

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

Google Meet joining information

Video call link: <https://meet.google.com/mud-bood-roe>

Or dial: (US) +1 478-353-3103 PIN: 746 350 946#

Date: May 01, 2023

Time: 5:00 p.m.

Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)

Board Committee Members: Riske (C), Fietzer, and Krueger

In Attendance:

Timer: _____

Recorder: _____

1. Discuss LWHS Student Course Selection and Staffing Requests for the 2023-24 School Year (Information / Action)
2. Update on Secondary School Schedule for the 2023-24 School Year as Presented (Information)
3. Consider Endorsement of Financial Literacy K-12 Scope and Sequence as Presented (Information / Action)
4. Consider Endorsement of Revised Curriculum Maps with Financial Literacy References (Information / Action)
 - a. Kindergarten Social Studies - Revised
 - b. 1st Grade Social Studies - Revised
 - c. 2nd Grade Social Studies - Revised
 - d. 3rd Grade Social Studies - Revised
 - e. 4th Grade Social Studies - Revised
 - f. 5th Grade Social Studies - Revised
 - g. 2nd Grade Mathematics - Revised
 - h. 4th Grade Mathematics - Revised
 - i. 5th Grade English Language Arts - Revised
 - j. 2nd Grade Physical Education - Revised
 - k. 5th Grade Physical Education - Revised
5. Next Meeting Date _____
6. Next Meeting Items:
 - a. Consider Endorsement of Laude and Weighted Grades Proposal as Presented
 - b. MMS Financial Literacy Course for 2023-24 School Year as Presented
 - c. Secondary Course Curriculum Maps Containing Financial Literacy Standards References as Presented
7. Adjourn



Students choosing to excel; realizing their strengths

To: Dr. Melanie J. Oppor
From: Michelle Johnson
Date: 4/28/23
Re: 2023-2024 Manawa Middle/Little Wolf 2023-2024 Schedule

The purpose of this memo is to outline 2023-2024 Manawa Middle/Little Wolf High School master schedule changes to best support the highest level of instruction, to build and expand exploratory options, to restructure homeroom to align with strategic advisory structured time, as well as add valuable instructional minutes back into the schedule.

Key Components and Considerations for Schedule Shifts:

Shift	Reason
<ul style="list-style-type: none">From previous curriculum meeting: Beginning the 1st hour at 7:45 as the Advisory Period-formerly Homeroom <p><u>Now:</u></p> <ul style="list-style-type: none">-Beginning of the day will stay the same as 2022-2023.-Day begins at 7:55 for high school and middle school.-Ends at 3:15 for both.-The periods are 1st through 9th hour.	After reviewing the schedule overall, contracted teaching minutes, and what would best meet the needs of students, our team decided that for this year, we are able to closely match the ERVING schedule, and keep the bell schedule the same.
<p>(Repeat)</p> <ul style="list-style-type: none">Restructuring and redefining homeroom as Advisory.	Students are selected into small groups based on academic needs, strengths, and connections. Xello lessons will be infused within this time period. This year, students have already

	started. Inspire
<ul style="list-style-type: none"> ● Exploratory Options/ quarterly rotations for middle school <p>Next Action Step: Meet with middle school teachers to see who would make a commitment to the exploratories. -Each would need a course description to be approved through the curriculum committee. -Are teachers going to be ok with an added prep?</p>	<ul style="list-style-type: none"> -Year round literacy and math resource -Financial literacy- 21-31-standards covered in this exploratory -Cultures, Values, Languages -Tech Ed Option -ACP/ACT goal setting, test taking skills -FACE- life skills, cooking, etc Engineering -Leadership -Creative Writing
<ul style="list-style-type: none"> ● Shave a minute off of transition time from 4 min to 3min (Still considering. However, teachers shared that that did not give them enough time for a restroom break between classes.) 	Expand instructional minutes from 44-47 minutes to allow for the end reflection.
<ul style="list-style-type: none"> ● <u>Repeat:</u> ● Offer Early Childhood CTE with Daycare 	Instructor with Dual Credits- we could offer as a course to earn credits through the tech.
<p><u>Repeat:</u></p> <ul style="list-style-type: none"> ● English teacher suggestions 	<p><u>Teacher Notes</u></p> <p>College Prep is not in the morning along with English 12, so kids who are going to college, but also leave for YA, do not get research papers. I used to always have AP Lang or CAPP 6th hour - which works because those kids typically are here all day. CAPP can be in the afternoon, but CPE and English 12 should be in the morning.</p>

By the end of 2nd grade, students should be able to:	K	1	2	In which class will the content be taught?	Notes or Instructional Materials
Financial Mindset (FM)					
Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.					
FM1.a.e: Critical Consumer					
Differentiate between buyers (consumers) and sellers (producers).	X	X	X	Social Studies	
List traits of being a responsible consumer (e.g., look at the price or compare the value of items).	X	X		Social Studies	
Define advertising and list places advertisements can be found.					
FM1.b.e: Functions and Structure of Money					
Categorize types of money (e.g., coins or bills), and explain why money is used.			X	Math, Social Studies	
FM1.c.e: Opportunity Costs					
Categorize types of money (e.g., coins or bills), and explain why money is used.			X	Social Studies, Math	
FM1.c.i: Opportunity Costs					
Differentiate between a want and a need.	X	X	X	Social Studies	
Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.					
FM2.a.e: Values and Behavior					
Identify why people decide to earn, save, spend, or give money.	X	X	X	Social Studies	
FM2.b.e: Emotional Influences					
Identify how emotions may be the same or different from other people.		X	X	Physical Education	Discussed during Cooperative Play unit
FM2.c.e: External Influences					
Identify external influences (e.g., peers, family, or community) that may affect what someone wants.		X	X	Social Studies	
FM2.d.e: Financial Goals					
Identify the importance of a financial goal (e.g., purchasing a bicycle or toy).					
FM2.e.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)					
Recognize ways to give back (e.g., donating to a charity or volunteering) in our classroom, school, community, state, tribal nation, country, and in the world.			X	Social Studies, Physical Education	Discussed during Cooperative Play unit
Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.					
FM3.a.e: Online and Account Security					
Explain the importance of an online password, and identify reasons to use a password.	X	X	X	Digital Citizenship Unit in Library	
FM3.b.e: Digital Footprint					
Define sources of digital information and storage (e.g., Internet, World Wide Web, and personal devices).	X	X	X	Research Unit in Library	
FM3.c.e: Digital Resources					
List websites or mobile apps and identify what types of information people access online.	X	X	X	Digital Citizenship Unit in Library	
Education and Employment (EE)					

By the end of 2nd grade, students should be able to:	K	1	2	In which class will the content be taught?	Notes or Instructional Materials
Standard: PFL.EE1: Students will compare the effect of personal income on their goals					
EE.1.a.e: Deductions and Taxes					
Summarize goods and services that the government provides (e.g., roads, schools, or police).		X	X	Social Studies	
EE1.b.e: Types of Compensation					
Identify ways people earn money.	X	X	X	Social Studies	
Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.					
EE2.a.e: Post-Secondary Education, Skills, and Training					
Identify skills needed for different types of jobs.		X		Social Studies	
Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).		X		Social Studies	
EE2.b.e: Emerging Employment and Education Trends					
Categorize jobs as high demand or low demand.					
Describe how specific jobs or career fields have changed over time.					
Money Management (MM)					
Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.					
MM1.a.e: Budgeting					
Explain the importance of a budget.					
MM1.b.e: Financial Management					
Identify that there are three ways you can use money - save, spend, and give.	X	X		Social Studies	
Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)					
MM2.a.e: Financial Institutions and Service Providers					
Identify financial institutions within the community.					
MM2.b.e: Payment Types					
Recognize that items of value, including money, can be earned and exchanged for goods and services.	X	X	X	Social Studies	
MM2.c.e: Alternative Financial Currency					
Describe how paying for goods and services online is still using real money.					
Saving and Investing					
Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.					
SI1.a.e: Saving Principles					
Identify an experience of waiting to have enough money to buy something.		X		Class/school reward system saving points/tickets to "buy" larger items	
SI1.b.e: Savings Types and Features					
Identify places where something valuable would be secure.					
SI1.c.e: Saving Goal Planning					
Describe strategies to save money.					
SI1.d.e: Saving Risk and Reward					

By the end of 2nd grade, students should be able to:	K	1	2	In which class will the content be taught?	Notes or Instructional Materials
Explain how choices we make now affect what we get in the future.					
Explain how financial institutions help people make choices about how to save money.					
Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.					
SI2.a.e: Investing Principles					
Explain how gathering items of value may build net worth.					
SI2.b.e: Investing Types and Features					
Differentiate between owning something of value, keeping money in a financial institution, or giving money to someone else in return for future value					
SI2.c.e: Investing Goal Planning					
Identify the difference between short-term and long-term (e.g., today versus Saturday versus the future or elementary versus middle school versus high school).					
SI2.d.e: Investing Risks and Rewards					
Identify how items of value may fluctuate over time.					
Credit and Debt (CD)					
Standard PFL.CD1: Students will examine the benefits and costs of using credit.					
CD1.a.e: Benefits of Using Credit					
Explain why something borrowed must be returned.					
CD1.b.e: Costs of Using Credit					
Explain the difference between buying and borrowing.					
CD1.c.e: Interest and Fees					
Explain how people can borrow money or an item if they promise to return it.					
CD1.d.e: Debt Resolution					
Identify actions a borrower can take to satisfy a lender when a borrowed item cannot be repaid, is lost, or damaged.					
Explain who can assist in solving problems (e.g., parents, teachers, or counselors).					
Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.					
CD2.a.e: Credit Products and Services					
Identify different forms of payment methods (e.g., online, cash, debit card, credit card, or loan).					
Identify people from whom a person could borrow an item.					
CD2.c.e: Consumer Credit Rights and Responsibilities					
Identify actions a borrower can take to satisfy a lender when a borrowed item is lost or damaged.					
Risk Management and Insurance (RMI)					
Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions					
RMI1.a.e: Risk					

By the end of 2nd grade, students should be able to:	K	1	2	In which class will the content be taught?	Notes or Instructional Materials
Describe the feeling of losing an object (e.g., losing money, losing a favorite toy, or losing homework assignments).	X	X	X		Whenever the situation comes up in the classroom.
Predict some risks in everyday situations (e.g., playing on the playground, staying up too late, or riding a bike) and explain ways to limit these risks.	X	X	X		Whenever the situation comes up in the classroom.
RMI1.b.e: Consequences of Financial Risk					
Explain different ways a person can lose something valuable and the consequences.					
Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.					
RMI2.a.e: Purpose of Insurance					
Determine different types of situations where a person needs protection (e.g., staying near parents, riding a bike, or crossing a busy road).	X	X	X	Morning Meeting	
RMI2.b.e: Types of Insurance					
Identify why someone would get insurance on valuable items (e.g., cell phone or game console).					
RMI2.c.e: Cost Factors of Insurance					
Predict consequences of not having protection for various scenarios.					
RMI2.d.e: Meaning of Insurance Contracts					
Illustrate what both people have to do when they enter an agreement.					
RMI2.e.e: Loss Prevention Plan					
Determine the best type(s) of protection for given scenarios regarding risk (e.g., wearing a coat in the cold or wearing a bike helmet).	X	X	X		Preparing for recess

By the end of 5th grade, students should be able to:	3	4	5	In which class will the content be taught?	Notes or Instructional Materials
Financial Mindset (FM)					
Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.					
FM1.a.i: Critical Consumer					
Describe the steps in making a purchase (i.e., consumer buying process).	X	X		Social Studies, Math-4th	story problems
Identify items that can be used in making consumer decisions (e.g., comparison shopping skills regarding price or substitutes).		X		Math-4th	story problems
Predict the motives of a sales claim and explain how consumers would verify information delivered through a range of advertisements (e.g., digital, print, audio, or product/service reviews).			X	Writing	Argumentive Writing
FM1.b.i: Functions and Structure of Money					
Describe the role of money in everyday life.	X			Social Studies	
FM1.c.i: Opportunity Costs					
Compare and contrast the costs and benefits of a decision.	X	X		Math-4th, Social Studies	story problems
Explain that choices may have long-term unintended consequences.			X	Social Studies	New Nation Unit
Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.					
FM2.a.i: Values and Behavior					
Examine different cultural perspectives and behaviors regarding financial values and goals across communities.					
FM2.b.i: Emotional Influences					
Describe how emotions impact financial decisions.		X		Morning Meeting	discussion
FM2.c.i: External Influences					
Explain ways financial decisions are influenced by external factors.		X	X	Social Studies, Morning Meeting	New Nation Unit, discussion
FM2.d.i: Financial Goals					
Describe elements of a goal development strategy (e.g., SMART - specific, measurable, attainable, relevant, and time-bound).			X	Physical Education	Discussed during Fitness Concepts and Fitnessgram Units; Students are expected to write their own SMART goals reflective of Fitnessgram scores
FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)					
Describe the benefits of charitable giving, volunteerism, and charities in our classroom, school, community, state, tribal nation, country, and in the world.		X	X	Morning Meeting, Social Studies-4th, Physical Education	discussion, Discussed during Team Building unit
Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.					
FM3.a.i: Online and Account Security					
Compare and contrast strong and weak online passwords, and identify criteria for a strong password.	X	X	X	Digital Citizenship Unit in Library	
Identify information that we protect with a password.	X	X	X	Digital Citizenship Unit in Library	
Identify what personally identifiable information (PII) is private and should not be shared with others (digitally).	X	X	X	Digital Citizenship Unit in Library	
FM3.b.i: Digital Footprint					
Describe ways a person leaves a financial digital footprint.	X	X	X	Digital Citizenship Unit in Library	
Explore under supervision information a person can obtain online about other individuals.	X	X	X	Digital Citizenship Unit in Library	
FM3.c.i: Digital Resources					
Determine criteria to identify safe websites and apps.	X	X	X	Digital Citizenship & Research Units in Library	

By the end of 5th grade, students should be able to:	3	4	5	In which class will the content be taught?	Notes or Instructional Materials
Education and Employment (EE)					
Standard: PFL.EE1: Students will compare the effect of personal income on their goals					
EE.1.a.i: Deductions and Taxes					
Build an ongoing awareness of personal ability			x	Social Studies	
EE.1.b.i: Types of Compensation					
Describe the ways people are compensated.		X	X	Social Studies-4th	Native American unit, discussion
Identify reasons people earn different amounts of money.		X	X	Morning Meeting-4th, Social Studies	Scholastic News,
Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.					
EE2.a.i: Post-Secondary Education, Skills, and Training					
Assess different types of jobs, based on the skills associated with each job.		X	X	Reading - 5th, Social Studies, Morning Meeting -4th	Scholastic News, States and Regions units
Interpret career information.	X		X	Science/SS	
EE2.b.i: Emerging Employment and Education Trends					
Explain how economic, social, and technological changes can impact employment trends and markets.	X		X	Social Studies	Scholastic News
Contrast jobs versus careers.		X	X	Morning Meeting	discussion
Money Management (MM)					
Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.					
MM1.a.i: Budgeting					
Provide examples of household expenses and sources of income.		X		Math-4th	story problems
MM1.b.i: Financial Management					
Identify age-appropriate ways to save, spend, and give money.	X	X		Social Studies, Morning Meeting-4th	discussion
Identify the personal information necessary to establish a financial account (e.g., personal details, contact information, and social security number).					
Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)					
MM2.a.i: Financial Institutions and Service Providers					
Identify the services and resources that financial institutions provide consumers.		X	X	Social Studies-4th	New Nation, States and Regions units
MM2.b.i: Payment Types					
Investigate multiple ways to pay for goods and services.	X			SS	barter and trade
Compare digital banking methods and cash payments for purchasing goods and services.		X		Morning Meeting-4th	Scholastic News
Identify methods to prove income has been received and payment has been made.					
MM2.c.i: Alternative Financial Currency					
Differentiate between debit and credit-types of financial currency.					
Saving and Investing					
Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.					
SI1.a.i: Saving Principles					
Describe reasons why people save money.		X	X	Social Studies, Morning Meeting-4th	discussion
Explain the phrase pay yourself first.					
SI1.b.i: Savings Types and Features					
Describe why a person deposits money into a financial institution.					

By the end of 5th grade, students should be able to:	3	4	5	In which class will the content be taught?	Notes or Instructional Materials
Describe characteristics of a secure savings account.					
SI1.c.i: Saving Goal Planning					
Identify steps to reach a savings goal.					
Explain how people make spending and saving choices to meet personal savings goals.					
SI1.d.i: Saving Risk and Reward					
Compare types of risks and rewards when saving (e.g., no loss of principal, interestbearing).					
SI1.e.i: Role of Government in Saving					
Identify the role that law enforcement has to protect personal financial assets.					
Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.					
SI2.a.i: Investing Principles					
Describe the difference between saving and investing.					
Describe reasons why people invest their money.					
SI2.b.i: Investing Types and Features					
Identify different investing choices (e.g., collectibles, stocks, bonds, or mutual funds).					
Predict financial outcomes based on investing choices.					
SI2.c.i: Investing Goal Planning					
Explain reasons why people invest for future personal financial goals.					
Develop short- and long-term personal investing goals.					
Explain that people make spending, saving, and investing choices to meet personal financial goals.					
SI2.d.i: Investing Risks and Rewards					
Give examples of investing risks and rewards.					
Explain why there are different types of interest (e.g., simple or compound).					
Compare rewards when investing.					
SI2.e.i: Role of Government in Investing					
Explain how federal and state regulators help protect investors.			X	Social Studies	
Identify investment options that are tax free.			X	Social Studies	
Credit and Debt (CD)					
Standard PFL.CD1: Students will examine the benefits and costs of using credit.					
CD1.a.i: Benefits of Using Credit					
Identify situations when people might pay for certain items in small amounts over time.					
Summarize the advantages and disadvantages of using credit.					
CD1.b.i: Costs of Using Credit					
Summarize the advantages and disadvantages of using credit.					
CD1.c.i: Interest and Fees					
Compare the differences between income and expenses.		X		Math-4th	story problems
Calculate cost of late fees over a given time period.					
CD1.d.i: Debt Resolution					

By the end of 5th grade, students should be able to:	3	4	5	In which class will the content be taught?	Notes or Instructional Materials
Recognize consequences of overspending when borrowing, and reflect on what may need to be sacrificed to resolve a debt.	X		X	Social Studies	
Recognize appropriate people who could discuss financial issues.			X	Social Studies	
Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.					
CD2.a.i: Credit Products and Services					
Compare and give examples of goods and services.	X	X	X	Social Studies	States and Regions units
Explore situations where people might pay for certain items over time.					
Examine why financial institutions lend money					
Explain why using a credit card is a form of borrowing.					
Identify the sources of credit.					
CD2.b.i: High-cost Alternative Lending					
Provide examples of predatory lending practices (e.g., deception, coercion, misleading, exploitation, and other unethical actions toward an individual who does not need, does not want, or can't afford the loan).					
CD2.c.i: Consumer Credit Rights and Responsibilities					
Evaluate the qualities that would be desirable in a person who borrows a favorite personal possession.					
List examples of reasonable conditions to set for the use of borrowed personal property.					
Identify penalties associated with borrowing agreements (e.g., library or financial institutions).					
Risk Management and Insurance (RMI)					
Standard PFL.RM1: Students will contrast different types of risk and how it could affect their financial decisions					
RM1.a.i: Risk					
Identify life situations where the outcome was unexpected.					
Determine what risks may be worth taking for a desired outcome.					
RM1.b.i: Consequences of Financial Risk					
Examine how risky individual financial choices can negatively impact a family or community.					
Standard PFL.RM2: Students will assess possible choices to protect themselves from financial risk.					
RM2.a.i: Purpose of Insurance					
Describe ways to protect and lower risk of losing valuables (e.g., putting things away, not bringing things to school, locking a locker, or taking care of valuables).		X		Morning Meeting-4th	discussion
RM2.b.i: Types of Insurance					
Describe different types of insurance.					
RM2.c.i: Cost Factors of Insurance					
Compare cost of insurance versus cost of loss.					
Determine what factors would increase the cost of protection.					
RM2.d.i: Meaning of Insurance Contracts					
Determine the benefits of insurance contracts.					
RM2.e.i: Loss Prevention Plan					

