

**CURRICULUM MAP – KINDERGARTEN -- MATHEMATICS**

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<b>UNIT OBJECTIVES</b>	Placement test U1: Match and Sort	U1: Match and Sort U2 & 3: Numbers to 10	U4: Order U5: Shapes	U6: Patterns U7: Length & Size	U8 & 9: Weight and Capacity U10: Compare Sets	U11: Compare Numbers U12: Numbers to 20	U13: Number Bonds U14 & 15: Addition & Subtraction	U16: Addition & Subtraction U17: Numbers to 30	U18: Time U19: Numbers to 100 U20: Money	U1-U20 review and additional instructional times for units that need to be addressed	
<b>STANDARDS</b>	K.CC.4	K.CC.4 K.CC.7	K.MD.2 K.G.1 K.G.2 K.G.3	K.MD.1 K.MD.2 K.MD.3	K.CC.6 K.MD.1 K.MD.2	K.CC.3 K.CC.6 K.NBT.1	K.CC.2 K.OA.1 K.OA.3 K.OA.4 K.OA.5	K.OA.2 K.NBT.1	K.CC.1 K.MD.2		
<b>RESOURCES</b>	Singapore Essential Math A Textbook Singapore Earlybird Math A Textbook & Workbook					Singapore Essential Math B Textbook Singapore Earlybird Math B Textbook & Workbook					
<b>ASSESSMENTS</b>	Daily Workbook Exercises	Daily Workbook Exercises Unit Test 1, 2, and 3	Daily Workbook Exercises Unit Tests 4 and 5	Daily Workbook Exercises Unit Tests 6 and 7	Daily Workbook Exercises Unit Tests 8, 9, & 10	Daily Workbook Exercises Unit Tests 11 & 12	Daily Workbook Exercises Unit Tests 13, 14, & 15	Daily Workbook Exercises Unit Tests 16 and 17	Daily Workbook Exercises Unit Tests 18, 19, & 20	Daily Workbook Exercises K Math READERS	Daily Workbook Exercises K Math READERS

## UNIT PLAN – KINDERGARTEN – MATH – UNIT 5 – SHAPES

	WEEK 1	WEEK 2	WEEK 3
<b>OBJECTIVES</b>	Understand what it means for something to be a shape Describe various shapes by size, position, number of sides Discover and model shapes in the world using physical manipulatives and pictures	Correctly identify shapes and distinguish between them Analyze a variety of shapes to compare and contrast their various similarities and differences	Understand the difference between flat shapes and shapes with depth Describe and compare 2-D and 3-D shapes Review all shapes
<b>STANDARDS</b>	K.G.1, K.G.2, K.G.5	K.G.2, K.G.4, K.G.6	K.G.2, K.G.3, K.G.4
<b>LESSONS</b>	5.1: Finding and Coloring Shapes 5.2: Finding Shapes in Surrounding World 5.3: Identifying Rectangles 5.4 Identifying Squares	5.5: Identifying Triangles 5.6: Sorting Shapes 5.7: Matching Shapes 5.8 Identifying Cubes	5.9: Identifying Cones 5.10: Identifying Cylinders and Prisms 5.11: Identifying Spheres 5.12: Distinguishing b/t 2-D and 3-D Shapes
<b>ACTIVITIES</b>	Find shapes around the classroom and the school Use manipulatives to learn about and build 2-D shapes Bring in objects that have the shapes of different 2-D shapes	Sorting and matching with manipulatives Comparing and contrasting 2-D objects in the classroom with 3-D objects in the classroom	Bring in objects that have the shape of different solids Use manipulatives to learn about and build 3-D shapes Review games
<b>RESOURCES</b>	<i>Primary Resource:</i> Singapore Earlybird Math A Textbook & Workbook Ch. 5 <i>Supplementary Resources:</i> Singapore Essential Math A, 2-D shape manipulatives	<i>Primary Resource:</i> Singapore Earlybird Math A Textbook & Workbook Ch. 5 <i>Supplementary Resources:</i> Singapore Essential Math A, 2-D and 3-D shape manipulatives	<i>Primary Resource:</i> Singapore Earlybird Math A Textbook & Workbook Ch. 5 <i>Supplementary Resources:</i> Singapore Essential Math A, 3-D shape manipulatives
<b>ASSESSMENTS</b>	Workbook Exercises 1, 2, and 3	Workbook Exercises 4, 5, and 6	Workbook Exercise 7 Unit 5 Review Unit 5 Test

## LESSON PLAN – KINDERGARTEN – MATH – SORTING SHAPES

**OBJECTIVES & GOALS**

By now, students have learned a variety of shapes in individual lessons. This lesson hopes to bring those lessons together and force students to encounter a mix of shapes and distinguish between them.

