	wonder
with	come	is	be	who	once	small	climb	door	young
he	does	like	come	all	so	find	full	enough	
is		little	good	call	upon	food	great	eyes	
little		look	pull	day	ago	more	poor	brother	
she		me	fun	her	boy	over	through	father	
was		my	make	want	girl	start	began	friend	
for		play	they	around	how	warm	better	love	
have		said	too	by	old	caught	guess	mother	
of		see	jump	many	people	flew	learn	picture	
they		she	move	place	after	know	right	been	
said		the	run	walk	buy	laugh	sure	children	
		this	two	away	done	listen	color	month	
		to	again	now	every	were	early	question	
		was	help	some	soon	found	instead	their	

2nd Grade High Frequency Word List

ball	year	sky	hundred	building	been	anything	wind
blue	your	straight	over	found	body	children	against
both	all	under	places	from	build	everybody	anymore
even	any	wash	those	Saturday	head	instead	complete
for	goes	baby	which	thought	heard	paper	enough
help	new	early	without	today	minutes	person	river
put	number	eight	better	toward	myself	voice	rough
there	other	isn't	group	watch	pretty	whole	sometimes
why	right	learn	every	ago	pushed	woman	stranger
yellow	says	seven	few	carry	brought	words	terrible
could	understands	start	first	certain	busy	door	window
find	work	these	hear	everyone	else	frog	afternoon
funny	because	try	hurt	heavy	happy	order	ahead
green	cold	walk	old	outside	I'll	probably	anyone
how	family	bird	special	people	laugh	remember	everything
little	friends	far	would	problem	love	someone	pretended
one	have	field	America	together	maybe	tomorrow	scientist
or	know	flower	beautiful	warm	please	what's	somehow
see	off	grow	began	again	several	worry	throughout
sounds	picture	leaves	climbed	behind	air	yesterday	trouble
boy	school	light	come	eyes	along	alone	wherever
by	took	orange	country	gone	always	became	
girl	change	ready	didn't	happened	draw	beside	
he	cheer	until	give	house	during	four	
here	fall	about	live	inside	ever	hello	
she	five	around	turned	neither	meant	large	
small	look	good	below	stood	nothing	notice	
want	open	great	colors	young	story	round	
were	should	idea	don't	among	strong	suppose	
what	their	often	down	bought	city	surprised	
another	won	part	eat	knew	father	above	
done	yes	second	many	never	mother	brother	
into	almost	two	morning	once	o'clock	follow	
move	buy	world	sleep	soon	own	listen	
now	food	also	through	sorry	questions	month	
show	out	apart	very	talk	read	soft	
too	pull	begin	animal	touch	searching	something	
water	saw	either	away	upon	sure	song	
				answer	though	who's	



MIDDLE SCHOOL, GRADES 6-8



Curriculum Overview

ENGLISH LANGUAGE ARTS: *Wordly Wise, Novel Studies*

English Language Arts in Middle school covers a variety of literature and informational texts, language and grammar skills, vocabulary, and the writing process. Students will build on the foundational literacy skills learned in Elementary school to read, analyze, and respond to a text, determine the meaning of words in context, including figurative and connotative meanings. Students will also engage in a range of collaborative discussions such as one-on-one discussions, in groups, and teacher-led. Students will build speaking and listening skills by interpreting information presented in diverse formats, delineating a speaker’s argument, and distinguishing claims supported by evidence from claims that are not. In writing, students will learn how to produce clean and coherent writing that is organized, developed, and appropriately aligned to task, purpose, and audience. Students will use the internet to produce and publish writing, conduct short research projects, and appropriately gather information from multiple sources for use in writing while avoiding plagiarism and providing basic bibliographic information from sources.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Students will read and study from the following novel list in Middle school:

6th Grade	7th Grade	8th Grade
<ul style="list-style-type: none"> ● The Friendship War ● Where the Red Fern Grows ● Echo ● Out of My Mind 	<ul style="list-style-type: none"> ● Chasing Lincoln’s Killer ● Boy in the Striped Pajamas ● Refugee 	<ul style="list-style-type: none"> ● Animal Farm ● Hidden Figures ● Night ● Ground Zero ● The Boy in the Striped Pajamas

Additional texts will include short stories, poetry, epic poems, and other genres.