By the end of 5th grade, students should be able to:	3	4	5	In which class will the content be taught?	Notes or Instructional Materials
Create an insurance plan that demonstrates the type of insurance coverage that people need for their items of value (e.g., insurance on a cell phone or game console)					

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Financial Mindset (FM)						
Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.						
FM1.a.m: Critical Consumer						
Analyze the roles of consumers and producers in financial markets. Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws. Evaluate the influence on demographic groups of advertising and the media on decision making and spending.		x	x	x	Civics	Civics-analyze and distinguish, individual lessons.
FM1.b.m: Functions and Structure of Money						
Differentiate between the function of money as a medium of exchange, store of value and unit of account.		x	x		Civics	Civics-individual lessons
FM1.c.m: Opportunity Costs						
Predict the opportunity costs of various decisions. Explain why the opportunity cost might differ from person to person or in different situations. (e.g. auto, lodging) Contrast cost-benefit and opportunity cost.	x	x	x	x	Civics; Ecology, music	Ecology unit on cost-benefit of Environment. Civics-individual lessons. Music: Discussion on Maintaing self-improvement in the performing arts and the cost related i.e. professional lessons and training
Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.						
FM2.a.m: Values and Behavior						
Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.				x	World Geography	
FM2.b.m: Emotional Influences						
Describe financial situations that trigger various emotions. Summarize how emotions may interfere with the achievement of financial goals.		x	x		Civics; English Language Arts 8	Xello/Guidance Civics-individual lesson
FM2.c.m: External Influences						
Differentiate how positive and negative external influences (e.g., peers, marketing) impact financial decisions.	x	x			Art	Discussion on advocating for self/art/supplies, and how to work through criticism
FM2.d.m: Financial Goals						
Analyze long-term and short-term financial goals utilizing elements of goal development strategies.		x	x		Civics	Civics-individual lessons
FM2.e.m: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)						
Research individuals or organizations that give back and describe their impact on the local, state, tribal nation, country, or world.				x	Physical Science	Students research famous scientists and their impact on the world
Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.						
FM3.a.m: Online and Account Security						
Evaluate alternatives to account passwords (e.g., facial or fingerprint recognition, sign-in through social media accounts). Explore methods of managing and protecting passwords for multiple accounts. Identify possible motives behind data breaches. Describe ways to determine if a person's identity has been compromised.				x	Computer Science	
FM3.b.m: Digital Footprint						
Compare and contrast active and passive financial digital footprints. Illustrate how a financial digital footprint can be used by others.						
FM3.c.m: Digital Resources						

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Explain restrictions on why websites and mobile apps may be legally restricted based upon age. (i.e., Family Educational Rights and Privacy Act). Evaluate how financial applications are utilized to support financial transactions (e.g., access financial information, direct deposit, bill pay, transfers, and balancing a checking account).					Computer Science	
Education and Employment (EE)						
Standard: PFL.EE1: Students will compare the effect of personal income on their goals						
EE.1.a.m: Deductions and Taxes						
Assess personal strengths (e.g., skills, knowledge, experience), aptitudes, and passions related to potential future careers. Create a plan to reach future career goals taking into account personal interests, aptitudes, and potential earnings.						
EE1.b.m: Types of Compensation						
Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, goodwill). Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, goodwill).	x	x	x		Guidance/ Xello, Music, Art	Music: discussion on earning an income in the Performing Arts, Art: discussion and instruction of value of art vs supplies.
EE1.c.m: Deductions and Taxes						
Identify payroll taxes that are deducted from a paycheck.						
Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.						
EE2.a.m: Post-Secondary Education, Skills, and Training						
Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain how factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.	x	x	x		Guidance	
EE2.b.m: Emerging Employment and Education Trends						
Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, job search engines).						
Money Management (MM)						
Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.						
MM1.a.m: Budgeting						
Construct a basic budget, including allocating spending and savings that spans for a week or a month.	x	x	x		Civics	
MM1.b.m: Financial Management						
Plan for ways to save, spend, and give money. Compare responsible saving, spending, and charitable habits. Identify various organizations or places that provide financial resource support to individuals or families.		x	x		Civics	Civics-plan and compare, individual lessons.
Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)						
MM2.a.m: Financial Institutions and Service Providers						
Describe and evaluate the benefits and risks of basic financial institution services.		x	x		Civics	Civics-individual lesson.

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
MM2.b.m: Payment Types						
Compare features of digital banking in online banking, bill pay, transfers, and checking account transactions. Compare the use of cash, debit cards, credit cards, checks, and other modern forms of payment. Determine how pre-authorized payments impact account balances. Recognize the importance of retaining records of financial transactions		x	x		Civics	Civics-compare, individual lessons.
MM2.c.m: Alternative Financial Currency						
Analyze online and mobile systems or applications that permit consumers to acquire items or transfer money.						
Saving and Investing						
Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.						
SI1.a.m: Saving Principles						
Compare and contrast places that can be used to save money. Describe ways to decrease expenses in order to increase savings. Compare pay yourself first to living paycheck to paycheck. Explain why saving is a prerequisite to investing.		x	x		Civics	Civics-compare, contrast, and describe, individual lessons.
SI1.b.m: Savings Types and Features						
Analyze the benefits of depositing money into a financial institution. Compare and contrast savings versus checking and debit accounts		x	x		Civics	Civics-individual lessons.
SI1.c.m: Saving Goal Planning						
Create a savings plan to reach short- and long-term personal saving goals. Analyze how life changes or changes in circumstances can affect a personal savings goal.		x	x		Civics	Civics-individual lessons.
SI1.d.m: Saving Risk and Reward						
Define simple and compound interest. Analyze the relationship between opportunity cost and reward.		x	x		Civics; Math 7; Math 8	College Preparatory Mathematics daily math lesson, compound interest project Civics-analyze, individual lessons.
SI1.e.m: Role of Government in Saving						
Recognize the limit of the Federal Deposit Insurance Corporation (FDIC) and National Credit Union Administration (NCUA) coverage of financial accounts.						
Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.						
SI2.a.m: Investing Principles						
Explain the difference between income and net worth. Compare and contrast methods to increase net worth. Examine the time value of money (TVM) and the variables that affect time value of money.						
SI2.b.m: Investing Types and Features						
Explore investing choices (e.g., collectibles, stocks, bonds, mutual funds) which can produce annual income or growth. Identify the differences between banks, credit unions, and investment firms.						
SI2.c.m: Investing Goal Planning						

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Create a prioritized list of short- and long-term personal financial investment goals and suggest methods to achieve those goals. Compare games of chance with investing methods for financial planning. Examine the role of investing for retirement. Investigate the role of a financial planner. Analyze the difference between dividends and capital gains. Identify factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance).					Guidance	
SI2.d.m: Investing Risks and Rewards						
Compare and contrast types of risk for investing. Choose personal risk tolerance for investments. Compare and contrast levels of investment risk and levels of investment rewards.						
SI2.e.m: Role of Government in Investing						
Investigate reliable government and industry sources to locate background information about a local person who provides investment advice. Examine the tax rate on short-term and long-term investments. Analyze the benefits of tax-advantaged investments for young people.						
Credit and Debt (CD)						
Standard PFL.CD1: Students will examine the benefits and costs of using credit.						
CD1.a.m: Benefits of Using Credit						
Assess whether a specific purchase justifies the use of credit.		x	x		Civics	Civics-individual lesson.
CD1.b.m: Costs of Using Credit						
Assess whether a specific purchase justifies the use of credit.		x	x		Civics	Civics-individual lesson.
CD1.c.m: Interest and Fees						
Compare options for payment on credit cards. Demonstrate balance sheet concepts (e.g., debit and credit). Compute the amount of interest paid over time when using credit. Compare advantages and disadvantages of various						
CD1.d.m: Debt Resolution						
Identify indicators of excessive debt. Predict possible consequences of excessive debt or bankruptcy. Explain credit coaching and appropriate times to utilize it.			x	x	Civics	Civics-predict, individual lesson
Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.						
CD2.a.m: Credit Products and Services						
Compare the benefits and costs of spending decisions when selecting products or services. Differentiate between a credit card, charge card, and debit card. Assess whether a specific purchase justifies the use of credit. Evaluate potential consequences of using easy access credit. Identify the financial benefits and services of different types of lending institutions.			x	x	Civics	Civics- compare and identify, individual lessons.
CD2.b.m: High Cost Alternative Lending						

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Research ways that a person can regain a lender's trust after losing or damaging a borrowed personal property. Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation. Explain why and how credit reports are developed. Examine the Fair Debt Collection Practice Act & Fair Credit Reporting Act.						
CD2.c.m: Consumer Credit Rights and Responsibilities						
Explain products and practices such as refund anticipation loan, payday lending, and rent-to-own.						
Risk Management and Insurance (RMI)						
Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions						
RMI1.a.m: Risk						
Distinguish between personal choices that have reasonable and unreasonable risk factors. Identify how to reduce risk by relying upon others and other loss prevention tools.		x	x		Health 7 and Health 9; Civics	Risky behavior and decision making Civics-distiguish, individuals lessons.
RMI1.b.m: Consequences of Financial Risk						
Illustrate decisions individuals make that may inhibit their ability to meet financial obligations.						
Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.						
RMI2.a.m: Purpose of Insurance						
Describe ways in which having insurance can protect a person from financial loss.						
RMI2.b.m: Types of Insurance						
Describe how the different types of short-term and long-term insurance coverages can protect a person.					Guidane via English Language Arts 8	Xello/Guidance
RMI2.c.m: Cost Factors of Insurance						
Explain how insurance coverage is directly proportional to insurance premiums (e.g. the higher the coverage amounts, types of coverage, risk of person being insured such as teen drivers may increase costs). Evaluate how the cost of insurance can vary based on past decisions.						
RMI2.d.m: Meaning of Insurance Contracts						
Compare extended warranties, insurance, protection, and coverage. Identify why it is important to understand the details of an insurance plan.						
RMI2.e.m: Loss Prevention Plan						
Construct a plan that shows how to use insurance effectively to protect self, family, and items of value.						

By the end of 12th grade, students should be able to:	H		In which class will the content be taught?	Notes or Instructional Materials
Financial Mindset (FM)				
Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan.				
FM1.a.h: Critical Consumer				
Summarize consumer rights, responsibilities, and consumer vigilance.	x		Plants, Animals, & You; Employability/Financial Literacy Skills; Leadership; Food Science, Work Study, Youth Apprenticeship; Economics; US History,	
Analyze and apply multiple sources of information when making consumer decisions (e.g., advertisements, reviews, interest rates, applicable fees, consumer movements, and choice).	x		Employability Skills/Financial Literacy Skills, Food Science	
Analyze the financial impact of advertising including techniques, potential for deception along with the influence of promotions, packaging, and placement.	x		Art Classes; Food Science, Pay Yourself First	Social Studies-Individual Lessons, Agriculture classes: discussion, projects, summative
FM1.b.h: Functions and Structure of Money				
Evaluate the functions and value of money in the United States (e.g., how the value is based upon the strength and credit of the government/issuing body).	x		Economics	Economics - Money Unit
FM1.c.h: Opportunity Costs				
Perform a cost-benefit analysis on a real-world situation.	x		Economics; Physical Science, Music, Food Science, Animal Science, Employability Skills/Financial Literacy Skills; Work Study	Level 2 project, Econ-Individual Lessons, Music: Booking the job in the performing Art; Agriculture readings, discussion, and projects
Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being.				
FM2.a.h: Values and Behavior				
Assess the impact of individual values and behaviors on financial decisions and goals.			US History; Economics; English 9/11; College Prep English/CAPP (12), Music; Work Study/Youth Apprenticeship	Social Studies-Individual Lessons, Music: lecture on ongoing improvement cost ie professional lessons and training. Agriculture: Xello, goal setting, class discussions, value inventory
FM2.b.h: Emotional Influences				
Evaluate strategies individuals use to manage emotions impacting financial decisions.			AP Psychology, Employability Skills/Financial Literacy Skills, Work Study, Youth Apprenticeship	Individual Unit. Agriculture classes: reading and writing reflections, discussion
FM2.c.h: External Influences				
Critique a financial plan and identify areas that may have been influenced by external sources.			Economics, Employability Skills/Financial Literacy Skills	Unite States new deal and the great depression, Agriculture: Banzai and Next Generation Personal Finance
FM2.d.h: Financial Goals				
Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, and net worth).			Economics, Employability Skills/Financial Literacy Skills	Individual Lessons. Agriculture: Banzai and Next Generation Personal Finance
FM2.e.h: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)				
Describe how to incorporate philanthropic opportunities into personal financial goals.			US History; Economics; World History; English 10, Employability Skills/Financial Literacy Skills, Leadership	English 10--class discussions incorporating giving, US-Gilded Age, Economics - Individual Lessons. Leadership and Employability Skills/Financial Literacy Skills service learning and gifting unit
Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.				
FM3.a.h: Online and Account Security				

By the end of 12th grade, students should be able to:	H		In which class will the content be taught?	Notes or Instructional Materials
<p>Choose an effective means to manage and protect passwords for multiple online accounts.</p> <p>Develop strategies to guard against malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.</p> <p>Research ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft.</p>			Economics	Economics - Online Banking
FM3.b.h: Digital Footprint				
<p>Assess actions and data as beneficial or detrimental to a financial digital footprint. Strategize ways to optimize a financial digital footprint.</p>			Employability Skills/Financial Literacy Skills	Agriculture: Banzai and Next Generation Personal Finance
FM3.c.h: Digital Resources				
<p>Appraise a user agreement for common financial websites and applications. Evaluate benefits and costs of exclusively online banking.</p>				
Education and Employment (EE)				
Standard: PFL.EE1: Students will compare the effect of personal income on their goals				
EE.1.a.h: Deductions and Taxes				
<p>Prioritize potential occupations based upon the results of a career assessment or interest inventory. Create a career development plan relative to personal interests, aptitudes, and potential earnings. Explain how career development goals fit with personal skills and attributes, current activities, and postsecondary plan</p>			Employability Skills/Financial Literacy Skills, PAY, Leadership	Xello, ffa.org, NGFP plus individual projects in agriculture classes
EE1.b.h: Types of Compensation				
<p>Assess ways workers are compensated in different industries and sectors (i.e., fringe benefits, wages, pension plan, hourly or salaried).</p>	x		World and US History; English 9; Furniture and Cabinet Making, Music; Work Study	Xello Lesson and career choice project--Eng 9, Social Studies-Great Depression, Labor Union, Music: Discussion regarding pursuing a career in the Performing Arts; Work Study -- Paycheck economics
EE1.c.h: Deductions and Taxes				
<p>Evaluate a paycheck and how payroll taxes along with other deductions (e.g. insurance, retirement account, flexible spending-parking, childcare, health) decrease net income. Analyze the impact of tax liability on income including potential deductions and credits that will impact state and federal income tax. Wisconsin Standards for Personal Financial Literacy - January 2020 Public Draft 20 Evaluate types of taxes (e.g., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Understand and follow the requirements of filing income taxes. Standard: SS. EE2: Students will evaluate the impact of lifelong learning on one's ability t</p>			Employability Skills/Financial Literacy Skills, Work Study	Agriculture: Paycheck Economics
Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.				
EE2.a.h: Post-Secondary Education, Skills, and Training				
<p>Assess how people's willingness and ability to plan for the future affects their decision to increase their education or job training in a dynamic and changing labor market.</p>				
<p>Compare the employment rates of workers with different skills.</p>				
<p>Evaluate the return on investment of the preparation requirements for different career pathways.</p>	x		Health 7 and Health 9; Graphic Design; Social Studies; Government; Economics; English 9; English 12; Furniture and Cabinet Making; Metals; Introduction to Technology; Work Study, Youth Apprenticeship	Health class discussion, Social Studies-Individual Lessons. Agriculture: Xello and individual projects English 12 and 9--Career discussion and exploration
EE2.b.h: Emerging Employment and Education Trends				

By the end of 12th grade, students should be able to:	H			In which class will the content be taught?	Notes or Instructional Materials
<p>Research and identify a job or field that may be high demand in the future based on emerging technologies.</p> <p>Assess employment trends and how those will impact future career paths.</p>	x			<p>Health 7 and Health 9; Social Studies; Economics; Computer Science; Furniture and Cabinet Making; Metals; Introduction to Technology, Employability Skills/Financial Literacy Skills, Work Study, Youth Apprenticeship</p>	<p>Health class project. Agriculture: Banzai, Xello, and in class projects</p>
Money Management (MM)					
Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.					
MM1.a.h: Budgeting					
<p>Prepare a budget that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.</p>				<p>Economics; Trade Math; Arts; Food Science, Pay Yourself First, Ecology</p>	<p>Trade math project, Economics - Budget Lesson; Students research tools and materials needed for a specific Art project, then determine how they should charge for what Art project based on their hours in the project and materials. Agriculture: budgeting in classes</p>
MM1.b.h: Financial Management					
<p>Compare and contrast different sources of active and passive income, savings, and investment vehicles. Develop and critique short-term and long-term personal financial plans. Summarize factors to consider when selecting a financial advisor. Evaluate circumstances where an individual or Wisconsin Standards for Personal Financial Literacy - January 2020 Public Draft 24 household may want to consult with a financial advisor, attorney, tax advisor, or financial planner for financial advice or representations.</p>				<p>Economics, Employability Skills/Financial Literacy Skills</p>	<p>Economics - Financial Portfolio Employability Skills/Financial Literacy Skills: guest speaker</p>
Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management. (cont'd)					
MM2.a.h: Financial Institutions and Service Providers					
<p>Compare financial institutions and service providers (e.g., banks, credit unions, investment or brokerage firms, mortgage brokers, payday lenders, online financial institutions, and loan agencies. Analyze the reasons for regulation and the roles of financial regulators [e.g., Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA), Consumer Finance Wisconsin Standards for Personal Financial Literacy - January 2020 Public Draft 25 Protection Bureau (CFPB), Federal Reserve, Office of the Comptroller of the Currency, Wisconsin Department of Financial Institutions (WDFI), Wisconsin Office of the Commissioner of Insurance (WOCI), Wisconsin Department of Agriculture, Trade, and Consumer Protection (WDATCP)].</p>				<p>Economics; US History; Government; Employability Skills/Financial Literacy Skills</p>	<p>Econ-Banking Project, US-Great Depression, New Deal. Agriculture: readings, discussion, and guest speaker</p>
MM2.b.h: Payment Types					
<p>Assess the advantages and disadvantages of digital banking (e.g., online banking, bill pay, transfers, checking account transactions). Summarize the tax and legal implications that require you to maintain personal records of significant financial transactions.</p>					
MM2.c.h: Alternative Financial Currency					
<p>Compare online and mobile systems or applications used as a means of alternative currency.</p>					
Saving and Investing					
Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.					
SI1.a.h: Saving Principles					