At the end of the lesson, students should be able to tell the difference between a triangle, square, rectangle and circle; describe the components that are similar and different, and sort shapes by size, color, position, and shape.

K.G.1, K.G.2, K.G.4

**Standards:**

K.G.1, K.G.2, K.G.4

**MATERIALS & ENVIRONMENT & RESOURCES**

**Materials:** 2-D Shape Manipulatives (Circle, Rectangle, Square, Triangle), Mini-whiteboard, Marker

**Environment:** In classroom, working as a whole class, in small groups, and individually

**Resources:** Singapore Earlybird Math A Textbook & Workbook Chapter 5 Lesson 6

**PROCEDURE**

Review shapes learned over the past four days (Circle, Rectangle, Square, Triangle)

- Ask students to find each shape around the classroom
- Ask students to hold up one of that shape from the manipulative pile on their desk
- Ask students to describe the features of each shape

Use descriptive words to define and label a single shape

- Hold up a single shape in front of the class and get students to use as many words as they can to describe the shape  
*Interdisciplinary Moment: ask them what kind of words they are using to describe shapes (adjectives)*
- Encourage them to use words that specify position, color, shape, size, and all sorts of attributes
- Individual work: Have them select a shape from their manipulative pile and write down as many words as they can on their white board about that shape

Use comparative words to compare, contrast, and sort shapes

- Hold up two shapes and ask the students comparative and contrasting questions (What do these shapes both share? What makes these shapes different from each other?)
- Give students a single attribute and ask them to select all of the manipulatives out of the pile that have that attribute (e.g. find all triangles or find all red shapes or find all 4-sided shapes, etc.)
- Partner/small group work: Have each student select one shape and take turns comparing and contrasting their shape with their neighbor's shape

**ASSESSMENT**

Textbook Activity 5.6 p. 120

Workbook Activity 6

**CURRICULUM MAP – SEVENTH GRADE -- SCIENCE**

	AUG/SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR/MAY/JUN	MAY/JUN
<b>UNIT OBJECTIVES</b>	Review scientific method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel	History of Earth and Life Forms Evolution Charles Darwin
<b>STANDARDS</b>	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process	CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7 NGSS: alignment in process
<b>RESOURCES</b> Primary: Prentice Hall Science Explorer: Life, Earth, and Physical Science	U1(PS): Chemical Building Blocks Chemical Interactions Niels Bohr: Atomic Theorist Dmitri Mendeleev & Periodic Table	Unit 1: Chemical Building Blocks Chemical Interactions Antoine Lavoisier: Founder of Modern Chemistry	Unit 1: Chemical Building Blocks Chemical Interactions Lise Meitner: Pioneer of Nuclear Fission	Unit 1: Chemical Building Blocks Chemical Interactions	Unit 1 (LS): Cells and Heredity Human Biology and Health	Unit 1: Cells and Heredity Human Biology and Health	Unit 1: Cells and Heredity	Unit 1: Cells and Heredity Gregor Mendel: And the Roots of Genetics	Unit 1: Cells and Heredity Charles Dawrin and the Beagle Adventure
<b>ASSESSMENTS</b>	Vocabulary & Chapter Quizzes Unit Tests Lab	Vocabulary & Chapter Quizzes Unit Tests Quarter Test Lab	Vocabulary & Chapter Quizzes Unit Tests Lab	Vocabulary & Chapter Quizzes Unit Tests Semester Exam Lab	Vocabulary & Chapter Quizzes Unit Tests Lab	Vocabulary & Chapter Quizzes Unit Tests Lab	Vocabulary & Chapter Quizzes Unit Tests Quarter Tests Lab	Vocabulary & Chapter Quizzes Unit Tests Lab	Vocabulary & Chapter Quizzes Unit Tests Final Exam Lab