MATH: Go Math! & All Things Algebra

In middle school, students will follow the structure and pacing of Go Math! curriculum, which is designed using the proven 5E instructional model, guiding students toward proficiency by building on their previous understanding of mathematical concepts. Embedded formative math assessments ensure students get the support they need. The five Es are:



The use of Go Math as the primary curricular resource will help to ensure the learning, acquisition, and mastery of the fundamental skills identified for each subsequent grade level. To supplement Go Math!, middle school students will also use All Things Math instructional materials (warm-ups, notes, homework, quizzes, unit tests, review materials, a midterm exam, a final exam, spiral reviews, and many other extras).

SCIENCE

Our science teachers have used the Science Dimensions curriculum, their own expertise, and supplemental resources to build a program based on Next Generation Science Standards (NGSS). The goal of our science program is to engage students, promote active learning and deeper thinking, spark an interest in science and science-related careers, create enduring understanding, build problem solving skills, and create life-long learners. Each year, the students will focus on one overarching science field:

	Year 1: Life Science	Year 2: Physical Science	Year 3: Chemistry/Earth Science/Biology
Lesson Modules	Classification and Cells <ul style="list-style-type: none"> ● Organisms & biological classifications ● Cell structure & cell theory ● cell transport & metabolism ● cell reproduction & protein synthesis 	Motion, Forces, Work <ul style="list-style-type: none"> ● Motion ● Force & Newton’s Laws ● Gravity, Friction, & More Forces ● Work & Machines 	Chemistry <ul style="list-style-type: none"> ● Matter, Property, & Phases ● Periodic Table, Atomic Structure, and Compounds ● Solutions & Fluids
	Human Body <ul style="list-style-type: none"> ● Skeletal & Muscular Systems ● Nervous & Endocrine ● Digestive & Excretory 	Energy <ul style="list-style-type: none"> ● Forms of Energy ● Thermal Energy ● Light & Sound Ways ● Electricity & Magnetism 	Earth Science <ul style="list-style-type: none"> ● Minerals, Rocks, Earth’s Structure ● Earth’s Crust in Motion ● Atmosphere & Water

	<ul style="list-style-type: none"> ● Respiratory & Circulatory ● Immune & Lymphatic ● Reproduction & Development 	<ul style="list-style-type: none"> ● Electrical Energy Sources 	<ul style="list-style-type: none"> ● Cycle ● Weather & Climate
	<p>History of Life</p> <ul style="list-style-type: none"> ● Genetics & Heredity ● Evolution & Intelligent Design 	<p>Circuitry & Coding</p> <ul style="list-style-type: none"> ● Makerspace ● Robot Wars 	<p>Plant & Animals</p> <ul style="list-style-type: none"> ● Plant Structure & Reproduction ● Animals: Vertebrates & Invertebrates ● Animal & Plant Homeostasis & Behavior
		<p>Outer Space</p> <ul style="list-style-type: none"> ● Solar System & Solar Exploration ● Sun-Earth-Moon System ● Star & Galaxies 	<p>Ecology</p> <ul style="list-style-type: none"> ● Ecology & Ecosystems ● Cycling of Energy & Matter ● Ecological Succession and Biomes ● Natural Resources & Conservation

SOCIAL STUDIES: *Pacemaker Social Studies*

Instruction in Social Studies in grades 6-8 will be supported by the *Pacemaker Social Studies* standard based curriculum. Social Studies will allow students to become informed citizens through reading, writing, and participating in class activities. The program is also supported by additional components which allows students to immerse themselves in virtual/real-world global expeditions focused upon imparting 21st Century skills, requisites for global citizens. Social Studies standards will also be addressed as they are integrated into the reading and writing curriculum.

Electives:

PHYSICAL EDUCATION

Students in K-8 follow Physical education standards:

- **Standard 1:** Students will demonstrate competency of motor skills and movement patterns.
- **Standard 2:** Students will apply knowledge of concepts, strategies, and tactics related to movement and performance.