By the end of 12th grade, students should be able to:	H		In which class will the content be taught?	Notes or Instructional Materials
<p>Demonstrate how to manage savings accounts both manually and electronically, including reconciliation. Determine the opportunity cost in relation to a saving plan (e.g., inflation, taxes).</p> <p>Compare and contrast the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes.</p>			Economics, Employability Skills/Financial Literacy Skills	Economics - Opportunity Cost, Employability Skills/Financial Literacy Skills: Banzai, Next Generation Personal Finance, guest speaker
SI1.b.h: Savings Types and Features				
<p>Compare and contrast characteristics of basic savings options (e.g., savings accounts, money market accounts, and certificates of deposit). Explain the impact of electronic funds transfer (EFT) services on savings accounts.</p>			Economics, Employability Skills/Financial Literacy Skills	Economics - Markets Lesson. Agriculture: lecture/discussion
SI1.c.h: Saving Goal Planning				
<p>Determine the best options to achieve specific short- and long-term personal saving goals. Compare and contrast financial services and products to achieve personal saving goals.</p>			Economics	Economics - Individual Lessons
SI1.d.h: Saving Risk and Reward				
<p>Compare and contrast the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, and certificates of deposit). Evaluate the effect of compound interest on savings options.</p>			Economics; Trade Math; Algebra; Pre-Calculus; Employability Skills/Financial Literacy Skills	College Preparatory Mathematics Lesson on Exponential Growth-Algebra, Trade math, and Pre-Calculus, Econ-Opportunity Cost. Employability Skills/Financial Literacy Skills: discussion
SI1.e.h: Role of Government in Saving				
<p>Explain the role that government agencies play in protecting deposits (e.g. Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA)).</p>			Economics; Government; Employability Skills/Financial Literacy Skills	Social studies-individual lesson Agriculture: lecture/discussion
Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security.				
SI2.a.h: Investing Principles				
<p>Explain the role of revenue generating assets in building net worth (e.g., real estate and entrepreneurship). Evaluate the effect of compounding earned interest on investments.</p> <p>Compute time value of money (TVM) principles (e.g., compound interest, Rule of 72).</p> <p>Evaluate the reliability and trustworthiness of digital investment banking.</p>			Arts; Economics; Employability Skills/Financial Literacy Skills; Work Study	Discussion about the value of Art. (I.E if an artist were to sell their wares, or perform at an event, what is a fair price to charge (time, supplies, mileage, what the market will bear, etc) Economics - Individual Lessons. Rule of 72 worksheet in agriculture classes
SI2.b.h: Investing Types and Features				
<p>SI2.b.h Describe a range of investment vehicles (short-term and long-term) for buying and selling investments. Explain the concept of asset allocation, associated fees, and their effect on the rate of return. Differentiate between different types of long-term retirement investments [e.g., IRA, Roth IRA, 401(k), and 403 (b)].</p>			Economics	Economics - Individual Lessons
SI2.c.h: Investing Goal Planning				

By the end of 12th grade, students should be able to:	H	In which class will the content be taught?	Notes or Instructional Materials
<p>SI2.c.h Create personal criteria for investment planning. Analyze financial investment services according to personal criteria for investment planning. Assess various means of building net worth. Justify how paying yourself first early and often influences positive progress toward long-term financial planning goals. Evaluate factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance, etc.)</p> <p>Develop an investment plan to meet individual short- and long-term financial investment goals.</p>		Economics; Employability Skills/Financial Literacy Skills	Economics - Individual Lessons. Pay Yourself First in Employability Skills/Financial Literacy Skills in Next Generation Personal Finance
SI2.d.h: Investing Risks and Rewards			
<p>Compare the risk, return, and liquidity of various investment alternatives contrasting a range of short-term and long-term investment strategies. Identify financial risks, including inflation, deflation, and recession. Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>			
SI2.d.e.h: Role of Government in Investing			
<p>Determine information, assistance, and protection that individual investors can receive (e.g., Securities and Exchange Commission, Financial Industry Regulatory Authority, Consumer Financial Protection Bureau, State Securities Administrators). Compare and contrast the advantages of taxable, tax deferred and tax-advantaged investments for new savers, including Roth IRAs and employer-sponsored retirement vehicles. Assess fiduciary responsibilities and due diligence of financial professionals.</p>		Economics	Economics - Individual Lessons
Credit and Debt (CD)			
Standard PFL.CD1: Students will examine the benefits and costs of using credit.			
CD1.a.h: Benefits of Using Credit			
<p>Analyze uses of credit that provide financial and personal benefits. Predict why someone would make a purchase using credit instead of cash.</p>		Economics, Employability Skills/Financial Literacy Skills	Economics - Individual Lessons, Agriculture: class discussion
CD1.b.h: Costs of Using Credit			
<p>Assess the total cost of incurring a loan (e.g., various rates of interest, loan origination fee, early payback, and length of term).</p>		Economics; Trade Math, Employability Skills/Financial Literacy Skills	Trade math daily lesson, Economics - Individual Lessons, Employability Skills/Financial Literacy Skills: Paycheck Economics
CD1.c.h: Interest and Fees			
<p>Evaluate options for payment on credit cards and the consequences of each option. Compare different debt payment methods. Calculate the total cost of repaying a loan under various rates of interest and over different time periods.</p>		Economics; Trade Math	Trade math daily lesson, Economics - Individual Lessons
CD1.d.h: Debt Resolution			
<p>Examine services that consumer credit counseling agencies offer. Examine how consumers apply financial coaching to various situations. Investigate the purpose and types of bankruptcy, including its possible negative effects on assets, employability, credit availability, cost of credit, and lenders. Explore strategies that may be used to avoid bankruptcy and what debt may not be discharged through bankruptcy. Investigate common life situations that lead to financial difficulty and bankruptcy. Evaluate the methods that debt collectors take in recovering co</p>		Economics; Government, Employability Skills/Financial Literacy Skills	Social Studies-Individual Lessons. Employability Skills/Financial Literacy Skills: cost of credit

By the end of 12th grade, students should be able to:	H	In which class will the content be taught?	Notes or Instructional Materials
Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.			
CD2.a.h: Credit Products and Services			
<p>Analyze the impact of using a credit card versus debit card as it relates to money management. Compare various types of student loans and alternatives of paying for post-secondary education.</p> <p>Research the potential consequences of deferred payment of student loans.</p> <p>Differentiate between adjustable- and fixed-rate debt.</p> <p>Analyze the effect of debt on a person's net worth.</p> <p>Calculate the most cost-effective option for paying for a car.</p> <p>Assess the financial benefits and services of different types of lending institutions.</p>		Trade Math, Employability Skills/Financial Literacy Skills	Trade math daily lesson. Employability Skills/Financial Literacy Skills: Banzai, class discussion, guest speaker
CD2.b.h: Consumer Credit Rights and Responsibilities			
<p>Explain the rights and responsibilities of buyers and sellers under the Fair Debt Collection Practice Act consumer protection laws. Explain the rights that people have to review and resolve credit score discrepancies under the Fair Credit Reporting Act.</p> <p>Compile examples of permissible uses of credit reports other than granting credit.</p> <p>Compose information on the primary organizations that maintain and provide consumer credit records.</p> <p>Analyze factors affecting a credit score and creditworthiness.</p>		Employability Skills/Financial Literacy Skills	Discussion on Fair Credit Reporting Act in ag class
CD2.c.h: High-Cost Alternative Lending			
<p>Compare and contrast advantages, disadvantages, and risks of lending products and practices (e.g. refund anticipation loan, payday lending, and rent-to-own). Differentiate between a rapid access loan and bank loan in both the short-term and long-term.</p>			
Risk Management and Insurance (RMI)			
Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions			
RMI1.a.h: Risk			
<p>Determine different perceptions of risk based on age, culture, and social status.</p> <p>Analyze the financial cost of taking a risk versus outsourcing the risk (e.g., contract for services, insurance, utilization of technology).</p>	x	Health 7 and Health 9, Employability Skills/Financial Literacy Skills	Risky behavior and decision making. Employability Skills/Financial Literacy Skills: investing slides show and discussion Health class discussion
RMI1.b.h: Consequences of Financial Risk			
<p>Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (i.e., ability to acquire with cash or credit based upon credit score).</p>		US History; World History, Employability Skills/Financial Literacy Skills	History-Great Depression and New Deal, Capitalism Vs. Communism Employability Skills/Financial Literacy Skills: Goods and Services, wants vs needs
Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.			
RMI2.a.h: Purpose of Insurance			
<p>Evaluate why some types of insurance are required by law.</p>		Employability Skills/Financial Literacy Skills	Insurance reading and Newsela
RMI2.b.h: Types of Insurance			

By the end of 12th grade, students should be able to:	H		In which class will the content be taught?	Notes or Instructional Materials
<p>Compare the different types of insurance and the level of protection they provide including options provided by a person, an employer, and the government.</p> <p>Summarize insurance and the amount of coverage mandated by various government regulations.</p>			Social Studies, Employability Skills/Financial Literacy Skills	Sociology - individual lesson. Employability Skills/Financial Literacy Skills: Paycheck Economics
RM12.c.h: Cost Factors of Insurance				
<p>Analyze insurance coverage needs that can increase or decrease insurance costs. Compare insurance policies, rates, premiums, and deductibles to minimize costs. Examine the conditions under which it is appropriate and necessary for young adults to have life, auto, health, and</p>			Employability Skills/Financial Literacy Skills	Banzai and Next Generation Personal Finance, class discussion
RM12.d.h: Meaning of Insurance Contracts				
<p>Determine when and why insurance contracts are used.</p> <p>Identify why it is important to understand the details of an insurance plan.</p> <p>Evaluate the components of insurance contracts and their common terms and conditions. Interpret the responsibilities and rights provided by common insurance contracts.</p>			Social Studies	Sociology - individual lesson
RM12.e.h: Loss Prevention Plan				
<p>Predict what happens when someone underestimates, or overestimates a protection level, and justify an appropriate level of insurance coverage.</p> <p>Evaluate insurance professionals and companies to determine whether they meet different insurance needs.</p>			Employability Skills/Financial Literacy Skills	Insurance comparison lesson

Financial Literacy Gaps and Suggestions

Standards not covered in the current high school curricula: (5 standards)

FM3.c.h: Digital Resources

Appraise a user agreement for common financial websites and applications. Evaluate benefits and costs of exclusively online banking.

MM2.b.h: Payment Types

Assess the advantages and disadvantages of digital banking (e.g., online banking, bill pay, transfers, checking account transactions). Summarize the tax and legal implications that require you to maintain personal records of significant financial transactions.

MM2.c.h: Alternative Financial Currency

Compare online and mobile systems or applications used as a means of alternative currency.

SI2.d.h: Investing Risks and Rewards

Compare the risk, return, and liquidity of various investment alternatives contrasting a range of short-term and long-term investment strategies. Identify financial risks, including inflation, deflation, and recession. Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.

CD2.c.h: High-Cost Alternative Lending

Compare and contrast advantages, disadvantages, and risks of lending products and practices (e.g. refund anticipation loan, payday lending, and rent-to-own). Differentiate between a rapid access loan and bank loan in both the short-term and long-term.

Suggestions: Create specific lessons that are aligned with the language of the above-mentioned standards to be taught at the high school level. The lessons can be taught either holistically in a specific course(s) or pushed during homeroom time by teachers throughout high school.

Standards not covered in the current middle school curricula: (20 standards)

FM3.b.m: Digital Footprint

Compare and contrast active and passive financial digital footprints. Illustrate how a financial digital footprint can be used by others.

EE.1.a.m: Deductions and Taxes

Assess personal strengths (e.g., skills, knowledge, experience), aptitudes, and passions related to potential future careers. Create a plan to reach future career goals taking into account personal interests, aptitudes, and potential earnings.

EE2.a.m: Post-Secondary Education, Skills, and Training

Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain how factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.

EE2.b.m: Emerging Employment and Education Trends

Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, job search engines).

MM2.c.m: Alternative Financial Currency

Analyze online and mobile systems or applications that permit consumers to acquire items or transfer money.

SI1.e.m: Role of Government In Saving

Recognize the limit of the Federal Deposit Insurance Corporation (FDIC) and National Credit Union Administration (NCUA) coverage of financial accounts.

SI2.a.m: Investing Principles

Explain the difference between income and net worth. Compare and contrast methods to increase net worth. Examine the time value of money (TVM) and the variables that affect time value of money.

SI2.b.m: Investing Types and Features

Explore investing choices (e.g., collectibles, stocks, bonds, mutual funds) which can produce annual income or growth. Identify the differences between banks, credit unions, and investment firms.

SI2.c.m: Investing Goal Planning

"Create a prioritized list of short- and long-term personal financial investment goals and suggest methods to achieve those goals. Compare games of chance with investing methods for financial planning. Examine the role of investing for retirement. Investigate the role of a financial planner. Analyze the difference between dividends and capital gains. Identify factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance)."

SI2.d.m: Investing Risks and Rewards

Compare and contrast types of risk for investing. Choose personal risk tolerance for investments. Compare and contrast levels of investment risk and levels of investment rewards.

SI2.e.m: Role of Government in Investing

Investigate reliable government and industry sources to locate background information about a local person who provides investment advice. Examine the tax rate on short-term and long-term investments. Analyze the benefits of tax-advantaged investments for young people.

CD1.c.m: Interest and Fees

Compare options for payment on credit cards. Demonstrate balance sheet concepts (e.g., debit and credit). Compute the amount of interest paid over time when using credit. Compare advantages and disadvantages of various

CD2.b.m: High Cost Alternative Lending

"Research ways that a person can regain a lender's trust after losing or damaging a borrowed personal property.

Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation. Explain why and how credit reports are developed. Examine the Fair Debt Collection Practice Act & Fair Credit Reporting Act."

CD2.c.m: Consumer Credit Rights and Responsibilities

Explain products and practices such as refund anticipation loan, payday lending, and rent-to-own.

RMI1.b.m: Consequences of Financial Risk

Illustrate decisions individuals make that may inhibit their ability to meet financial obligations.

RMI2.a.m: Purpose of Insurance

Describe ways in which having insurance can protect a person from financial loss.

RMI2.b.m: Types of Insurance

Describe how the different types of short-term and long-term insurance coverages can protect a person.

RMI2.c.m: Cost Factors of Insurance

Explain how insurance coverage is directly proportional to insurance premiums (e.g. the higher the coverage amounts, types of coverage, risk of person being insured such as teen drivers may increase costs). Evaluate how the cost of insurance can vary based on past decisions.

RMI2.d.m: Meaning of Insurance Contracts

"Compare extended warranties, insurance, protection, and coverage. Identify why it is important to understand the details of an insurance plan."

RMI2.e.m: Loss Prevention Plan

Construct a plan that shows how to use insurance effectively to protect self, family, and items of value.

Suggestions: As suggested previously in the BOE memo about Financial Literacy on January 6 2023, a new middle school course can be introduced to middle school students. The Curriculum Map of the course will be based on the standards indicated above that constitute a gap in our financial literacy teachings. I can begin creating lesson plans and finding resources that align with each standard, and combine all into a coherent course/ curriculum that can be taught to students at the middle school level. The administration/ BOE can decide on the nature of the course and how it could be taught, as well as what grade level. I can create materials and organize them into a course in Google Classroom that will be made available for any teacher to follow.

Course Name:	Kindergarten Social Studies		
Credits:	N/A		
Prerequisites:	N/A		
Description:	A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS) Wisconsin Standards for Personal Financial Literacy		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
All About Me	Two Months	I can describe characteristics of a positive citizenship (classroom). I can describe how people grow and change. I can cooperate with my neighbors (school, home...). I can ask and answer questions about myself and my family.	Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different.
Then and Now	One Month	I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions.	Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving.
Holidays Around the World	One Month	I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. I can differentiate between wants and needs.	Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season.
United States	One Month	I can identify leaders and their roles in different settings. I can identify why voting is important. I can identify symbols of the United States.	Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important.
My Community	Two Months	I can identify similarities and differences among community members. I can identify how I belong to groups (family, school, religion...). I can differentiate between wants and needs.	Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community.
Our World	Two Months	I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions.	Students will be able to describe the difference between a map and a globe. Students will also be able tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them.

Unit Name: All About Me	Length: Two Months
Standards: I can describe characteristics of a positive citizenship (classroom). I can describe how people grow and change. I can cooperate with my neighbors (school, home...). I can ask and answer questions about myself and my family.	Outcomes: Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different.
Essential Questions: How am I different from and similar to others? How can I learn to cooperate and collaborate with others? How do choices I make influence who I am and how others see me? What is a rule? Why do we have rules?	Learning Targets: Students will describe characteristics of a positive citizenship (classroom). Students will describe how people grow and change. Students will cooperate with my neighbors (school, home...). Students will ask and answer questions about myself and my family.
Topic 1: We Are Citizens	Length: 6-8 Days
Standard(s): I can describe characteristics of a positive citizenship (classroom). I can cooperate with my neighbors (school, home...).	Academic Vocabulary: Rules Laws Cooperation
Lesson Frame: Rules & Laws	I can give examples of a rule. I can give examples of a law.
Lesson Frame: How To Be a Good Citizen	I can tell the responsibilities of a good citizen.
Lesson Frame: Good Choices and Bad Choices	I can describe what are good and bad choices.
Lesson Frame: Friendship, Sharing, and Taking Turns	I can describe how to be a good friend.
Lesson Frame: Cooperation	I can define cooperation.
Lesson Frame: Working Hard and Trying Our Best	I can give examples of what it means to do my best.
Performance Tasks: Behavior Sort (Good versus Bad Choices)	Notes:
Topic 2: Families	Length: 3-5 Days

<p>Standards: I can ask and answer questions about myself and my family. I can describe how people grow and change.</p>	<p>Academic Vocabulary: Parents Grandparents Brothers Sisters Aunts Uncles</p>
<p>Lesson Frame: My Family</p>	<p>I can tell who is in my family.</p>
<p>Lesson Frame: Extended Family</p>	<p>I can tell what an extended family is.</p>
<p>Lesson Frame: Types of Families</p>	<p>I can give examples of different types of families.</p>
<p>Performance Tasks: Draw a picture of your family and label each member.</p>	<p>Notes:</p>

Unit Name: Then and Now	Length: One Month
Standards: I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions.	Outcomes: Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving.
Essential Questions: What happened in the past? How was life in the past similar to and different from today?	Learning Targets: Students will differentiate between past, present, and future. Students will identify key people, holidays, events, and traditions.
Topic 1: Past and Present	Length: 6-8 days
Standard(s): I can differentiate between past, present, and future.	Academic Vocabulary: Entertainment
Lesson Frame: Clothing Long Ago and Today	I can give an example of clothing from long ago and today.
Lesson Frame: School Long Ago and Today	I can give an example of differences between school long ago and today.
Lesson Frame: Transportation Long Ago and Today	I can give examples of transportation long ago and today.
Lesson Frame: Entertainment Long Ago and Today	I can give an example of entertainment long ago and today.
Lesson Frame: Home Long Ago and Today	I can differentiate between homes from the past and the present.
Lesson Frame: Jobs Long Ago and Today	I can differentiate between jobs from the past and the present.
Performance Tasks: Create a timeline	Notes:
Topic 2: Thanksgiving	Length: 3-5 days
Standard(s): I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions.	Academic Vocabulary: Pilgrim Native American
Lesson Frame: Pilgrims and Native Americans	I can describe a Pilgrim. I can describe a Native American.
Lesson Frame: First Thanksgiving	I can describe the first Thanksgiving and why it is important.
Lesson Frame: Present Day Traditions	I can identify common present day Thanksgiving traditions.