## UNIT PLAN – SEVENTH GRADE – SCIENCE – EVOLUTION/HISTORY OF EARTH AND LIFE FORMS

	WEEK 1	WEEK 2	WEEK 3
<b>OBJECTIVES</b>	<p>Understand who Charles Darwin was, what he did, and the observations he made</p> <p>Describe Darwin's theory of evolution by natural selection</p> <p>Understand and explain the following terms: species, fossil, adaptation, evolution, scientific theory, natural selection, variation</p>	<p>Describe biological evidence that supports the theory of evolution</p> <p>Understand and explain how scientists infer evolutionary relationships among new organisms</p> <p>Understand and explain the process of speciation</p>	<p>Explain how fossils form</p> <p>Describe how scientists can determine a fossil's age</p> <p>Explain the structure and purpose of the Geologic Time Scale</p> <p>Describe the defining evolutionary characteristics of each of the four major eras.</p> <p>Describe some unanswered questions about evolution</p>
<b>STANDARDS</b>	<p>CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7</p> <p>NGSS: alignment in process</p>	<p>CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7</p> <p>NGSS: alignment in process</p>	<p>CCSS.ELA: RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7</p> <p>NGSS: alignment in process</p>
<b>LESSONS</b>	<p>Biography of Charles Darwin</p> <p>5.1 Darwin's observations on the Galapagos Islands</p> <p>5.1 Definitions and applications of vocabulary terms listed above</p> <p>5.1 Natural Selection</p>	<p>5.2 Types of evidence for evolution</p> <p>5.2 Evolutionary relationships and branching trees</p> <p>5.2 Speciation</p>	<p>5.3 Fossil formation and determining the age of a fossil</p> <p>5.3 The Geologic Time scale: introductory principles</p> <p>5.3 The Geologic Time scale: exploring the Eras and Periods</p> <p>5.3 Unanswered questions about evolution</p>
<b>ACTIVITIES</b>	<p>Observe and analyze pictures of Galapagos organisms on the various islands</p> <p>Bird beak adaptations mini lab</p>	<p>Analyze and create branching trees with a given data set</p>	<p>Analyzing radioactive decay data</p> <p>Observe and analyze artistic renderings and fossils of ancient organisms</p> <p>Observe and analyze fossils</p>
<b>RESOURCES</b>	<p>Cells and Heredity Ch. 5</p> <p>Charles Darwin</p> <p>Charles Darwin: and the Beagle Adventure</p>	<p>Cells and Heredity Ch. 5</p>	<p>Cells and Heredity Ch. 5</p>
<b>ASSESSMENTS</b>	<p>5.1 Section Assessment</p> <p>5.1 Darwin biography quiz</p>	<p>5.2 Section Assessment</p> <p>5.1 and 5.2 Vocabulary quiz</p>	<p>5.3 Section Assessment</p> <p>5.3 Vocabulary exercise or quiz</p> <p>Chapter 5 Test</p>

**LESSON PLAN – SEVENTH GRADE – SCIENCE – DARWIN’S OBSERVATIONS**

<b>OBJECTIVES &amp; GOALS</b>	<p>This lesson is the second lesson of the unit on evolution/geologic time. The lesson prior to this would have been an in-depth look at the biography of Charles Darwin.</p> <p>At the end of the lesson, students should be able to explain the purpose of Darwin’s voyage to the Galapagos Islands, what he observed during his voyage, and begin to understand the concept of an adaptation.</p>
<b>STANDARDS</b>	RI.7, W.7.1,2, 4-10, SL.7.1-4,6, L.7; NGSS: alignment in process
<b>MATERIALS &amp; ENVIRONMENT &amp; RESOURCES</b>	<p>Materials: photographs of Galapagos organisms (or electronic images that can be projected), a map or globe, raisins, paper plates, tweezers, hair clips, clothespins, safety pins</p> <p>Environment: In classroom, working as a whole class, in small groups, and individually</p> <p>Resources: <i>Cells and Heredity</i> Chapter 5.1</p>
<b>PROCEDURE</b>	<p>Review the biography of Charles Darwin</p> <ul style="list-style-type: none"><li>• Ask students to identify when and where he was born, what he is known for, the title of his famous book</li><li>• Students should be checking over and editing their notes from the previous day during discussion</li></ul> <p>Describe more details about Darwin’s trip to the Galapagos Islands</p> <ul style="list-style-type: none"><li>• Display photographs of organisms on the Galapagos; ask the students to make observations about the organisms</li><li>• Display photographs and artistic images of the Galapagos finches and tortoises; ask the students to make observations and inferences about their traits, especially in relation to the particular island they inhabit.</li><li>• Students will take notes about Darwin’s observations, as well as they hypothesized he postulated due to these observations</li></ul> <p>Explain the relationship between “variations” and “adaptations”</p> <ul style="list-style-type: none"><li>• Students will take notes on the definition of trait, variation, and adaptation.</li><li>• Ask students to recall previously learned information about traits and genetics.</li><li>• Students will explain why certain traits of organisms on the Galapagos Islands are considered adaptations</li></ul>
<b>ASSESSMENT</b>	Labzone Activity p.141: bird beak adaptations