- **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.
- **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

***Physical Education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. PE teachers may modify terminology when implementing the standards to ensure students understand the concepts.*

ART

The arts are essential in education and they provide students with a means to think, feel, and understand the world in unique ways. The meta-cognitive skills learned through instruction in the arts fosters effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21st century. Art education is organized by four strands: creating, presenting, responding, and connecting. Through these four strands, students will learn about:

- **Creating:** Conceiving and developing new artistic ideas and work.
- **Presenting:** Realizing artistic work through interpretation and presentation.
- **Responding:** Understanding and evaluating how the arts convey meaning.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.



Grade Level Scope and Sequence: Middle School 6-8



The following pages detail what will be taught in each grade level and each subject area.

Sixth Grade

MATH: *Go Math! & All Things 6th Grade Math*

Middle school students will follow the *Go Math!* curriculum structure, but their learning will be supported by the use of *All Things Math* curriculum. By using both of these curricular resources, the middle school math instructor can ensure lessons are aligned with common core standards and continue to build the foundation for Algebra and higher-level math concepts.

The Number System

- Chapter 1: Whole Numbers and Decimals
- Chapter 2: Fractions
- Chapter 3: Rational Numbers

Ratios and Rate

- Chapter 4: Rations and Rates
- Chapter 5: Percents
- Chapter 6: Units of Measure

Expressions and Equations

- Chapter 7: Algebra: Expressions
- Chapter 8: Algebra: Equations and Inequalities
- Chapter 9: Relationships Between Variables

Geometry and Statistics

- Chapter 10: Area
- Chapter 11: Surface Area and Volume
- Chapter 12: Data Displays and Measures of Center
- Chapter 13: Variability and Data Distributions

ENGLISH LANGUAGE ARTS: *Wordly Wise and Novel Studies*

Reading: Literature and Informational Text

- Read to determine an author's point-of-view or purpose in a nonfiction work; analyze how the author takes a position different from other authors.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

Writing

- Organize and focus writing, including supporting statements and conclusions with evidence, and show that the evidence is accurate and reliable.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Draw evidence from literary or informational text to support analysis, reflection, and research.
- Conduct short research projects to answer a question by using multiple sources and generating additional related questions for further investigation.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through a selection, organization, and analysis of relevant content.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCIENCE: *Science Dimensions*

Engineering and Design:

Module A: *Engineering & Science*

- Unit 1: Introduction to Engineering and Science
- Unit 2: The Practices of Engineering

Earth and Space Sciences:

Module E: *Earth's Water & Atmosphere*

- Unit 1: Circulation of Earth's Air and Water
- Unit 2: Weather and Climate

Module F: *Geologic Processes & History*

- Unit 1: The Dynamic Earth
- Unit 2: Earth Through Time

Module G: *Earth and Human Activity*

- Unit 1: Earth's Natural Hazards
- Unit 2: Resources in Earth Systems
- Unit 3: Using Resources
- Unit 4: Human Impacts on Earth Systems

Module H: *Space Science*

- Unit 1: Patterns in the Solar System
- Unit 2: The Solar System and the Universe

SOCIAL STUDIES: Pacemaker: World History

Early World Civilizations up through 1500

- Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.
- Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
- Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.
- Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.
- People and ideas Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
- Analyze the impact of technological developments on events, peoples, and cultures in the ancient world. Origins of international relations.
- Analyze the use of conflict and/or diplomacy within the ancient world. Social justice, consciousness, and action;
- Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.



Seventh Grade



MATH: *All Things 7th Grade Math*

- Unit 1 – Number Sense
- Unit 2 – Algebraic Expressions
- Unit 3 – Equations and Inequalities
- Unit 4 – Ratios, Proportions, and Percent
- Unit 5 – Functions and Graphing
- Unit 6 – Introduction to Geometry
- Unit 7 – Measurement (Area and Volume)
- Unit 8 – Probability and Statistics

ENGLISH LANGUAGE ARTS: *Wordly Wise and Novel Studies*

Reading

- Literature and Informational Text
- Cite evidence from text that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.
- Analyze how differences in the points-of-view of characters and the audience or reader create such effects as suspense or irony.

Writing

- Plan and conduct research projects that include several steps and use many credible and documented print and/or digital sources through multiple drafts of a written report or multi-media presentation.
- Write narratives that engage the reader by establishing a clear point-of view, introducing a narrator and characters, and organizing a sequence of events that unfolds logically and naturally.
- Write arguments using formal style to support claims with clear reasons and relevant evidence.
- Draw evidence from literary or informational texts to support analysis and research.