Performance Tasks:
Sequencing Activity

Notes:

Unit Name: Holidays Around the World	Length: One Month
Standards: I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. I can differentiate between wants and needs.	Outcomes: Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season.
Essential Questions: What is culture? How are groups of people alike or different? How do children in other parts of the world grow and learn?	Learning Targets: Students will explain how groups of people are alike and different (international). Students will identify key people, holidays, events and traditions. Students will differentiate between wants and needs.
Topic 1: Customs and Traditions	Length: 3-5 days
Standard(s): I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions.	Academic Vocabulary: Christmas Kwanza Hanukkah
Lesson Frame: Christmas	I can describe the importance of Christmas.
Lesson Frame: Kwanza	I can describe the importance of Kwanzaa.
Lesson Frame: Hanukkah	I can describe the importance of Hanukah.
Performance Tasks: Create a poster.	Notes:
Topic 2: Economics	Length: 1-2 days
Standard(s): I can differentiate between wants and needs.	Academic Vocabulary: Need Want
Lesson Frame: Needs and Wants	I can tell the difference between a need and a want.
Performance Tasks: Draw a picture that shows a need and a want.	Notes:

Unit Name: United States	Length: One Month
Standards: I can identify leaders and their roles in different settings. I can identify why voting is important. I can identify symbols of the United States.	Outcomes: Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important.
Essential Questions: What are the rights and responsibilities of people in a group, and of those in authority? What is government?	Learning Targets: Students will identify leaders and their roles in different settings. Students will identify why voting is important. Students will identify symbols of the United States.
Topic 1: Government	Length: 2-3 days
Standard(s): I can identify leaders and their roles in different settings.	Academic Vocabulary: President Vice President Voting
Lesson Frame: Leaders (President/Vice President)	I can identify leaders and their roles in different settings.
Lesson Frame: Voting	I can identify why voting is important.
Performance Tasks: Tell about the United States leaders and voting.	Notes:
Topic 2: Symbols	Length: 4-5 days
Standard(s): I can identify symbols of the United States.	Academic Vocabulary:
Lesson Frame: American Flag	I can describe the importance of the American Flag.
Lesson Frame: Bald Eagle	I can describe the importance of the Bald Eagle.
Lesson Frame: Pledge of Allegiance	I can describe the importance of the Pledge of Allegiance.
Lesson Frame: White House	I can describe the importance of the White House.

Performance Tasks: Tell about United States symbols	Notes:
Topic 3: Martin Luther King Jr Day	Length: 1-2 Days
Standard(s): I can identify leaders and their roles in different settings.	Academic Vocabulary: speech
Lesson Frame: I Have a Dream...	I can explain why Dr. Martin Luther King Jr. was important.
Performance Tasks: Tell why MLK Jr. is important.	Notes:
Topic 4: President's Day	Length: 1-2 Days
Standard(s): I can identify leaders and their roles in different settings.	Academic Vocabulary:
Lesson Frame: Significance of President's Day	I can tell why President's Day is important.
Performance Tasks: Make a picture.	Notes:

Unit Name: My Community	Length: Two Months
Standards: I can identify similarities and differences among community members. I can identify how I belong to groups (family, school, religion...) I can differentiate between wants and needs. FM1.a.e: Critical Consumer FM1.c.i: Opportunity Costs FM2.a.e: Values and Behavior EE1.b.e: Types of Compensation MM1.b.e: Financial Management MM2.b.e: Payment Types	Outcomes: Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community.
Essential Questions: What are similarities and differences among individuals and groups? How do civic, educational, governmental, and religious organizations function in our community, state, and nation? What questions are important to ask about wants, needs, goods, and services? Why can't people have everything that they want?	Learning Targets: Students will identify similarities and differences among community members. Students will identify how I belong to groups (family, school, religion...) Students will differentiate between wants and needs.
Topic 1: Community Workers	Length: 4-5 Days
Standard(s): I can identify similarities and differences among community members.	Academic Vocabulary: Medical Educational Protective Services Earth Services
Lesson Frame: Medical Helpers	I can identify medical helpers.
Lesson Frame: Educational Helpers	I can identify educational helpers.
Lesson Frame: Protective Services Helpers	I can identify protective services helpers.
Lesson Frame: Earth Service Helpers	I can identify earth service helpers.
Performance Task: Make a poster of a community helper and orally present it to the class.	Notes:
Topic 2: Economics	Length: 3-4 Days

<p>Standard(s): I can differentiate between wants and needs.</p>	<p>Academic Vocabulary: Needs Wants Goods Services Producers Consumers</p>
<p>Lesson Frame: Needs and Wants (Review)</p>	<p>I can differentiate between wants and needs.</p>
<p>Lesson Frame: Goods and Services</p>	<p>I can differentiate between goods and services.</p>
<p>Lesson Frame: Producers and Consumers</p>	<p>I can differentiate between producers and consumers.</p>
<p>Performance Tasks: Needs and Wants Sort</p>	<p>Notes:</p>

Unit Name: Our World	Length: Two Months
Standards: I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions.	Outcomes: Students will be able to describe the difference between a map and a globe. Students will also be able to tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them.
Essential Questions: Where am I? What are the features of a map? (Title, keys, labels, symbols, colors etc.) What is the purpose of a map and how do they help us? How do people change the environment, and how does the environment influence human activity?	Learning Targets: Students will identify my location (home, school). Students will create a map of a room (bedroom, classroom...). Students will use charts, maps, and graphs to interpret data and answer questions.
Topic 1: Maps	Length: 6-8 Days
Standard(s): I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions.	Academic Vocabulary: Map Globe Key Compass Rose Labels
Lesson Frame: What is a map?	I can tell about and describe a map.
Lesson Frame: Identifying Water and Land	I can tell what is water and land on a map.
Lesson Frame: Map Symbols and Map Keys	I can identify the key and symbols on a map.
Lesson Frame: Map Directions	I can identify the compass rose and tell directions.
Lesson Frame: What is a Globe?	I can tell about and describe a globe.
Lesson Frame: Comparing Maps and Globes	I can compare a map and a globe.
Performance Tasks: Create a map of a room (bedroom, classroom...)	Notes:
Topic 2: Earth Day	Length: 3-4 Days

Standard(s): I can identify how reducing, reusing, and recycling affect my environment.	Academic Vocabulary: Reduce Reuse Recycle
Lesson Frame: Reduce	I can tell what it means to reduce and give 1-2 ways to reduce garbage.
Lesson Frame: Reuse	I can tell what it means to reuse and give 1-2 ways to reuse garbage.
Lesson Frame: Recycle	I can tell what it means to recycle and tell 1-2 things that can be recycled.
Performance Tasks: Recycling picture sort.	Notes:

September	October	November	December	January	February	March	April	May	June
All About Me	All About Me	Then and Now	Holiday Around the World	United States	My Community		Our World		

September	October	November	December	January	February	March	April	May	June
All About Me	All About Me	Then and Now	Holiday Around the World	United States	My Community		Our World		

Course Name:	Grade 1 Social Studies		
Description:	A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship		
Academic Standards:	NCSS Wisconsin Standards for Personal Financial Literacy		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Community and Culture	1 Quarter	<p>I can ask and answer questions about similarities and differences about myself and others.</p> <p>I can explain how groups of people are alike and different.</p> <p>I can explain aspects of culture.</p> <p>I can identify how community members can help me.</p> <p>I can cooperate with my neighbors at school and home.</p> <p>EE2.a.e: Post-Secondary Education, Skills, and Training</p>	Our families and neighbors work together to act responsibly, celebrate events, and keep each other safe.
Geography	1 Quarter	<p>I can identify my location.</p> <p>I can create a map of a building.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p>	We use different types of maps to locate objects and people.
History	1 Quarter	<p>I can identify how science and technology affects our lives.</p> <p>I can recognize there are important artifacts, symbols, and documents from history.</p> <p>I can identify key historical events and how they relate to me.</p>	We use different types of maps to locate objects and people.

Economics and Citizenship	1 Quarter	<p>I can differentiate between wants, needs, goods and services.</p> <p>I can describe characteristics of a positive citizen.</p> <p>I can identify leaders and their roles.</p> <p>I can explain how leaders are chosen.</p> <p>FM1.a.e: Critical Consumer</p> <p>FM1.c.i: Opportunity Costs</p> <p>FM2.a.e: Values and Behavior</p> <p>FM2.c.e: External Influences</p> <p>EE.1.a.e: Deductions and Taxes</p> <p>EE1.b.e: Types of Compensation</p> <p>MM1.b.e: Financial Management</p> <p>MM2.b.e: Payment Types</p>	<p>People work to earn money for things that they need and want. People use the characteristics of a good citizen to live, work, and be successful together.</p>
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Unit Name: Community and Culture	Length: One Quarter
<p>Standards:</p> <p>I can ask and answer questions about similarities and differences about myself and others.</p> <p>I can explain how groups of people are alike and different.</p> <p>I can explain aspects of culture.</p> <p>I can identify how community members can help me.</p> <p>I can cooperate with my neighbors at school and home.</p> <p>EE2.a.e: Post-Secondary Education, Skills, and Training</p>	<p>Outcomes: Our families and neighbors work together to act responsibly, celebrate events, and keep each other safe.</p>
<p>Essential Questions: Who are our families and neighbors?</p>	<p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Students will understand that family members, friends, and classmates can all teach us how to act responsibly. 2. Students will understand that families come together to celebrate certain events. 3. Students will understand the reasons for having rules at home and at school. 4. Students will understand that people rely on their neighbors.
Topic 1: Our Families	Length: 2 Weeks
<p>Standard(s):</p> <p>I can ask and answer questions about similarities and differences about myself and others.</p>	<p>Academic Vocabulary:</p> <p>Family, Rule</p>
Lesson Frame: Families at Home	I can tell how families are alike and different.
Lesson Frame: Families Help Each Other	I can retell why families have rules.
<p>Performance Tasks:</p> <p>Participation</p> <p>Developing lists</p> <p>Sharing Ideas</p> <p>Retelling</p> <p>Completion of rubrics</p>	<p>Notes:</p> <p>Activities may vary depending on individual needs</p>
Topic 2: Families Together	Length: 2 weeks
<p>Standard(s):</p> <p>I can explain how groups of people are alike and different.</p>	<p>Academic Vocabulary:</p> <p>custom, celebrate</p>
Lesson Frame: Families have Customs	I can share a family custom.
Lesson Frame: Families Celebrate	I can share a family celebration.

Performance Tasks: Sharing ideas Participation Completion of rubrics	Notes: Activities may vary depending on individual needs
Topic 3: Our Schools	Length: 2 weeks
Standard(s): I can explain aspects of culture.	Academic Vocabulary: Culture, Holiday
Lesson Frame: What is School?	I can share an idea on how we work together in school.
Lesson Frame: Rules at School	I can share an idea about school rules.
Lesson Frame: Celebrations	I can help list how holidays are celebrated in different cultures.
Performance Tasks: Sharing Ideas Participation Completion of rubrics	Notes: Activities may vary depending on individual needs various Holiday videos and literature
Topic 3: Our Neighbors	Length: 2 weeks
Standard(s): I can identify how community members can help me. I can cooperate with my neighbors at school and home.	Academic Vocabulary: neighbor, neighborhood
Lesson Frame: In a Neighborhood	I can: tell what a neighborhood is.
Lesson Frame: Neighbors from Around the World	I can: tell how people in America have come from other cultures.
Performance Tasks: Sharing Ideas Participation Completion of rubrics	Notes: Activities may vary depending on individual needs various videos and literature

Unit Name: Geography	Length: One Quarter
Standards: I can identify my location. I can create a map of a building. I can use charts, maps, and graphs to interpret data and answer questions.	Outcomes: We use different types of maps to locate objects and people.
Essential Questions: How do we learn about where we live?	Learning Targets: 1. Students will understand where ever a person lives they are connected to each other. 2. Students will understand the connection among community, state, country, continent and planet Earth. 3. Students will understand that maps can be used to give locations of places large and small.
Topic 1: Where I live.	Length: 4 weeks
Standard(s): I can identify my location.	Academic Vocabulary: address, community, city, suburb, town
Lesson Frame: Use Addresses	I can recite and write my home address.
Lesson Frame: A City	I can name items that are related to a city
Lesson Frame: Suburbs	I can name items that are related to a suburb.
Lesson Frame: Towns and Farms	I can name items that are related towns and farms.
Performance Tasks: Participate in listing items Graphic organizers Classify and Categorize Completion of rubrics	Notes: Activities may vary depending on individual needs ideos and literature
Topic 2: My Place on Earth	Length: 4 weeks
Standard(s): I can create a map of a building. I can use charts, maps, and graphs to interpret data and answer questions.	Academic Vocabulary: globe, map, state, country, continent
Lesson Frame: Map a Room or Building	I can create a map of a room.
Lesson Frame: Neighborhood Map	I can interpret a given map.
Lesson Frame: Charts, Maps and Graphs	I can use charts, maps, and graphs to interpret data and answer questions.

Performance Tasks: Completion of rubrics Participation	Notes: Activities may vary depending on individual needs various maps
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Unit Name: History	Length: One Quarter
Standards: I can identify how science and technology affects our lives. I can recognize there are important artifacts, symbols, and documents from history. I can identify key historical events and how they relate to me.	Outcomes: We can compare people long ago from people today.
Essential Questions: How did people live long ago?	Learning Targets: 1. Students will understand the differences and similarities between how people lived long ago and today. 2. Students will understand that there are similarities between our lives today and the lives of Native Americans long ago. 3. Students will understand why the Pilgrims came to America and how they survived. 4. Students will understand what freedom is and how Americans have been fighting for freedom.
Topic 1: Families Long Ago	Length: 2 weeks
Standard(s): I can identify how science and technology affects our lives.	Academic Vocabulary: timeline
Lesson Frame: Farm Life Long Ago	I can compare farm life long ago/today.
Lesson Frame: Schools Long Ago and Today	I can compare schools life long ago/today.
Lesson Frame: Technology	I can share an idea on how technology/inventions have made life easier.
Performance Tasks: Participation Graphic Organizers Compare and contrast Completion of rubrics Timeline of change	Notes: Activities may vary depending on individual needs videos and literature
Topic 2: The First Americans	Length: 2 weeks
Standard(s): I can recognize there are important artifacts, symbols, and documents from history.	Academic Vocabulary: Native American, settler
Lesson Frame: Native American Groups	I can name and compare two Native American groups.
Lesson Frame: Columbus Arrives	I can retell Columbus' voyage.

Lesson Frame: Settlers	I can discuss reasons why people decided to come to America.
Performance Tasks: Graphic Organizer Compare and Contrast Sequence List Completion of rubric	Notes: Activities may vary depending on individual needs videos and literature
Topic 3: The Pilgrims	Length: 2 weeks
Standard(s): I can recognize there are important artifacts, symbols, and documents from history.	Academic Vocabulary: Pilgrim
Lesson Frame: The Pilgrims Arrive	I can tell where the Pilgrims came from. I can tell why the Pilgrims came to America.
Lesson Frame: Native American Help	I can share ways the Native Americans helped the Pilgrims.
Performance Tasks: Performance Tasks: Graphic Organizer Compare and Contrast List Completion of rubric	Notes: Activities may vary depending on individual needs videos and literature
Topic 4: Our Free Country	Length: 2 weeks
Standard(s): I can identify key historical events and how they relate to me.	Academic Vocabulary: President, slavery, immigrant
Lesson Frame: Freedom for Everyone	I can name the first President of the United States. I can tell what slavery is.
Lesson Frame: Freedom Across America	I can tell what an immigrant is.
Lesson Frame: Marching for Freedom	I can tell how Dr. Martin Luther King, Jr. helped with freedom.
Performance Tasks: Graphic Organizer Compare and Contrast Completion of rubric Participation	Notes: Activities may vary depending on individual needs videos and literature

Unit Name: Economics and Citizenship	Length: One Quarter
<p>Standards:</p> <p>I can differentiate between wants, needs, goods and services.</p> <p>I can describe characteristics of a positive citizen.</p> <p>I can identify leaders and their roles.</p> <p>I can explain how leaders are chosen.</p> <p>FM1.a.e: Critical Consumer</p> <p>FM1.c.i: Opportunity Costs</p> <p>FM2.a.e: Values and Behavior</p> <p>FM2.c.e: External Influences</p> <p>EE.1.a.e: Deductions and Taxes</p> <p>EE1.b.e: Types of Compensation</p> <p>MM1.b.e: Financial Management</p> <p>MM2.b.e: Payment Types</p>	<p>Outcomes:</p> <p>People work to earn money for things that they need and want. People use the characteristics of a good citizen to live, work, and be successful together.</p>
<p>Essential Questions:</p> <p>Why do people work?</p> <p>How do we get along together?</p>	<p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Students will understand the difference between a need and a want. 2. Students will understand what work is and the different kinds of work people do. 3. Students will understand that goods are made, bought, and traded. 4. Students will understand the importance of being a good citizen. 5. Students will understand that we have many leaders who have different roles.
Topic 1: Needs and Wants	Length: 2 weeks
<p>Standard(s):</p> <p>I can differentiate between wants, needs, goods and services.</p>	Academic Vocabulary: wants, needs, shelter
Lesson Frame: Things We Need	I can list things I need to survive.
Lesson Frame: Things We Want	I can tell the difference between my wants from my needs.
<p>Performance Tasks:</p> <p>Graphic Organizer</p> <p>Compare and Contrast</p> <p>Completion of rubric</p> <p>Participation</p> <p>Sequencing</p>	<p>Notes:</p> <p>Activities may vary depending on individual needs</p>
Topic 2: Goods and Services	Length: 2 weeks

Standard(s): I can differentiate between wants, needs, goods and services.	Academic Vocabulary: work, service, goods, volunteer, factory. trade
Lesson Frame: Why People Work	I can list different types of work.
Lesson Frame: Service Jobs and Volunteers	I can name some service workers in my community and how they help. I can compare and contrast work, service jobs, and volunteering.
Lesson Frame: Goods	I can tell how people get goods they need. I can tell what trade means.
Performance Tasks: Graphic Organizers sequencing Completion of rubrics lists compare and contrast	Notes: Activities may vary depending on individual needs videos and literature
Topic 3: Good Citizens	Length: 2 weeks
Standard(s): I can describe characteristics of a positive citizen.	Academic Vocabulary: citizen, vote
Lesson Frame: Voting	I can participate in a class vote and interpret the data.
Lesson Frame: Respecting Earth	I can share ways to take care of the Earth.
Lesson Frame: Being Fair	I can show fairness in ways to solve problems.
Performance Tasks: Graphic Organizers sequencing Completion of rubrics lists Participation	Notes: Activities may vary depending on individual needs videos and literature Mock Election
Topic 4: Our Leaders	Length: 2 weeks
Standard(s): I can identify leaders and their roles. I can explain how leaders are chosen.	Academic Vocabulary: governor, mayor
Lesson Frame: The President	I can identify facts and duties of the President.
Lesson Frame: Governors	I can identify facts and duties of the Governor.

Lesson Frame: Mayors	I can identify facts and duties of the Mayor.
Performance Tasks: Graphic Organizers Completion of rubrics lists Participation Compare and contrast	Notes: Activities may vary depending on individual needs videos and literature

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Course Name:	Grade 2 Social Studies		
Description:	A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship.		
Academic Standards:	NCSS Wisconsin Standards for Personal Financial Literacy		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Community and Culture	1 Quarter	I can collaborate with my neighbor. I can list groups to which people belong. I can explain how groups of people are alike and different. I can describe individual characteristics of myself and others. I can explain aspects of culture.	We belong to a variety of groups and live within different types of communities.
Geography and Global Connections	1 Quarter	I can identify my location using maps and cardinal directions. I can create a map of a community. I can identify physical characteristics. I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.	Maps show location and geographical forms to help us learn about our Earth.
History	1 Quarter	I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present. I can recognize the important artifacts, symbols and documents from history. I can identify how science and technology affects our lives.	Historical events have played an important role in our lives.
Economics and Citizenship	1 Quarter	I can differentiate between wants, needs, goods, service, producers and consumers. I can define economic language. I can describe the characteristics of a positive citizen. I can differentiate between the three branches of government. I can explain the role of government.	There are a variety of ways to earn money to get the things we need and want. Understand the three parts of our government that help run our country.