# Sixth Grade Curriculum Map

	<b>August-September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May/June</b>
<b>Math (Primary Mathematics)</b>	Lesson 1 (6A)	Lessons 2-3 (6A)	Lessons 3-4 (6A)	Lesson 5 (6A)	Lesson 1 (6B)	Lessons 2 (6B)	Lessons 3-4 (6B)	Lessons 4-5 (6B)	Lesson 6 (6B)
<b>Literature</b>	“If”  Classical Mythology	Children’s Homer	Children’s Homer  Macbeth  3 poems	Macbeth  2 poems	Scarlet Pimpernel  2 poems	Scarlet Pimpernel  2 poems	Prince and the Pauper  2 poems	Count of Monte Cristo  2 poems	Count of Monte Cristo  2 poems
<b>Grammar (Well Ordered Language)</b>	Review  Adv. & Adj.  Direct Objects  Predicate Nom & Adj.	Sensory Linking Verbs  Prep. Phrases  Indirect Obj.	Interrogative Pronouns  Relative Clauses  Adv. Elements	Adv. Clauses  Participles	Participle Phrases  Gerunds  Gerund Phrases	Infinitives  Infinitive Phrases  Dangling Modifiers & Misplaced Modifiers	Reflexive Pronouns & Intensive Pronouns  Appositives	Noun Clauses  Complex Sentences & Compound-Complex Sentences	Punctuation Review
<b>Composition</b>	Informative Introductory Paragraph	Informative Body Paragraphs	Informative Conclusion Paragraph	Narrative Introductory Paragraph	Narrative Body Paragraphs	Narrative Conclusion Paragraph	Persuasive Introductory Paragraph	Persuasive Body Paragraphs	Persuasive Conclusion Paragraph
<b>Science</b>	Plate Tectonics  Alfred Wegener	Energy  Marie Curie	Heat & Heat Transfer	Energy Transfer  Lewis Latimer  James P. Joule	Astronomy  Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases  Alexander Fleming	Oceans	Oceans
<b>History &amp; Geography</b>	Deserts  Judaism & Christianity	Ancient Greece	Ancient Rome  Enlightenment	French Revolution	Romanticism  Industrialism, Capitalism, & Socialism	Industrialism, Capitalism, & Socialism  Latin America Neoclassical	Immigration	Industrialization & Urbanization	Late 19 <sup>th</sup> - and early 20 <sup>th</sup> - century reformers
<b>Art</b>	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
<b>Music</b>	Basic Notation and Elements	Baroque  Bach	Classical  Mozart	Handel	Chamber music  Haydn	Beethoven  Romantic	Schubert	Chopin	Schumann
<b>Latin</b>	Wheelock Ch. 1	Chapter 2	Chapter 3-4	Chapter 5	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10