Language

- Identify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content by choosing from a range of strategies such as using context clues, applying Greek or Latin affixes (e.g., replace, replaceable, irreplaceable).

SCIENCE: *Science Dimensions*

Nature of Science

- Design and conduct a controlled experiment.
- Understand how different explanations can be given for the same evidence.
- Understand that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists.

Physical Science:

Module I: *Energy and Energy Transfer*

- Unit 1: Energy
- Unit 2: Energy Transfer

Module J: *Chemistry*

- Unit 1: The Structure of Matter
- Unit 2: States of Matter and Changes of State
- Unit 3: Chemical Processes and Equations
- Unit 4: The Chemistry of Materials

Module K: *Forces, Motion, & Fields*

- Unit 1: Forces and Motion
- Unit 2: Electric and Magnetic Forces

Module L: *Waves & Their Applications*

- Unit 1: Waves
- Unit 2: Information Transfer

SOCIAL STUDIES: *Pacemaker*

Contemporary Issues: United States and Nevada History

- Analyze primary and secondary source documents, such as the Declaration of Independence or a newspaper article.
- Use argumentation and narrative writing to examine history.
- Discuss contemporary issues that may require public solutions.
- Understand the impact of interest groups, public opinion, the media, and political parties on the political process.
- Describe the motivation for European explorations and colonization in the Americas and the impact this had on the Native Americans.
- Determine the causes and effects of the French and Indian War and the American Revolution by studying the Intolerable Acts, the Continental Congress, and other key events from 1763-1783.

- Describe the interactions among pioneers and Native American groups in the West as the country began to expand.
- Analyze the long-term consequences of the Civil War on America.
- Describe how the populist and progressive movements rose in American history, and explain how they reflected social change.
- Identify how American expansion impacted American influence.
- Examine how the United States was involved in World War I and the long-term consequences of post-war America.



Eighth Grade



MATH: *All Things Pre-Algebra*

- Unit 1 – The Real Numbers
- Unit 2 – Algebraic Expressions
- Unit 3 – Equations and Inequalities
- Unit 4 – Ratios, Proportions, and Percents
- Unit 5 – Functions and Linear Relationships
- Unit 6 – Systems of Equations
- Unit 7 – Geometry
- Unit 8 – Measurement: Area and Volume
- Unit 9 – Probability and Statistics:

ENGLISH LANGUAGE ARTS

Reading

- Literature and Informational Text
- Cite evidence from text that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.
- Analyze how differences in the points-of-view of characters and the audience or reader create such effects as suspense or irony.

Writing

- Plan and conduct research projects that include several steps and use many credible and documented print and/or digital sources through multiple drafts of a written report or multi-media presentation.
- Write narratives that engage the reader by establishing a clear point-of view, introducing a narrator and characters, and organizing a sequence of events that unfolds logically and naturally.
- Write arguments using formal style to support claims with clear reasons and relevant evidence.
- Draw evidence from literary or informational texts to support analysis and research.

Language

- Form and use verbs in the active and passive voice by selecting verbs that best fit the purpose and mood of sentences that make up a written composition-active voice.

SCIENCE

Nature of Science

- Design and conduct a controlled experiment.
- Use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.
- Employ multiple methods for organizing data and information.

Life Science:

Module B: *Cells and Heredity*

- Unit 1: Cells
- Unit 2: Organisms as Systems
- Unit 3: Reproduction, Heredity, and Growth

Module C: *Ecology and the Environment*

- Unit 1: Matter and Energy in Living Systems
- Unit 2: Relationships in Ecosystems
- Unit 3: Ecosystems Dynamics

Module D: *The Diversity of Living Things*

- Unit 1: The History of Life on Earth
- Evolution
- Human Influences on Inheritance

SOCIAL STUDIES: *Pacemaker*

American Government

- Analyze primary and secondary source documents
- Identify the 3 branches of government.
- Analyze branches of government and their purpose.
- Describe the process of democracy.
- Describe and compare different types of government.
- Identify cultural characteristics around the world.
- Study the foreign policy of the United States to understand their diplomatic interactions with other countries.
- Analyze the role ancient civilizations played in the development of modern government.
- Analyze political movements throughout history.
- Describe the multiple economic systems used in the world.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.