Unit Name: Geography and Global Connections	Length: One Quarter
Standards: I can identify my location using maps and cardinal directions. I can create a map of a community. I can identify physical characteristics. I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.	Outcomes: Maps show location and geographical forms to help us learn about our Earth.
Essential Questions: How do we find out about places on Earth?	Learning Targets: 1. Understand that location is how we describe where places and things are. 2. Identify the connections between state, country, continent and world. 3. Identify the differences between landforms and different bodies of water in the United States. 4. Understand that natural resources are things that occur in nature that we use.
Topic 1: All About Location	Length: 2 weeks
Standard(s): I can identify my location using maps and cardinal directions.	Academic Vocabulary: Location
Lesson Frame: Location-Large or Small	I can: make a map representing items in a room
Lesson Frame: Absolute and Relative Location	I can: give examples of absolute and relative locations
Performance Tasks: Graphic organizer summarizing location. Completion of rubric	Notes: Activities may vary depending on individual needs. various maps
Topic 2: Where We Live	Length: 2 weeks
Standard(s): I can create a map of a community.	Academic Vocabulary: state, country, border, continent
Lesson Frame: We live in a state and country	I can: locate and name the state and country I live in
Lesson Frame: We live on one of the seven continents	I can: locate North America on a world map
Performance Tasks: locate state, country and continent on a map Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Various maps
Topic 3: Land and Water	Length: 2 weeks
Standard(s): I can identify physical characteristics.	Academic Vocabulary: mountain, desert, landform, valley, plain, island, peninsula, river, lake, hill, ocean
Lesson Frame: Landforms	I can: identify and describe the landforms found in our country
Lesson Frame: Bodies of Water	I can: identify and describe the bodies of water within our country

Performance Tasks: Construct and label the landforms and bodies of water on a map Completion of rubric	Notes: Activities may vary depending on individual needs Literature to enhance topics various maps various videos
Topic 4: Earth's Resources	Length: 2 weeks
Standard(s): I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.	Academic Vocabulary: natural resource, reduce, reuse, recycle
Lesson Frame: Natural Resources	I can: describe what a natural resource is.
Lesson Frame: Different Types of Natural Resources	I can: identify Earth's natural resources and how they are used.
Lesson Frame: Reduce, Reuse, Recycle	I can: share ways to take care of the Earth.
Performance Tasks: List different kinds of natural resources Summarize ways to help preserve Earth Completion of rubric	Notes: Activities may vary depending on individual needs Literature to enhance topics various videos

Unit Name: History	Length: One Quarter
Standards: I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present. I can recognize the important artifacts, symbols and documents from history. I can identify how science and technology affects our lives.	Outcomes: Historical events have played an important role in our lives.
Essential Questions: How did people from long ago make a difference?	Learning Targets: 1. Understand that there are many differences between life long ago and life today. 2. Understand why the Declaration of Independence is important to our country. 3. Understand the conflict of the Civil War. 4. Understand how science and technology have improved our lives.
Topic 1: Historical Events	Length: 3 weeks
Standard(s): I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present.	Academic Vocabulary: Native American, settler, Pilgrim, pioneer, slavery
Lesson Frame: Early Americans	I can: describe the ways that Native Americans helped the Pilgrims and settlers.
Lesson Frame: Moving West	I can: compare and contrast the travel of the pioneers with travel today.
Lesson Frame: Civil War	I can: use a graphic organizer to show the comparison of events related to the Civil War.
Performance Tasks: Graphic Organizers Completion of Rubric	Notes: Leveled readers of Historical American people Activities may vary depending on individual needs various videos
Topic 2: Artifacts, Symbols, and Documents from History	Length: 3 weeks
Standard(s): I can recognize the important artifacts, symbols and documents from history.	Academic Vocabulary: President, Declaration of Independence
Lesson Frame: 13 Colonies	I can: show the location of the original 13 colonies on a map of the United States.
Lesson Frame: Fighting for Freedom	I can: retell the events that lead up to the formation of the United States.
Lesson Frame: Historical People	I can: participate in a discussion of famous historical people that impacted the United States.

Performance Tasks: Map of the original 13 colonies Timeline of events leading up to the formation of the United States Completion of rubric	Notes: Leveled readers of Historical American people Activities may vary depending on individual needs various videos
Topic 3: Science and Technology	Length: 2 weeks
Standard(s): I can identify how science and technology affects our lives.	Academic Vocabulary: past, transportation, communication
Lesson Frame: Life Long Ago	I can: complete a graphic organizer comparing and contrasting life long ago and today.
Lesson Frame: Getting Around	I can: complete a graphic organizer comparing and contrasting travel long ago and today.
Lesson Frame: Staying in Touch	I can: complete a graphic organizer comparing and contrasting communication long ago and today.
Performance Tasks: Complete graphic organizers Completion of rubric	Notes: Activities may vary depending on individual needs various videos

Unit Name: Community and Culture	Length: One Quarter
Standards: I can collaborate with my neighbor. I can list groups to which people belong. I can explain how groups of people are alike and different. I can describe individual characteristics of myself and others. I can explain aspects of culture.	Outcomes: We belong to a variety of groups and live within different types of communities.
Essential Questions: How do we live together?	Learning Targets: 1. Students will understand that we belong to a various groups and that those groups have rules to help us get along. 2. Students will understand that we all belong to communities. The people of the community vote on the laws. 3. Students will understand that there are different kinds of communities (urban, suburban, rural, international) and how they are different from each other. 4. Students will understand that special ways of doing things make up customs, traditions and cultures.
Topic 1: At Home and School	Length: 2 weeks
Standard(s): I can list groups to which people belong.	Academic Vocabulary: vote, rules
Lesson Frame: We Belong to Families	I can show the people in my family.
Lesson Frame: Family Rules	I can share rules that my family follows at home.
Lesson Frame: Getting Along at School	I can explain a school rule and why it is important.
Performance Tasks: Timeline Completion of Rubric	Notes: Activities may vary depending on individual needs.
Topic 2: Living in a Community	Length: 2 weeks
Standard(s): I can collaborate with my neighbor. FM2.c.e: External Influences	Academic Vocabulary: community, citizen, law, neighbor
Lesson Frame: What is a Community?	I can tell what citizens do within their community.
Lesson Frame: Getting Along in a Community	I can explain why we have laws. I can tell how I get along with my neighbors.

Performance Tasks: Graphic organizer showing the details of a community that gets along Completion of Rubric	Notes: Activities may vary depending on individual needs. Literature to enhance topics
Topic 3: Different Types of Communities	Length: 2 weeks
Standard(s): I can explain how groups of people are alike and different.	Academic Vocabulary: urban, suburban, rural, international
Lesson Frame: Urban Communities	I can list some of the items found in an urban community.
Lesson Frame: Suburban Communities	I can list some of the items found in a suburban community.
Lesson Frame: Rural Communities	I can list some of the items found in a rural community.
Lesson Frame: International Communities	I can participate in the discussion of the communities around the world.
Performance Tasks: Participate in the construction of a community mural Completion of Rubric	Notes: Activities may vary depending on individual needs. Literature to enhance topics
Topic 4: Culture	Length: 2 weeks
Standard(s): I can describe individual characteristics of myself and others. I can explain aspects of culture. FM2.e.e: Civic Engagement and Philanthropy	Academic Vocabulary: culture, custom, tradition, gender, race
Lesson Frame: Customs and Traditions	I can tell the difference between a custom and a tradition.
Lesson Frame: Sharing Cultures	I can share an individual family culture.
Lesson Frame: Individual Characteristics	I can list individual characteristics of people -self and others.
Performance Tasks: Orally present family culture Develop a list of my own characteristics Completion of rubric	Notes: Activities may vary depending on individual needs. Literature to enhance topics

Unit Name: Economics and Citizenship	Length: One quarter
Standards: I can differentiate between wants, needs, goods, service, producers and consumers. I can define economic language. I can describe the characteristics of a positive citizen. I can differentiate between the three branches of government. I can explain the role of government.	Outcomes: There are a variety of ways to earn money to get the things we need and want. Understand the three parts of our government that help run our country.
Essential Questions: How do we get the things we need and want? Why do we need government?	Learning Targets: 1. Students will understand the difference between needs and wants. 2. Students will understand the goods and services offered in communities. 3. Students will understand the sequence from producer to consumer.
Topic 1: Want and Needs	Length: 2 weeks
Standard(s): I can differentiate between wants, needs, goods, service, producers and consumers. FM1.a.e: Critical Consumer FM1.c.i: Opportunity Costs FM2.a.e: Values and Behavior	Academic Vocabulary: needs, shelters, wants, save, producer, consumer
Lesson Frame: What are needs and wants?	I can list some of my needs and wants.
Lesson Frame: What are goods and services?	I can list some goods and services within my community.
Lesson Frame: What are producers and consumers?	I can sequence the events from producer to consumer.
Performance Tasks: Lists Completion of rubric	Notes: activities may vary depending on individual needs
Topic 2: Economic Language	Length: 2 weeks
Standard(s): I can define economic language. FM1.b.e: Functions and Structure of Money FM1.c.e: Opportunity Costs	Academic Vocabulary: service, tax, goods, factory, trade

Lesson Frame: Services	I can list service workers in my community. I can explain how service workers are paid with tax money.
Lesson Frame: Goods and Trade	I can explain how we receive the goods that we want and need. I can explain how a fair trade takes place.
Performance Tasks: List of service workers completion of rubric	Notes: activities may vary depending on individual needs
Topic 3: Citizenship	Length: 2 weeks
Standard(s): I can describe the characteristics of a positive citizen. EE1.b.e: Types of Compensation	Academic Vocabulary: volunteer, responsibilities
Lesson Frame: Volunteer Workers	I can describe ways that I can volunteer.
Lesson Frame: Being Honest	I can explain how being honest makes me a positive citizen.
Lesson Frame: Respecting Nature	I can demonstrate how treating nature with respect is being a positive citizen.
Lesson Frame: Cooperating	I can describe ways that show cooperation helps accomplish goals.
Performance Tasks: Design a brochure on ways to be a positive citizen Completion of rubric	Notes: activities may vary depending on individual needs
Topic 4: Government	Length: 2 weeks
Standard(s): I can differentiate between the three branches of government. I can explain the role of government. EE1.a.e Deductions and Taxes	Academic Vocabulary: government, Constitution, election, judge, congress, court, Supreme Court
Lesson Frame: Our Government	I can explain how government help people.
Lesson Frame: Our Constitution	I can explain the three important things that our constitution says.
Lesson Frame: Citizens Rule; Elections	I can demonstrate how elections work.
Lesson Frame: Three Part of Government	I can name the three parts of government and describe their duties.
Performance Tasks: graphic organizer for the three parts of government completion of rubric	Notes: videos and literature related to content activities may vary depending on individual needs

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Course Name:	Third Grade Social Studies		
Description:	General Education 3rd Grade Social Studies Curriculum		
Academic Standards:	NCSS Wisconsin Standards for Personal Financial Literacy		
Units:	Unit Length:	Unit Standards	Unit Outcomes:
Communities and Geography	1 Quarter	<p>I can describe a community.</p> <p>I can collaborate with a community member.</p> <p>I can identify places on a map.</p> <p>I can identify geography and make global connections.</p>	<p>Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people.</p>
Communities Change	1 Quarter	<p>I can tell how key historical events have influenced the present.</p> <p>I can explain how key historical events relate to me.</p> <p>I can explain civic concepts.</p> <p>I can demonstrate how science and technology affects our lives.</p>	<p>Students will compare how communities from long ago are different than today and reasons different communities began.</p>
Many Cultures, One Country	1 Quarter	<p>I can list people and groups that have led to my development.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can differentiate how multiculturalism can add to the unity and diversity of society.</p> <p>I can explain explain aspects of culture.</p> <p>I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.</p>	<p>Students understand that the United States is combination of many cultures that spread their customs and traditions.</p>
Economics and Government	1 Quarter	<p>I can define economic language.</p> <p>I can describe how financial decisions are made by individuals and institutions.</p> <p>I can describe the roles of the three branches of government.</p>	<p>Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power.</p>

Unit Name: Communities and Geography	Length: 1 Quarter (9 weeks)
Standards: I can describe a community. I can collaborate with a community member. I can identify places on a map. I can identify geography and make global connections.	Outcomes: Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people.
Essential Questions: How does where you live affect how you live?	Learning Targets: Students will understand people live, work and play in communities. Students will describe how people in communities help each other. Students will compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives. Students will recognize the importance of water as a resource. Students will discuss the effects of weather on people.
Topic 1: What is a Community?	Length: 2 weeks
Standard(s): I can describe a community.	Academic Vocabulary: community, geography, capital
Lesson Frame: Think About Communities	I can describe communities.
Lesson Frame: Work and Play	I can identify different jobs people have in communities.
Lesson Frame: Helping Hands	I can list ways community members help each other.
Performance Tasks: Webs and Charts Completion of Rubric	Notes:
Topic 2: Communities Big and Small	Length: 2 weeks
Standard(s): I can collaborate with a community member.	Academic Vocabulary: Urban, Suburb, Rural
Lesson Frame: A Look at Cities	I can compare communities.
Lesson Frame: Near and Far	I can compare communities.
Lesson Frame: Getting Around	I can describe how people travel in communities.

Performance Tasks: Graphic Organizer Completion of Rubric	Notes:
Topic 3: Our Country's Geography	Length: 2 weeks
Standard(s): I can identify places on a map.	Academic Vocabulary: landform, adapt, region, plain, plateau, natural resource
Lesson Frame: Land and People	I can tell how geography affects people.
Lesson Frame: Types of Land	I can regions and landforms.
Lesson Frame: Water All Around Us/ Affects of Weather	I can discuss how Earth's water and weather affect people.
Performance Tasks: Graphic Organizer Completion of Rubric	Notes:
Topic 4: Map and Globe Skills	Length: 2 weeks
Standard(s): I can identify geography and make global connections.	Academic Vocabulary: cardinal directions, intermediate directions, map scale, line graph, flow chart
Lesson Frame: Use Intermediate Directions	I can identify locations using distance, maps, map key, and intermediate directions.
Lesson Frame: Use map Scale	I can identify locations using distance, maps, map key, and intermediate directions.
Lesson Frame: Mapping my Community	I can create a map of my community.
Lesson Frame: Charts and Graphs	I can use charts, maps, and graphs to interpret data and answer questions.
Performance Tasks: Community Map, Chart and Graph Rubric	Notes:

Unit Name: Communities Change	Length:1 Quarter (9 weeks)
Standards: I can tell how key historical events have influenced the present. I can explain how key historical events relate to me. I can explain civic concepts. I can demonstrate how science and technology affects our lives.	Outcomes: Students will compare how communities from long ago are different than today and reasons different communities began.
Essential Questions: How do communities change over time?	Learning Targets: Students will identify the changes caused by European settlement at Jamestown. Students will discuss the first European communities in North America. Students will understand that the colonists fought to win their freedom. Students will discuss how the country grew as people moved to the West. Students will understand why people moved to cities. Students will discuss the importance of the transcontinental railroad. Students will identify the economic impact of the assembly line.
Topic 1: First Communities	Length: 2 weeks
Standard(s): I can tell how key historical events have influenced the present.	Academic Vocabulary: culture, barter, artifact, settler, slavery
Lesson Frame: Cahokia	I can discuss Cahokia and their daily life.
Lesson Frame: Powhatan's Villages	I can tell how Native Americans used resources.
Lesson Frame: New Arrivals	I can describe how the English settled Jamestown.
Lesson Frame: Here to Stay	I can list types of work for early settlers.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 2: A New Country	Length: 2 weeks
Standard(s): I can tell how key historical events have influenced the present.	Academic Vocabulary: colony, tax, revolution, Patriot, constitution
Lesson Frame: Communities Grow	I can describe the colony of Jamestown.
Lesson Frame: Boston, A Colonial City	I can describe life/conflict in colonial Boston.
Lesson Frame: Taking Action/After the War	I can talk about the cause and events that led to the Revolutionary War.

Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 3: Moving West	Length: 2 weeks
Standard(s): I can tell how key historical events have influenced the present.	Academic Vocabulary: explorer, frontier, pioneer, territory
Lesson Frame: Looking West	I can tell the reasons why colonists move west.
Lesson Frame: Across the Continent	I can describe explorer's movement west.
Lesson Frame: Trails to the West	I can describe hardships pioneers faced.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 4: Communities Become Cities	Length: 1 week
Standard: I can explain how key historical events relate to me. I can explain civic concepts.	Academic Vocabulary: industry, immigrant, migration, discrimination
Lesson Frame: From Town to City	I can describe how industry affects settlement.
Lesson Frame: Coming to the United States	I can describe how immigrants affect communities.
Lesson Frame: A New Start	I can define migration, immigration and discrimination.
Performance Tasks: Timeline Sequence of events completion of rubric	Notes:
Topic 5: Daily Life Changes	Length: 1 week
Standard(s): I can demonstrate how science and technology affects our lives.	Academic Vocabulary: transcontinental, skyscraper, elevator, manufacture, assembly line
Lesson Frame: Traveling Made Easier	I can describe how the railroad made travel easier.
Lesson Frame: New Ways of Doing Things	I can talk about how inventions change communities.
Lesson Frame: More ways to get around	I can describe how the assembly line affected transportation.

Performance Tasks: Written response Completion of rubric	Notes:
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Unit Name: Many Cultures, One Country	Length: 1 Quarter (9 weeks)
Standards: I can list people and groups that have led to my development. I can explore how membership in more than one group may cause conflict or cooperation. I can differentiate how multiculturalism can add to the unity and diversity of society. I can explain aspects of culture. I can explain how beliefs, values, and behaviors of a group of people help meet group needs and solve problems.	Outcomes: Students understand that the United States is combination of many cultures that spread their customs and traditions.
Essential Questions: How do people change communities?	Learning Targets: Students will recognize that immigrants bring customs to America. Students will understand that immigrants often face challenges. Students will identify how immigrants' customs become part of a culture. Students will discuss how people bring their cultures with them to new lands. Students will discuss how storytelling is a way of sharing culture. Students will understand that what people celebrate is important to them.
Topic 1: Land of Immigrants	Length: 2 weeks
Standard(s): I can list people and groups that have led to my development. I can explore how membership in more than one group may cause conflict or cooperation.	Academic Vocabulary: custom, heritage, generation
Lesson Frame: Coming to the United States	I can share why immigrants moved to the United States.
Lesson Frame: Growth and Change	I can describe how immigrants share their customs.
Lesson Frame: Starting a New Life	I can list challenges immigrants faced.
Lesson Frame: Learning New Customs	I can summarize why immigrants stick together.
Performance Tasks:graphic organizer completion of rubric	Notes:
Topic 2: All About Culture	Length: 2 weeks
Standard(s): I can differentiate how multiculturalism can add to the unity and diversity of society.	Academic Vocabulary: ethnic groups, diverse, architecture
Lesson Frame: Land of Many Cultures	I can describe why the United States has a diverse culture.
Lesson Frame: Painting and Architecture	I can share ideas that are borrowed from other cultures.
Lesson Frame: Music, Sports and Dance	I can discuss how music, sports and dance are part of American culture.
Performance Tasks: Culture Poster	Notes:

Topic 3: Sharing Culture through Stories	Length: 2 weeks
Standard(s): I can explain explain aspects of culture.	Academic Vocabulary: hero, value
Lesson Frame: Telling Stories	I can share the importance of storytelling to a culture.
Lesson Frame: Myths and Fables	I can compare myths and fables.
Lesson Frame: American Tales and Legends	I can give an example of a tale and a legend and explain their lesson.
Performance Tasks:	Notes:
Topic 4: Celebrations	Length: 2 weeks
Standard(s): I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.	Academic Vocabulary: holiday, tradition, ancestor
Lesson Frame: Celebrating Communities	I can state reasons why people have celebrations.
Lesson Frame: Celebrating Heritage	I can connect holidays to events in history.
Lesson Frame: Festivals	I can describes festivals from multiple cultures.
Performance Tasks: Completion of rubric	Notes:
End of Unit Performance task: Performance Tasks: Completion of rubric Poster for a holiday/celebration Culture and Communities Foldable	

Unit Name: Economics and Government	Length: 1 Quarter (9 weeks)
Standards: I can define economic language. I can describe how financial decisions are made by individuals and institutions. I can describe the roles of the three branches of government. FM1.a.i: Critical Consumer FM1.b.i: Functions and Structure of Money FM1.c.i: Opportunity Costs MM1.a.i: Budgeting CD1.d.i: Debt Resolution CD2.a.i: Credit Products and Services EE2.a.i: Post-Secondary Education, Skills, and Training MM2.b.i: Payment Types	Outcomes: Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power.
Essential Questions: How do people in their community meet their needs? Why do communities need government?	Learning Targets: Students will understand that people do different jobs to earn money to pay for needs and wants. Students will understand that a budget helps people manage their money. Students will explain how supply and demand affect the price of the crop. Students will understand how farmers use resources to grow crops. Students will understand that many factories were built to make goods. Students will understand the three branches of government. Students will understand that states also have three branches of government. Students will understand that communities have a government led by a mayor and council.
Topic 1: Businesses in the Community	Length: 1 week
Standard(s): I can define economic language.	Academic Vocabulary: employee, economy, profit, producer, consumer
Lesson Frame: Ways People Earn Money	I can: define the words employee, producer and consumer
Lesson Frame: Business and the Community	I can: share why people use money and how currency has changed over time
Performance Tasks: graphic organizer completion of rubric	Notes:
Topic 2: Making Money Choices	Length: 1 week
Standard(s): I can describe how financial decisions are made by individuals and institutions.	Academic Vocabulary: budget, income, expense
Lesson Frame: Managing Money	I can consider choices different groups of people need to make for a budget.