# Seventh Grade Curriculum Map

	<b>August-September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May/June</b>
<b>Math</b> <i>(Dimensions Mathematics)</i>	Chapter 1-2	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Review
<b>Literature</b>	Call of the Wild	Fahrenheit 451	Fahrenheit 451	Cyrano de Bergerac	Cyrano de Bergerac	Dr. Jekyll & Mr. Hyde	Dr. Jekyll & Mr. Hyde	Romeo & Juliet	Romeo & Juliet
<b>Grammar</b> <i>(Get Smart)</i>	Principle Elements of the Sentence (Ls. 1-4)	-Pronouns -Adjectives (Ls. 5-8)	-Adverbs -Prepositional Phrases -Transitive Verbs (ls. 9-12)	-Coordinating Conjunctions (ls. 13-17)	-Indirect Objects -Intransitive Verbs -Passive Verbs (ls. 18-21)	-Linking Verbs -Noun Jobs -Clauses (ls.22-26)	-Clauses (ls. 27-30)	-Gerunds -Participles (ls. 31-34)	-Infinitives -Review (ls. 35-37)
<b>Science</b>	Review scientific method  Atomic Structure  Niels Bohr  Dmitri Mendeleev	Atomic Structure  Antoine Lavoisier	Chemical Bonds and Reactions  Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration  Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics  Gregor Mendel  History of Earth and Life Forms	Evolution  Charles Darwin
<b>History &amp; Geography</b>	American Imperialism  Geography of Europe	Pre-War Europe  World War I	World War I  Russian Revolution	America in the 1920s	Great Depression  New Deal	Pre-War Europe	European Theater	Pacific Theater	US Geography
<b>Latin</b> <i>(Wheelock)</i>	Review	Review	Chapter 11-12	Chapter 13	Chapters 14-15	Chapters 16-17	Chapters 17-18	Chapters 19-20	Chapter 21-22
<b>Art</b>	Monet Renoir	Degas Cassatt	Cezanne Seurat Van Gogh	Gauguin Toulouse-Lautrec	Matisse Munch Chagall	Picasso Duchamp Kandinsky	Klee Mondrian Dali	Hopper Wyeth O'Keefe	Wood Rivera Rockwell
<b>Music</b>	Music Theory Review	Music Theory Review	Romantic Era	Romantic Era: Berlioz & Liszt	Romantic: Wagner & Brahms	Classical: Dvorak & Grieg	Nationalism: Grieg & Tchaikovsky	Blues & Jazz	Jazz & Fusion

# Eighth Grade Curriculum Map

	<b>August-September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May/June</b>
<b>Math (Dimensions Math)</b>	Chapter 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapters 9-10	Chapters 11-12	Chapters 13-14	Review
<b>Literature</b>	Red Badge of Courage	Red Badge of Courage	Lord of the Flies	Lord of the Flies	To Kill a Mockingbird	To Kill a Mockingbird	To Kill a Mockingbird	Much Ado About Nothing	Much Ado About Nothing
<b>Grammar (Stay Smart)</b>	Review -Parts of Speech -Phrases	Review -Clauses -Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
<b>Science</b>	Review scientific method and metric system	Forces	Density and Buoyancy	Work, Energy, Power  Albert Einstein	Work, Energy, Power  Sound	Sound  Electromagnetic Radiation and Light	Light  Charles Steinmetz	Electricity  Nikola Tesla  Benjamin Franklin	Magnetism  James Maxwell
<b>History &amp; Geography</b>	Motion Constitution	End of British Empire  Creation of PRC	Origins of Cold War  Korean War	America in the Cold War  Civil Rights	Civil Rights  War on Poverty  Vietnam	America in the 1970s  Nixon  Pol. Activism	Geo. of the Middle East  History of Israel	Cold War in 70s and 80s  America in the Middle East  World after Cold War	World after Cold War  South Africa  Geo. of Canada and Mexico
<b>Latin (Wheelock)</b>	Review	Review	Chapters 23 -24	Chapter 25	Chapters 26-27	Chapter 28	Chapter 29	Chapter 30	Chapters 31-32
<b>Art</b>	Painting Since WWII	Painting Since WWII	Photography	Photography	20 <sup>th</sup> Century Sculpture	20 <sup>th</sup> Century Sculpture	Architecture since Industrial Revolution	Architecture since Industrial Revolution	Review
<b>Music</b>	Music Theory Review: Rhythm & Melody	Music Theory: Intervals & Keyboard Skills	Music Theory: Scales & Key Signatures	Music Theory: Harmony, Form, & Composition	Nationalism: Sibelius & Copland	Moderns: Debussy & Stravinsky	Opera: Rossini & Verdi	Musical Theater: Berlin, Cohan, Porter, & Kern	Musical Theater: Rogers & Hammerstein, Bernstein, & Sondheim