Lesson Frame: Making a Budget	I can consider choices I would make for a budget.
Performance task: Mock Budget	Notes:
Topic 3: Farm Communities	Length: 2 weeks
Standard(s): I can define economic language.	Academic Vocabulary: demand, supply, scarcity
Lesson Frame: The Business of Farming	I can share the resources farmers need to succeed.
Lesson Frame: Farms and Products	I can explain why certain farm products come from different regions.
Lesson Frame: Buying and Selling	I can define scarcity, supply, and demand.
Performance Tasks: graphic organizer completion of rubric	
Topic 4: Making Goods	Length: 1 week
Standard(s): I can define economic language.	Academic Vocabulary: import, export
Lesson Frame: A Faster Way: Manufacturing	I can discuss how manufacturing affects communities.
Lesson Frame: Products and Goods	I can name manufactured goods and give an example of how they move around the world.
Performance Tasks: Writing task completion of rubric	Notes:
Topic 5: Government	Length: 3 weeks
Standard(s): I can describe the roles of the three branches of government.	Academic Vocabulary: executive, legislative, judicial, governor, mayor, council
Lesson Frame: National Government; Protecting Rights, Sharing Power	I can name and describe the job of the three branches of government.
Lesson Frame: State Government; Three Branches, Paying for Services/Helping Citizens	I can share how national and state government are alike.
Lesson Frame: Local Government; Cities and Towns, Government in Action	I can compare local, state, and national government.
Performance Tasks: Govt. foldable completion of rubric	Notes:

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Course Name:	Fourth Grade Social Studies		
Description:	Students will learn about Wisconsin History, American Revolution, and the United States Regions.		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS) Wisconsin Standards for Personal Financial Literacy		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Wisconsin	14 class periods	<p>I can explain key historical events.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can relate migration and settlement to cultural changes.</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p>	Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.
American Revolution	20 class periods	<p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can explain key historical events.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can analyze primary and secondary sources from history (point of view).</p>	Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.
States & Regions	40 class periods	<p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p>	Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life.

Unit Name: Wisconsin	Length: 20 class periods
Standards: I can explain key historical events. I can analyze primary and secondary sources from history (point of view). I can identify how groups of people and government can help or hurt the common good. I can identify and describe examples of tensions and conflict between and within individuals and groups. I can relate migration and settlement to cultural changes. I can explain civic concepts (common good, responsibility...). I can describe the roles of local, state, and national government. I can identify and describe examples of tensions and conflict between and within individuals and groups.	Outcomes: Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.
Essential Questions: How did early groups of people contribute to the development of WI? How does government play a role in our lives?	Learning Targets: Students will identify the Native Americans and their contributions to WI becoming a state. Students will identify the explorers and their contributions to WI becoming a state. Students will identify the immigrant groups and their contributions to WI. Students will explain the key components to the branches of government. Students will describe how government works.
Topic 1: WI History	Length: 14 class periods
Standard(s): I can explain key historical events I can analyze primary and secondary sources from history (point of view) I can identify how groups of people and government can help or hurt the common good I can identify and describe examples of tensions and conflict between and within individuals and groups I can relate migration and settlement to cultural changes FM2.e.i: Civic Engagement	Academic Vocabulary: Paleo People Archaic People Mound Builders explorers voyageurs heritage
Lesson Frame: Native Americans	I can compare and contrast the Native American peoples. I can analyze primary and secondary sources. I can explain conflicts between the Native American peoples.
Lesson Frame: Explorers	I can explain key historical events (migration of explorers into Native American territory, French & Indian War, etc). I can identify and describe the explorers who came to WI (Brule, Nicolet, Joliet, Marquette). I can explain the cause and effects of French and Indian War. I can analyze primary and secondary sources. I can explain conflicts between the Native American peoples and the explorers.

Lesson Frame: Immigrants	<p>I can explain key historical events (Ellis Island, journey across the Atlantic, etc.).</p> <p>I can identify the groups of people who immigrated to WI (Norwegian, German, etc.).</p> <p>I can describe the contributions of immigrants (Norwegian, German, etc.).</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain migration of immigrants from the East to WI.</p> <p>I can describe the cultural changes immigrants experienced.</p>
Performance Tasks: Written Assessment	Notes:
Topic 2: Government	Length: 6 class periods
<p>Standard(s):</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>FM2.e.i: Civic Engagement</p>	<p>Academic Vocabulary:</p> <p>executive branch</p> <p>legislative branch</p> <p>judicial branch</p> <p>political parties</p> <p>representatives</p> <p>veto</p>
Lesson Frame: State and Local Government	<p>I can explain civic concepts (rules, laws, citizenship, etc.).</p> <p>I can describe the roles of the local government (mayor, council, etc.).</p> <p>I can describe the roles of the state government (governor, senator, representatives, etc.).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p>
Lesson Frame: National Government	<p>I can explain civic concepts (rules, laws, citizenship, bills, etc.).</p> <p>I can describe the roles of the national government (president, vice president, legislators, Supreme Court, Senate).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p>
Performance Tasks: Written Assessment	Notes:

Unit Name: American Revolution	Length: 20 class periods
Standards: I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explore how membership in more than one group may cause conflict or cooperation. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Outcomes: Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.
Essential Questions: What impact did the American Revolution have on the United States? How did the American Revolution shape our society?	Learning Targets: Students will explain the Acts that led to the American Revolution. Students will describe the Boston Massacre and Tea Party. Students will explain the purpose of the Continental Congress. Students will describe the battles that occurred throughout the American Revolution. Students will explain how the American Revolution ended and the after effects.
Topic 1: Pre American Revolution	Length: 6 class periods
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explore how membership in more than one group may cause conflict or cooperation. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Academic Vocabulary: act intolerable proclamation massacre Sons of Liberty revolution
Lesson Frame: Acts	I can describe tensions and conflicts between individuals and groups. I can explain the different Acts (Stamp, Tea, Quartering, etc.). I can identify how groups of people and government can help/hurt the common good (conflict between the Patriots and the Loyalists). I can explain key historical events (passing of the different Acts). I can explain how historical events influenced society (changes in way of life for the people once Acts were passed). I can analyze primary and secondary sources.
Lesson Frame: Boston Massacre/Tea Party	I can describe tensions and conflicts between individuals and groups (Loyalists, Patriots). I can identify how groups of people and government can help/hurt the common good. I can explain how Loyalists and Patriots believed differently and what their beliefs are. I can explain key historical events (Boston Massacre, Boston Tea Party). I can explain why Boston Massacre and Tea Party were important to the start of the American Revolution. I can analyze primary and secondary sources.
Performance Tasks: Create poster/pamphlet	Notes:

Topic 2: American Revolution	
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Length: 10 class periods Academic Vocabulary: Continental Congress Loyalists Patriots
Lesson Frame: Congresses/Paul Revere	I can describe tensions and conflicts between individuals and groups (Continental Congresses, Loyalists, Patriots). I can identify how Paul Revere's Ride and Patrick Henry's speech ignited the conflict. I can explain key historical events (First Continental Congress, Paul Revere's Ride, etc). I can analyze primary and secondary sources.
Lesson Frame: Battles	I can describe tensions and conflicts between individuals and groups (battles - Lexington, Concord, Bunker Hill, Crossing the Delaware, etc.). I can identify how groups of people and government can help/hurt the common good (disagreements led to battles). I can explain key historical events (battles, congresses, etc.). I can explain how historical events/people influenced society (George Washington, Congresses, battles). I can analyze primary and secondary sources.
Performance Tasks: Create a Timeline Written Assessment	Notes:
Topic 3: Post American Revolution	
Standard(s): I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Length: 4 class periods Academic Vocabulary: Constitution Treaty
Lesson Frame: Treaties/Constitution	I can identify how groups of people and government can help/hurt the common good (effects of the American Revolution, changes in government, etc.). I can explain key historical events (writing of the Constitution, Paris Peace Treaty, etc.). I can explain how historical events influenced society (Constitution, Paris Peace Treaty, etc.). I can analyze primary and secondary sources.
Lesson Frame: Changes	I can explain how new government was created. I can describe the key aspects/changes of life after the American Revolution.
Performance Tasks: Written Assessment	Notes:

Unit Name: States & Regions	Length: 40 class periods
<p>Standards:</p> <p>I can explain how natural resources and physical features affect societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens.</p> <p>FM2.e.i: Civic Engagement EE2.a.i: Post Secondary Skills and Training MM2.a.i: Financial Institutions CD2.a.i: Credit Products and Services</p>	<p>Outcomes:</p> <p>Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life.</p>
<p>Essential Questions:</p> <p>How does the geography of the United States affect its economy? How does the geography of the United States affects its lifestyles? How do the cultures of the United States affect its lifestyles?</p>	<p>Learning Targets:</p> <p>Students will identify the five regions in the United States, including their states and capitals. Students will identify the major geographic features within the United States. Students will describe the major economies found in each region. Students will describe the different cultures found in each region. Students will explain how geography relates to the economy of each region. Students will explain how cultures influence people's lifestyles.</p>
Topic 1: The Northeast	Length: 8 class periods
<p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens.</p> <p>FM2.e.i: Civic Engagement EE2.a.i: Post Secondary Skills and Training MM2.a.i: Financial Institutions CD2.a.i: Credit Products and Services</p>	<p>Academic Vocabulary:</p> <p>map scale megalopolis</p>

Lesson Frame: Geography	<p>I can create/label a map of the NE.</p> <p>I can explain how physical features affect the NE.</p> <p>I can use graphic organizers to interpret data.</p>
Lesson Frame: Economy	<p>I can explain how natural resources affect the NE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p>
Lesson Frame: People	<p>I can explain aspects of culture in the NE.</p> <p>I can explain how NE culture unifies its citizens.</p> <p>I can identify global connections to the NE.</p> <p>I can identify a historical event that influenced the NE.</p>
Performance Tasks: Create a map Written assessment	Notes:
Topic 2: The Southeast	Length: 8 class periods
<p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> <p>FM2.e.i: Civic Engagement</p> <p>EE2.a.i: Post Secondary Skills and Training</p> <p>MM2.a.i: Financial Institutions</p> <p>CD2.a.i: Credit Products and Services</p>	<p>Academic Vocabulary:</p> <p>peninsula</p> <p>levee</p> <p>renewable resource</p> <p>nonrenewable resource</p> <p>refinery</p> <p>segregation</p>
Lesson Frame: Geography	<p>I can create/label a map of the SE.</p> <p>I can explain how physical features affect the SE.</p> <p>I can use graphic organizers to interpret data.</p>
Lesson Frame: Economy	<p>I can explain how natural resources affect the SE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p>
Lesson Frame: People	<p>I can explain aspects of culture in the SE.</p> <p>I can explain how SE culture unifies its citizens.</p> <p>I can identify global connections to the SE.</p> <p>I can identify a historical event that influenced the SE.</p>

Performance Tasks: Create a map Written assessment	Notes:
Topic 3: The Midwest	Length: 8 class periods
Standard(s): I can explain how natural resources and physical features affect societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens. FM2.e.i: Civic Engagement EE2.a.i: Post Secondary Skills and Training MM2.a.i: Financial Institutions CD2.a.i: Credit Products and Services	Academic Vocabulary: agribusiness assembly line mass production descendants migration
Lesson Frame: Geography	I can create/label a map of the Midwest. I can explain how physical features affect the Midwest. I can use graphic organizers to interpret data.
Lesson Frame: Economy	I can explain how natural resources affect the Midwest. I can use graphic organizers to interpret data. I can define economic language and its affects on people's behavior.
Lesson Frame: People	I can explain aspects of culture in the Midwest. I can explain how Midwest culture unifies its citizens. I can identify global connections to the Midwest. I can identify a historical event that influenced the Midwest.
Performance Tasks: Create a map Written assessment	Notes:
Topic 4: The Southwest	Length: 8 class periods

<p>Standard(s): I can explain how natural resources and physical features affect societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens. FM2.e.i: Civic Engagement EE2.a.i: Post Secondary Skills and Training MM2.a.i: Financial Institutions CD2.a.i: Credit Products and Services</p>	<p>Academic Vocabulary: mesa butte aquifer drought irrigation kerosene adobe pueblo</p>
<p>Lesson Frame: Geography</p>	<p>I can create/label a map of the SW. I can explain how physical features affect the SW. I can use graphic organizers to interpret data.</p>
<p>Lesson Frame: Economy</p>	<p>I can explain how natural resources affect the SW. I can use graphic organizers to interpret data. I can define economic language and its affects on people's behavior.</p>
<p>Lesson Frame: People</p>	<p>I can explain aspects of culture in the SW. I can explain how SW culture unifies its citizens. I can identify global connections to the SW. I can identify a historical event that influenced the SW.</p>
<p>Performance Tasks: Create a map Written assessment</p>	<p>Notes:</p>
<p>Topic 5: The West</p>	<p>Length: 8 class periods</p>

<p>Standard(s): I can explain how natural resources and physical affect features societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens. FM2.e.i: Civic Engagement EE2.a.i: Post Secondary Skills and Training MM2.a.i: Financial Institutions CD2.a.i: Credit Products and Services</p>	<p>Academic Vocabulary: geyser telecommunications conservationist</p>
<p>Lesson Frame: Geography</p>	<p>I can create/label a map of the W. I can explain how physical features affect the W. I can use graphic organizers to interpret data.</p>
<p>Lesson Frame: Economy</p>	<p>I can explain how natural resources affect the W. I can use graphic organizers to interpret data. I can define economic language and its affects on people's behavior.</p>
<p>Lesson Frame: People</p>	<p>I can explain aspects of culture in the W. I can explain how W culture unifies its citizens. I can identify global connections to the W. I can identify a historical event that influenced the W.</p>
<p>Performance Tasks: Create a map Written assessment</p>	<p>Notes:</p>

September	October	November	December	January	February	March	April	May	June
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Course Name:	5th Grade Social Studies		
Description:	An in depth overview of US History		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS) Wisconsin Standards for Personal Financial Literacy		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Settling the Americas	1 Quarter - 20 class periods	<p>I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can define economic language I can describe how different cultures have unified United States citizens.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.</p> <p>I can identify how economic activity affect people's behavior.</p>	During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.
A New Nation	1 Quarter - 20 class periods	<p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can explain how historical events have influenced the United States.</p>	During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.
Slavery & Westward Expansion	1 Quarter - 20 class periods	<p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources .</p> <p>I can identify how economic activity affect people's behavior I can use charts, maps, and graphs to interpret data and answer questions .</p> <p>I can analyze primary and secondary sources from history (point of view).</p>	During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.

<p>A New Century & Current Events</p>	<p>1 Quarter - 20 class periods</p>	<p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good. I can explain how historical events have influenced the United States. I can demonstrate how science and technology positively or negatively affect society. I can describe how multiculturalism has divided and united the people of the United States. Describe how different cultures have unified United States citizens I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p>	<p>During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p>
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Unit Name: Settling the Americas- Native Americans- American Revolution	Length: 1 quarter- approx. 20 class periods
Standards: I can explain how natural resources and physical features have affected settlement in the United States. I can define economic language. I can describe how different cultures have unified United States citizens. I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior. FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)	Outcomes: During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.
Essential Questions: How does the exploration and colonization of US influence our daily life today? How does the geography of the US affects its economy? How do people adapt to where they live?	Learning Targets: Students will create a map identifying the different US regions. Students will explain the economic influences during colonial times. Students will identify explorers and their cultural impact. Students will explain the rules of colonial government.
Topic 1: Native Peoples of North America	Length:5 class periods
Standard(s): I can explain how natural resources and physical features have affected settlement in the United States. I can define economic language.	Academic Vocabulary: economy, supply & demand, artifact, culture, census, climate, adobe, slash and burn
Lesson Frame: US History introduction	I can define economic language (such as supply and demand). I can explain the purpose of a census.
Lesson Frame: US Regions & Native Peoples	I can explain how natural resources and physical features have affected settlement in the United States. I can identify and describe key characteristics of Native Peoples. I can identify and define the regions of the US.
Performance Tasks: Museum Artifact Project US Regions map/drawing (rubric)	Notes: Review group projects, expectations, rubrics, and group participation
Topic 2: Exploration of America	Length:5 class periods
Standard(s): I can describe how different cultures have unified United States citizens.	Academic Vocabulary:barter, merchant, navigation, latitude, longitude, expedition, conquistador, missionary, Northwest Passage, import/export, voyageur
Lesson Frame: Spanish Exploration	I can explain the rules and purpose of exploration. I can analyze the Spanish culture and the impact of the Spanish culture on US. I can explain the effect Spanish Explorers had on the Native American empire.
Lesson Frame: European Exploration (French & English)	I can explain how the search for the Northwest Passage affected people. I can analyze France's relationship with Native Americans and how that impacted colonization. I can identify the challenges English settlers faced.

Performance Tasks: Written Assessment	Notes:
Topic 3: Colonial America	Length: 10 class periods
Standard(s): I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior.	Academic Vocabulary: common, plantation, apprentice, Great Awakening, slave codes, triangular trade, Middle Passage, industry
Lesson Frame: Colonial Regions	I can identify and create a map explaining the key characteristics of the 3 different sections of colonies. I can compare and contrast the different colonies.
Lesson Frame: Colonial Life	I can analyze how values shaped colonial life. I can explain why there was a need for slavery.
Lesson Frame: Colonial Economy & Government	I can explain and identify the economic needs that affected colonial life. I can define what influenced the development of colonial economies.
Performance Tasks: Persuasive Colonial Poster Written Assessment	Notes: read historical fiction read aloud

Unit Name: A New Nation- American Revolution-Industrial Revolution	Length: 1 quarter- approx. 20 class periods
<p>Standards: I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good. I can analyze primary and secondary sources from history (point of view). I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...). I can demonstrate how science and technology positively or negatively affect society. I can explain how historical events have influenced the United States. FM1.c.i: Opportunity Costs FM2.c.i: External Influences EE.1.a.i: Deductions and Taxes MM2.a.i: Financial Institutions and Service Providers SI2.e.i: Role of Government in Investing CD1.d.i: Debt Resolution CD2.a.i: Credit Products and Services</p>	<p>Outcomes: During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p>
<p>Essential Questions: Why do people take risks? What causes a society to grow?</p>	<p>Learning Targets: Students will identify the key players in the American Revolution. Students will list strengths and weaknesses between the British and American Armies. Students will identify the three branches of government and their roles. Students will research a US President to learn background information, influences, and important facts. Students will explain the impact the Industrial Revolution had on the economy.</p>
Topic 1: Struggle for North America	Length: 7 class periods
<p>Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good. .</p>	<p>Academic Vocabulary: territory, French & Indian War, Treaty of Paris, Proclamation of 1763, Stamp Act, boycott, Continental Army, Declaration of Independence, Patriot, Loyalist, Treaty of Alliance, Treaty of Paris 1783</p>
<p>Lesson Frame: The French</p>	<p>I can explain how France's control of the Mississippi River affected settlement. I can explain how the French and Indian War changed the colonies.</p>
<p>Lesson Frame: The British</p>	<p>I can identify what caused the colonist to unite against Great Britain. I can explain the causes of the American Revolution.</p>

Lesson Frame: The Revolution	I can explain the significance of the Second Continental Congress and the Declaration of Independence. I can compare and contrast the strengths and weakness of the British and American Armies. I can analyze primary and secondary sources from history.
Lesson Frame: The War Ends	I can explain how the Patriots won the war. I can analyze the effect the Revolution had on America.
Performance Tasks: Written Assessment	Notes: Build off of 4th grade writing project
Topic 2: A New Nation and Industrial Revolution	Length: 7 class periods
Standard(s): I can analyze primary and secondary sources from history (point of view). I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...) I can demonstrate how science and technology positively or negatively affect society.	Academic Vocabulary: Articles of Confederation, legislature, Supreme Court, Bill of Rights, amendment, pioneer, Industrial Revolution, cotton gin, interchangeable parts, steam engine, Trail of Tears, wagon train, Gold Rush
Lesson Frame: A New Government & Constitution	I can analyze primary and secondary sources from history. I can identify the problems that the government faced after the Revolution. I can explain why the US Constitution is a powerful document . I can identify the three branches of government and explain the roles for each. I can explain the meaning of the ten Bill of Rights. I can explain the fundamental values of democracy.
Lesson Frame: Industrial Revolution	I can analyze how the expansion of the US affected North America. I can explain how the Industrial Revolution changed people's lives. I can identify the impact the Industrial Revolution had on the economy. I can analyze the impact of the new science and technologies used during the Industrial Revolution.
Performance Tasks: Constitution Project, Bill of Rights Argument paper, Amendment Quilt Project Written Assessment	Notes:
Topic 3: US Presidents	Length: 7 class periods
Standard(s): I can explain how historical events have influenced the United States I can analyze primary and secondary sources from history (point of view) I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...)	Academic Vocabulary: Commander in Chief, Executive, election, campaign, inauguration, veto, White House, Washington DC, Air Force One, Vice President, Ambassador,

Lesson Frame: Presidential Expectations and History	I can analyze primary and secondary sources from history. I can identify the criteria needed to become a US President. I can explain the impact a President can have on the country.
Lesson Frame: Presidential Research	I can research a US President to learn background and historical information. I can identify the impact a US President can have on the economy and foreign relations. I can name US Presidents and verbalize the number of presidents there have been.
Performance Tasks: President Research Project and Presentation (rubric)	Notes:

Unit Name: Slavery and Westward Expansion	Length: 1 quarter- approx. 20 class periods
<p>Standards:</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals.</p> <p>I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>EE1.b.i: Types of Compensation</p>	<p>Outcomes: During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p>
<p>Essential Questions:</p> <p>What are some things people are willing to fight for and why are they willing to fight?</p> <p>How does technology change people's lives?</p> <p>How did Westward Expansion impact our lives today?</p>	<p>Learning Targets:</p> <p>Students will participate in an online learning experience to explore the Underground Railroad.</p> <p>Students will analyze primary and secondary sources from history.</p> <p>Students will explain the challenges and outcomes of westward expansion (Oregon Trail, Gold Rush).</p> <p>Students will define the inventions that supported the westward expansion movement.</p> <p>Students will create maps to identify states and landforms.</p> <p>Students will research a state to find specific information.</p>
Topic 1: Slavery & Civil War	Length: 7 class periods
<p>Standard(s):</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals.</p>	<p>Academic Vocabulary: slave state, free state, Missouri Compromise, abolitionists, secede, Civil War, Anaconda Plan, total war, Emancipation Proclamation, Gettysburg Address, assassination, Reconstruction, black codes, segregation, Jim Crow laws,</p>
Lesson Frame: Slavery in US	<p>I can explain how the South affected the nation's economy and politics.</p> <p>I can explain the reasons the nation was divided because of slavery.</p> <p>I can define the Underground Railroad and identify key players who supported it.</p>
Lesson Frame: Civil War	<p>I can identify the wartime challenges that divided the nation.</p> <p>I can list the strengths and weaknesses between the Confederate and Union Armies.</p> <p>I can explain the Confederate war plan.</p> <p>I can explain how the Civil War influenced the economy.</p>

Lesson Frame: Reconstruction	I can explain how the end of the Civil War changed the US. I can explain how the South changed after the Civil War.
Performance Tasks: Scholastic Underground Railroad Journey, Written Assessment, Union v. Confederate project	Notes: read historical fiction read aloud
Topic 2: Westward Expansion	Length: 7 class periods
Standard(s): I can explain how natural resources and physical features have affected settlement in the United States. I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior.	Academic Vocabulary: transcontinental railroad, reservation, property rights, monopoly, corporation, labor union, strike, slum, commute, Spanish-American War,
Lesson Frame: Settling the West	I can explain how westward expansion changed the US. I can identify the key inventions that drove westward expansion.
Lesson Frame: People moving West	I can analyze the influence the Plains Wars had on Native Americans. I can describe the affect natural resources and physical features had on westward expansion.
Lesson Frame: Growing economy	I can explain how inventions influenced the economy. I can analyze how science and technology affected American life. I can explain how the population growth impacted daily life.
Lesson Frame: New Territories and States	I can identify how the US gained power and control to move west. I can create a map that includes states and major landforms.
Performance Tasks: Written assessments, invention brochure	Notes:
Topic 3: 50 States Project	Length:7 class periods
Standard(s): I can use charts, maps, and graphs to interpret data and answer questions. I can analyze primary and secondary sources from history (point of view).	Academic Vocabulary: population, symbols, governor, borders, landforms, motto, attractions
Lesson Frame: Regions/Climate	I can create a map using physical and digital resources. I can identify the regions and key characteristics to define each region.
Lesson Frame: State Research	I can research a state to find information such as: symbols, statehood, borders, government, economy, attractions, and impact on the country as a whole.
Performance Tasks: Map assessment State Research project (rubric)	Notes: read historical fiction read aloud (Oregon Trail)

Unit Name: A New Century & Current Events	Length: 1 quarter- approx. 20 class periods
<p>Standards:</p> <p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>EE2.a.i: Post-Secondary Education, Skills, and Training</p> <p>EE2.b.i: Emerging Employment and Education Trends</p> <p>SI1.a.i: Saving Principles</p>	<p>Outcomes: During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p>
<p>Essential Questions:</p> <p>How does a nation protect its freedom?</p>	<p>Learning Targets:</p> <p>Students will identify key players in the major wars and the causes for the wars. Students will analyze the aftermath of the wars and the impact each on on the economy.</p> <p>Students will discuss the inequalities of segregation and the impact of the Civil Rights Act.</p> <p>Students will learn about 9/11 and other terrorist attacks.</p> <p>Students will discuss the current challenges with technology.</p>
Topic 1: World Wars	Length: 7 class periods
<p>Standard(s):</p> <p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p>	<p>Academic Vocabulary: reform, League of Nations, World War I, World War II, Great Depression, suffrage, assembly line, stock, dictator, ration, concentration camp, communism, arms race, era,</p>
Lesson Frame: World War I	<p>I can explain how US gained power after WWI.</p> <p>I can identify the key players in WWI and the reason for the war.</p> <p>I can define Roosevelt's Square Deal and its impact on the country.</p>
Lesson Frame: Great Depression & Roaring 20s	<p>I can identify the economic and political changes that affected American freedom.</p> <p>I can explain the meaning of the "Roaring 20's".</p> <p>I can analyze the impact of the economy crash and great drought.</p>
Lesson Frame: World War II	<p>I can identify the key players in WWII and the reason for the war.</p> <p>I can explain how WWII affected the US.</p>
Lesson Frame: The Cold War	<p>I can identify the key players in the Cold War and the reason for the war.</p> <p>I can explain how science and technology advances influenced the war.</p>
<p>Performance Tasks:</p> <p>War Slides project, propaganda posters, written assessment</p>	Notes:
Topic 2: Civil Rights	Length: 7 class periods

Standard(s): I can describe how multiculturalism has divided and united the people of the United States. I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).	Academic Vocabulary: Civil Rights Act, prejudice, Voting Rights Act, ADA, Martin Luther King Jr., boycott
Lesson Frame: Segregation	I can explain how the fundamental values of democracy changed after the Civil Rights Act was passed. I can analyze the issues of equality and the impact it had on the US. I can compare and contrast rights for White and African American peoples.
Lesson Frame: March on Washington	I can explain the purpose and result of the March on Washington.
Lesson Frame: Equal Rights	I can identify the groups who fought for rights. I can analyze how the Civil Rights Acts divided and united the people of the US.
Performance Tasks: Written Assessment, Segregation project reflection paper	Notes: check on White Privilege website for resources
Topic 3: Terrorism & Today	Length: 7 class periods
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explain how historical events have influenced the United States. I can demonstrate how science and technology positively or negatively affect society.	Academic Vocabulary: terrorism, interdependence, North American Free Trade Agreement, global warming, hackers, ISIS, Al Qaeda, TSA, immigration, Paris agreement,
Lesson Frame: 9/11	I can identify the key players of 9/11 and explain what happened during the attack. I can analyze the challenges the US now faces due to 9/11.
Lesson Frame: Current Terrorism	I can describe the challenges of terrorism for the US and Globally.
Lesson Frame: Modern Day Challenges	I can identify current challenges such as technology, global warming, and over population. I can analyze ways to support current challenges.
Performance Tasks: written assessment, Current events project (rubric)	Notes: will need to build this up more since book stops at 2007

September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 1	Unit 1/Unit 2	Unit 2	Unit 2	Unit 3	Unit 3	Unit		Unit 4

Course Name:	Grade 2 Mathematics		
Description:	A comprehensive collection of Mathematics topics including: addition, subtraction, telling time, place value, money, graphing, and fractions.		
Academic Standards:	Wisconsin State Standards in Mathematics (2021 revisions)		
Units:	Unit Length: 1 school year	Unit Power Standards:	Unit Outcomes:
Operations & Algebraic Thinking	4 Quarters	M.2.OA.B.2 Flexibly and efficiently add and subtract within 20 using various strategies which may include counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	Students represent and solve problems with addition and subtraction and work with equal groups of objects to gain foundations for multiplication. Addition and subtraction can be represented on various models. Numbers are composed of other numbers. There are different problem solving structures which can be used to solve problems in multiple ways. Flexible methods of computation involve grouping numbers in strategic ways. Even numbered objects can be modeled using pairs. Compose rectangular arrays up to 5 rows and 5 columns.
Number Base Ten	1 Quarter	M.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Students focus on understanding and using place value and the properties of operations to add and subtract. Numbers are composed of other numbers. Place value is based on groups of ten. Place value can be used to understand and model properties of operations. Number patterns repeat predictable and can be generalized and applied.
Measurement & Data	1 Quarter	M.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest 5 minutes, using A.M. and P.M.	Students show time to the nearest 5 minutes using analog and digital clocks. We use measurement and data, telling time, and money in our everyday life.

Unit Name: Operations & Algebraic Thinking	Length: Four Quarters
Standards: I can add & subtract within 20 using multiple strategies.	Outcomes: Addition and subtraction can be represented on various models. Numbers are composed of other numbers. There are different problem solving structures which can be used to solve problems in multiple ways. Flexible methods of computation involve grouping numbers in strategic ways. Even numbered objects can be modeled using pairs or rectangular arrays.
Essential Questions: What are some ways to think about addition and subtraction? What are strategies for finding addition and subtraction facts? Why do we have to know how to add and subtract quickly without mistakes? How can numbers be put together and taken apart to solve problems?	Learning Targets: 1. Students will add and subtract flexibly and efficiently. 2. Students will be able to determine whether a group of objects is odd or even. 3. Students will be able to skip-count by 2s, 5s, 10s, and 100s.
Topic 1: Fluent computation to add and subtract	Length: ongoing
Standard(s): I can add and subtract flexibly and efficiently within 20.	Academic Vocabulary: addend, sum, difference, double
Lesson Frame: Addition & subtractions within 20	I can add and subtract within 20 using flexible methods.
Performance Tasks: checkpoint assessment, unit assessment, formal and informal observation	Notes: activities may vary depending on individual needs
Topic 2: Math Patterns	Length: Ongoing
Standard(s): I can determine if a number is odd or even to gain foundations for multiplication. I can use number patterns.	Academic Vocabulary: odd, even
Lesson Frame: Odd and Even Numbers	I can: determine if a number is odd or even. I can write an equation to express an even number as a sum of two equal addends.
Lesson Frame: Skip Counting	I can count by 2's to 20. I can count by 5's to 100. I can count by 10's to 1000. I can count by 100's to 1000.
Performance Tasks: checkpoint assessment unit assessment Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards, base ten blocks and other manipulatives

Unit Name: Numbers & Operations Base 10	Length: January through May
Standards: I can read numbers to 1,000 using base-ten numerals. I can read numbers to 1,000 using number names. I can read numbers to 1,000 using expanded-form. I can write numbers to 1,000 using base-ten numerals. I can write numbers to 1,000 using number names. I can write numbers to 1,000 using expanded-form. I can flexibly and efficiently add and subtract 2-digit numbers using place value. I can flexibly and efficiently add and subtract 3-digit numbers using place value.	Outcomes: Numbers are composed of other numbers. Place value is based on groups of ten. Place value can be used to understand and model properties of operations. Number patterns repeat predictable and can be generalized and applied.
Essential Questions: How can numbers to 100 be shown and compared? What number patterns are helpful in reading and writing numbers to 1,000? How does the position of a digit in a number affect its value? How do predictable patterns help me understand how number work? In what ways can numbers be composed or decomposed? What are efficient methods for finding sums and differences?	Learning Targets: 1. Students will compare numbers based on the value of the hundreds, tens, and ones digits, using $>$, $<$, and $=$ symbols. 2. Students will read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. 3. Students will fluently and efficiently add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Topic 1: Reading numbers to 1,000	Length: January through May
Standard(s): I can read numbers using base-ten numerals, number names, and expanded-form.	Academic Vocabulary: base-ten numerals, pattern, ones, tens, hundreds, thousands, decade numbers, expanded form, number name, greater than, less than, equal to
Lesson Frame: Base-ten numerals	I can: read numbers to 1,000 using base-ten numerals.
Lesson Frame: Number Names	I can: read numbers to 1,000 using number names.
Lesson Frame: Expanded-Form	I can: read numbers to 1,000 using expanded form.
Performance Tasks: checkpoint assessment unit assessment rubric	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards, base ten blocks, and other manipulatives
Topic 2: Write Numbers to 1,000	Length: January through May

Standard(s): I can write numbers using base-ten numerals, number names, and expanded-form.	Academic Vocabulary: base-ten numerals, pattern, ones, tens, hundreds, thousands, decade numbers, expanded form, number name, greater than, less than, equal to
Lesson Frame: Base-Ten Numerals	I can write numbers to 1,000 using base-ten numerals.
Lesson Frame: Number Names	I can write numbers to 1,000 using number names.
Lesson Frame: Expanded-Form	I can write numbers to 1,000 using expanded-form.
Performance Tasks: checkpoint assessment unit assessment Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Dry erase math boards, base ten blocks, and other manipulatives
Topic 3: Addition and Subtraction using Place Value	Length: January through May
Standards(s): I can flexibly and efficiently add numbers without regrouping I can flexibly and efficiently add numbers with regrouping. I can flexibly and efficiently subtract numbers without decomposing. I can flexibly and efficiently subtract numbers with decomposing.	Academic Vocabulary: sum, difference, ones, ten, hundreds, thousands, regroup, ungroup
Lesson Frame: Addition without regrouping	I can add numbers efficiently and flexibly without regrouping.
Lesson Frame: Addition with regrouping	I can add numbers efficiently and flexibly with regrouping.
Lesson Frame: Subtraction without decomposing	I can subtract numbers efficiently and flexibly without decomposing.
Lesson Frame: Subtraction with decomposing	I can subtract numbers efficiently and flexibly with decomposing
Performance Tasks: Formal and informal assessment, checkpoint and unit assessment completion of rubric	Notes: Activities may vary depending on individual needs dry erase boards base ten blocks and other math manipulatives

Unit Name: Measurement & Data	Length: One Quarter
Standards: I can measure the length of an object with the correct tool. I can recognize and draw shapes with specific attributes. I can tell and write time using analog and digital clocks to the nearest 5 minutes. I can draw a picture graph and a bar graph with single unit scale to represent a data set with up to four categories. I can count quarters, dimes, nickels and pennies up to one dollar. I can solve word problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and cent symbols.	Outcomes: We use measurement and data, telling time, and money in our everyday life.
Essential Questions: What is the process for measuring length? How can bar graphs and pictographs be used to show data and answer questions? How can we relate addition and subtraction to compare lengths? How do we tell time to 5 minutes? What strategies can be used to count money?	Learning Targets: 1. Students will measure the length of an object using units of inch, feet, centimeter, and meter. 2. Students will measure to determine how much longer one object is compared to another and using the term of standard length unit. 3. Students will draw and identify shapes with specific attributes. 4. Students will use analog and digital clocks to tell time to the nearest 5 minutes. 5. Students will draw a picture graph to represent a data set with up to four categories. 6. Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.
Topic 1: Measuring Length	Length: 2 weeks
Standard(s): I can measure the length of an object with the correct tool.	Academic Vocabulary: length, inch, foot, yard, centimeter, meter, ruler, horizontal, vertical, width, height
Lesson Frame: measure in inches with a ruler	I can measure objects in inches using a ruler accurately.
Lesson Frame: measure in feet with a ruler or yardstick	I can measure objects in feet with a yardstick.
Lesson Frame: measure in centimeters with a ruler	I can measure objects in cm with a ruler.
Lesson Frame: relate addition and subtraction to length	I can add or subtract within 100 to solve word problems involving length that are given with the same unit, by using drawings (such as a number line) and equations with a symbol for the unknown number.

Performance Tasks: checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: Inch and Centimeter rulers
Topic 2: Geometry	Length: 2 weeks
Standard(s): I can recognize and draw shapes with specific attribute.	Academic Vocabulary: square, rectangle, triangle, quadrilateral, pentagon, hexagon, opposite sides
Lesson Frame: Recognize Shapes: triangle, quadrilateral, pentagon, hexagon, cube	I can name shapes having specific attributes
Lesson Frame: Draw shapes with specific attributes; given number of sides, opposite sides, angles, face	I can draw shapes with specific attributes.
Performance Tasks: checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: dry erase boards
Topic 3: Telling Time to Nearest 5 minutes	Length: 2 weeks
Standard(s): I can read and write the time on an analog and digital clock to the nearest five minutes.	Academic Vocabulary: clock, analog, digital, minute hand, hour hand, AM, PM
Lesson Frame: Tell time to the nearest 5 minutes	I can tell time on analog clocks and digital clocks to the nearest five minutes.
Lesson Frame: Determine if a time is AM or PM	I can tell if a time is AM or PM.
Performance Tasks: checkpoint assessment unit assessment informal and formal assessment Completion of Rubric	Notes: Activities may vary depending on individual needs. Materials needed: clock manipulatives, dry erase boards
Topic 4: Money	Length: 2 weeks

<p>Standard(s): I can identify and count quarters, dimes, nickels, and pennies. I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately. FM1.b.e: Functions and Structure of Money</p>	<p>Academic Vocabulary: penny, nickel, dime, quarter, dollar</p>
Lesson Frame: Identify and count quarters, dimes, nickels & pennies	I can identify and count coins within a dollar.
Lesson Frame: Solve word problems using dollars and coins	I can count coins and dollars. I can solve word problems related to counting coins and dollars.
<p>Performance Tasks: checkpoint assessment unit assessment informal and formal assessment Completion of Rubric</p>	<p>Notes: Activities may vary depending on individual needs. Materials needed: coin manipulatives, dry erase boards</p>
Topic 5: Represent and Interpret Data	Length: 2 weeks
<p>Standard(s): I can draw a picture graph and bar graph to represent data from a table. I can solve simple put-together, take-apart, and comparing problems using information presented in a bar graph.</p>	<p>Academic Vocabulary: picture graph, bar graph, data, table, horizontal, vertical, sort, survey, title, more, most, fewest, less, fewer, line segment, line plot</p>
Lesson Frame: Picture Graphs and Bar Graphs	I can draw a picture graph and bar graph to represent data from a table.
Lesson Frame: Answer questions using a Bar Graph	I can put -together, take-apart, and compare numbers from a bar graph so solve simple problems.
Lesson Frame: Line Plots	I can plot points on a line segment to represent data.
<p>Performance Tasks: Formal and informal assessment Completion of rubric</p>	<p>Notes: Activities may vary depending on individual needs. Manipulatives- dry erase boards</p>

September	October	November	December	January	February	March	April	May	June
Operations & Algebraic Thinking									
				Numbers Base Ten					
						Measurement & Data			

Course Name:	4th Grade Mathematics		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 4, instructional time focuses on several big ideas: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.		
Academic Standards:	Wisconsin Standards for Mathematics Wisconsin Standards for Personal Financial Literacy		
Units:		Unit Standards:	Unit Outcomes:
Factors and Multiples	12 days	M.4.OA.A.3 M.4.OA.B.4 M.4.OA.C.5	Students should apply understanding of multiplication and area to work with factor pairs and multiples.
Fraction Equivalence and Comparison	22 days	4.NF.A.1 4.NF.A.2 4.NBT.B.4 4.NBT.B.5	Students should generate and reason about equivalent fractions and compare and order fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.
Extending Operations to Fractions	25 days	4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3.a 4.NF.B.3.b. 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c 4.NF.C.5	Students should learn that a fraction a/b is a product of a whole number 'a' and a unit fraction $1/b$. Students should learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths.

From Hundredths to Hundred-thousands	29 days	4.NF.C.5 4.NF.C.6 4.NF.C.7 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NF.B.3.c FM1.a.i FM1.c.i MM1.a.i	Students should read, write and compare numbers in decimal notation. Students should extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000.
Multiplicative Comparison and Measurement	23 days	4.NBT.B.5 4.OA.A.1 4.OA.A.2 4.OA.A.3 4.MD.A.1 4.MD.A.2 4.MD.A.3 4.NF.B.4 4.NF.B.4.c	Students should interpret, represent, and solve multiplicative comparison problems using an understanding of the relationship between multiplication and division. Students should use this thinking to convert units of measure within a given system from larger to smaller units.
Multiplying and Dividing Multi-digit Numbers	31 days	4.OA.A.3 4.OA.B.4 4.OA.C.5 4.MD.A.2 4.MD.A.3 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Students should multiply and divide multi-digit whole numbers using partial products and partial quotients strategies, and apply this understanding to solve multi-step problems using the four operations.
Angles and Angle Measurements	21 days	4.G.A.1 4.MD.C.5 4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6 4.MD.C.7 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Students should learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students should learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.

Properties of Two-Dimensional Shapes	14 days	4.G.A.1 4.G.A.2 4.G.A.3 4.MD.A.3 4.MD.C.7 4.NBT.B.5 4.NF.B.3.c 4.NF.B.4 4.NF.B.4.b	Students should classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. Students should use their understanding of these attributes to solve problems, including problems involving perimeter and area.
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Unit Name: Factors and Multiples	Length: 12 days
Standards: M.4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. M.4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. M.4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. FM1.a.i: Critical Consumer MM1.a.i: Budgeting CD1.c.i: Intrest and Fees	Outcomes: Students should apply understanding of multiplication and area to work with factor pairs and multiples.
Essential Questions: Are students able to explain what factor pairs are? Are students able to explain what multiples are? Are students able to identify if a number is prime? Are students able to identify if a number is composite? Are students able to find factor pairs of given numbers? Are students able to find multiples of given numbers?	
Topic 1: Understanding Factors and Multiples	Academic Vocabulary: factor pairs, multiples, prime, composite, area
Lesson Frame: Sect. A Lesson 1	I can explain what multiples are.
Lesson Frame: Sect. A Lesson 2	I can explain what factor pairs are.
Lesson Frame: Sect. A Lesson 3 / Sect. B Lesson 6	I can determine if a number is prime.
Lesson Frame: Sect. A Lesson 3 / Sect. B Lesson 6	I can determine if a number is composite.
Topic 2: Finding Factor Pairs and Multiples	Academic Vocabulary: factor pairs, multiples, prime, composite, area
Lesson Frame: Sect. B Lesson 5, 6	I can find multiples by applying multiplication fluency.
Lesson Frame: Sect. B Lesson 6, 7	I can find factor pairs by applying multiplication fluency.
Performance Tasks: * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	Notes: * Individual student workbooks * Learn Zillion * Unit 1 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: Fraction Equivalence and Comparison	Length: 22 days
Standards: 4.NF.A.1 Understand fraction equivalence. 4.NF.A.2 Compare fractions with different numerators and different denominators while recognizing that comparisons are valid only when the fractions refer to the same whole. 4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.	Outcomes: Students should generate and reason about equivalent fractions and compare and order fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.
Essential Questions: Are students able to use physical and visual representations to explain fractions? Are students able to make sense of the numerator and denominator of unit fractions? Are students able to locate fractions on a number line? Are students able to find equivalent fractions using visual representation? Are students able to explain equivalent fractions? Are students able to find equivalent fractions using factors and multiples? Are students able to compare fractions using a visual representation? Are students able to compare fractions by finding equivalent fractions? Are students able to compare fractions by finding common denominators?	
Topic 1: Size and Location of Fractions	Academic Vocabulary: fraction, numerator, denominator, number line
Lesson Frame: Sect. A Lesson 1, 2	I can use physical and visual representations to explain fractions.
Lesson Frame: Sect. A Lesson 3, 4	I can make sense of the numerator and denominator of unit fractions.
Lesson Frame: Sect. A Lesson 5, 6	I can locate fractions on a number line.
Topic 2: Equivalent Fractions	Academic Vocabulary: numerator, denominator, equivalence, factors, multiples
Lesson Frame: Sect. B Lesson 7, 8	I can find equivalent fractions using visual representation.
Lesson Frame: Sect. B Lesson 9	I can explain equivalent fractions.
Lesson Frame: Sect. B Lesson 10, 11	I can find equivalent fractions using factors and multiples.
Topic 3: Fraction Comparison	Academic Vocabulary: numerator, denominator, comparison, common denominator, equivalence
Lesson Frame: Sect. C Lesson 12	I can compare fractions using a visual representation.
Lesson Frame: Sect. C Lesson 13, 14	I can compare fractions by finding equivalent fractions.
Lesson Frame: Sect. C Lesson 15, 16	I can compare fractions by finding common denominators.

Performance Tasks: <ul style="list-style-type: none">* Observation (small group, whole group, individual)* Illustrative Math Cool Down worksheets* Illustrative Math Section Checkpoint* Illustrative Math End-of-Unit Assessment	Notes: <ul style="list-style-type: none">* Individual student workbooks* Learn Zillion* Unit 2 illustrative Math Teacher Guide* Illustrative Math Activity Cards* Illustrative Math Centers

Unit Name: Extending Operations to Fractions	Length: 25 days
Standards: 4.NF.A.1 Understand fraction equivalence. 4.NF.A.2 Compare fractions with different numerators and different denominators while recognizing that comparisons are valid only when the fractions refer to the same whole. 4.NF.B.3 Understand composing and decomposing fractions. 4.NF.B.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.B.3.b. Decompose a fraction into a sum of unit fractions and/or multiples of that unit fraction. 4.NF.B.3.c Add and subtract fractions, including mixed numbers, with like denominators and related denominators. 4.NF.B.3.d Solve word problems involving addition and subtraction of fractions with like and related denominators. 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction. 4.NF.B.4.a Understand a fraction as a group of unit fractions or as a multiple of a unit fraction. 4.NF.B.4.b Represent a whole number times a non-unit fraction. 4.NF.B.4.c Solve word problems involving multiplication of a whole number times a fraction. 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	Outcomes: Students should learn that a fraction a/b is a product of a whole number 'a' and a unit fraction $1/b$. Students should learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths.
Essential Questions: Are students able to interpret a diagram or expression as multiplication of a whole number and a unit fraction? Are students able to evaluate multiplication expressions as $n \times a/b$, where n is the whole number? Are students able to solve problems involving multiplication or a fraction by a whole number? Are students able to add fractions? Are students able to subtract fractions? Are students able to analyze fractional measurements on a line plot? Are students able to use equivalence to add and subtract fractions? Are students able to find equivalent tenths and hundredths to add and subtract fractions? Are students able to solve problems that involve addition, subtraction, and multiplication?	
Topic 1: Equal Groups of Fractions	Academic Vocabulary: expression, unit fraction, multiply
Lesson Frame: Sect. A Lesson 1, 2, 4	I can interpret a diagram or expression as multiplication of a whole number and a unit fraction.
Lesson Frame: Sect. A Lesson 3, 4, 5	I can evaluate multiplication expressions as $n \times a/b$, where n is the whole number.
Lesson Frame: Sect. A Lesson 4, 5, 6	I can solve problems involving multiplication or a fraction by a whole number
Topic 2: Addition and Subtraction of Fractions	Academic Vocabulary: decompose, line plot, addition, subtraction
Lesson Frame: Sect. B Lesson 7, 8, 12	I can add fractions.

Lesson Frame: Sect. B Lesson 9, 10, 11, 12	I can subtract fractions.
Lesson Frame: Sect. B Lesson 13, 14	I can analyze fractional measurements on a line plot.
Topic 3: Addition of Tenths and Hundredths	Academic Vocabulary: equivalence, tenths, hundredths, addition, subtraction, multiply
Lesson Frame: Sect. C Lesson 15	I can use equivalence to add and subtract fractions.
Lesson Frame: Sect. C Lesson 16, 17, 18	I can find equivalent tenths and hundredths to add and subtract fractions.
Lesson Frame: Sect. C Lesson 19, 20	I can solve problems that involve addition, subtraction, and multiplication.
Performance Tasks: * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	Notes: * Individual student workbooks * Learn Zillion * Unit 3 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: From Hundredths to Hundred-thousands	Length: 29 days
Standards: 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100, connect decimals to real-world contexts. 4.NF.C.7 Compare decimals to hundredths by reasoning about their size and using benchmarks. 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. 4.NBT.A.3 Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers. 4.NBT.B.4 Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers. 4.NF.B.3.c Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers.	Outcomes: Students should read, write and compare numbers in decimal notation. Students should extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000.
Essential Questions: Are students able to recognize and make sense of the decimals tenths and hundredths in a variety of forms (square grids / numberline)? Are students able to compare and order decimals to the hundredths? Are students able to represent, read, and write multi-digit whole numbers up to 1,000,000? Are students able to describe that the value of a digit in one place represents ten times the place to the right of it? Are students able to compare and order whole numbers within 1,000,000? Are students able to identify closest multiples and round numbers to 1,000, 10,000, 100,000 and 1,000,000? Are students able to add multi-digit numbers up to 1,000,000 in a variety of methods? Are students able to subtract multi-digit numbers up to 1,000,000 in a variety of methods?	
Topic 1: Decimals with Tenths and Hundredths	Academic Vocabulary:
Lesson Frame: Sect. A Lesson 1, 2, 3	I can recognize and make sense of the decimals tenths and hundredths in a variety of forms (square grids / numberline).
Lesson Frame: Sect. A Lesson 3, 4, 5	I can compare and order decimals.
Topic 2: Place-value Relationships through 1,000,000	Academic Vocabulary:
Lesson Frame: Sect. B Lesson 6, 7, 8	I can represent, read, and write multi-digit whole numbers up to 1,000,000.
Lesson Frame: Sect. B Lesson 9, 10, 11	I can describe that the value of a digit in one place represents ten times the place to the right of it.
Topic 3: Compare, Order, and Round	Academic Vocabulary:
Lesson Frame: Sect. C Lesson 12, 13	I can compare and order whole numbers within 1,000,000.
Lesson Frame: Sect. C Lesson 14, 15, 16, 17	I can identify closest multiples and round numbers to 1,000, 10,000, and 100, 000.

Topic 4: Add and Subtract	Academic Vocabulary:
Lesson Frame: Sect. D Lesson 18, 19, 20, 22	I can add multi-digit numbers up to 1,000,000 in a variety of methods.
Lesson Frame: Sect. D Lesson 18, 19, 20, 21, 22	I can subtract multi-digit numbers up to 1,000,000 in a variety of methods.
Performance Tasks: * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	Notes: * Individual student workbooks * Learn Zillion * Unit 4 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: Multiplicative Comparison and Measurement	Length: 23 days
<p>Standards: 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. 4.OA.A.1 Interpret a multiplication equation as a multiplicative comparison. 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison. 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min., sec. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction. 4.NF.B.4.c Solve word problems involving multiplication of a whole number times a fraction by using visual fraction models and equations to represent the problem.</p>	<p>Outcomes: Students should interpret, represent, and solve multiplicative comparison problems using an understanding of the relationship between multiplication and division. Students should use this thinking to convert units of measure within a given system from larger to smaller units.</p>
<p>Essential Questions: Are students able to represent and solve multiplicative comparison problems? Are students able to solve one- and two-step problems involving multiplicative comparison? Are students able to identify the relationship (multiplicative) between the metric system? Are students able to solve multi-step problems that involve multiplicative comparison measurements? Are students able to describe the relationship between pounds and ounces? Are students able to describe the relationship the units of time (hours, minutes, seconds)? Are students able to use multiplicative comparisons to solve multi-step problems about weight and capacity? Are students able to use multiplicative comparisons to solve multi-step problems about length? Are students able to solve problems involving the perimeter of rectangles using the multiplicative comparison?</p>	
Topic 1: Multiplicative Comparison	Academic Vocabulary: multiplicative comparisons
Lesson Frame: Sect. A Lesson 1, 2, 3, 4	I can represent and solve multiplicative comparison problems.
Lesson Frame: Sect. A Lesson 5, 6	I can solve one- and two-step problems involving multiplicative comparison.
Topic 2: Measurement Comparison	Academic Vocabulary: metric system, meters, centimeters, kilometers, grams, kilograms, liters, milliliters, pounds, ounces, hours, minutes, seconds, multi-step
Lesson Frame: Sect. B Lesson 7, 8, 9	I can identify the relationship (multiplicative) between the metric system.
Lesson Frame: Sect. B Lesson 10, 13	I can solve multi-step problems that involve multiplicative comparison measurements.
Lesson Frame: Sect. B Lesson 11	I can describe the relationship between pounds and ounces.

Lesson Frame: Sect. B Lesson 12	I can describe the relationship the units of time (hours, minutes, seconds).
Topic 3: Let's Put It to Work	Academic Vocabulary: pounds, ounces, gallons, quarts, cups, yards, feet, inches, perimeter, multi-step
Lesson Frame: Sect. C Lesson 14, 18	I can use multiplicative comparisons to solve multi-step problems about weight and capacity.
Lesson Frame: Sect. C Lesson 15, 18	I can use multiplicative comparisons to solve multi-step problems about length.
Lesson Frame: Sect. C Lesson 16, 17, 18	I can solve problems involving the perimeter of rectangles using the multiplicative comparison.
Performance Tasks: * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	Notes: * Individual student workbooks * Learn Zillion * Unit 5 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: Multiplying and Dividing Multi-digit Numbers	Length: 31 days
<p>Standards: 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, 4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. 4.OA.C.5 Generate a number or shape pattern that follows a given rule. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. 4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two- digit numbers. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. FM1.a.i: Critical Consumer MM1.a.i: Budgeting CD1.c.i: Intrest and Fees</p>	<p>Outcomes: Students should multiply and divide multi-digit whole numbers using partial products and partial quotients strategies, and apply this understanding to solve multi-step problems using the four operations.</p>
<p>Essential Questions: Are students able to analyze and describe patterns? Are students able to extend numerical patterns using knowledge of place value and operations? Are students able to multiply multi-digit whole numbers by one-digit whole numbers in ways that make sense to them? Are students able to multiply two two-digit whole numbers using place value understanding and properties of operations? Are students able to multiply multi-digit whole numbers by one- or two-digit whole numbers using partial products? Are students able to reason about division of two- and three-digit whole number by one-digit whole numbers in a variety of situations (equal groups, factors & multiples, and area)? Are students able to divide two- and three-digit numbers by one-digit whole numbers using base ten blocks and diagrams? Are students able to find whole number quotients and remainders using an algorithm that uses partial products? Are students able to interpret the result and remainder of division in situations? Are students able to solve multi-step problems in a ways that makes sense to them? Are students able to solve multi-step problems involving measurement conversions, perimeter, and area? Are students able to solve multi-step problems involving the four operations?</p>	
Topic 1: Features of Patterns	Academic Vocabulary: patterns
Lesson Frame: Sect. A Lesson 1, 2	I can analyze and describe patterns.
Lesson Frame: Sect. A Lesson 1, 2, 3, 4	I can extend numerical patterns using knowledge of place value and numerical operations.
Topic 2: Multi-digit Multiplication	Academic Vocabulary: multiply, place value, partial products
Lesson Frame: Sect. B Lesson 5, 6, 7	I can multiply two-digit by one-digit whole numbers in ways that make sense to them.
Lesson Frame: Sect. B Lesson 8, 11, 12	I can multiply two two-digit numbers using place value understanding and properties of operations.

Lesson Frame: Sect. B Lesson 9, 10, 11, 12	I can multiply multi-digit whole numbers by one- or two-digit whole numbers using partial products.
Topic 3: Multi-digit Division	Academic Vocabulary: division, base ten, remainders
Lesson Frame: Sect. C Lesson 13, 14, 15	I can reason about division of two- and three-digit number in a variety of situations (equal groups, factors and multiples, and area).
Lesson Frame: Sect. C Lesson 16, 17	I can divide two- and three-digit numbers by one-digit whole numbers using base ten blocks and diagrams.
Lesson Frame: Sect. C Lesson 18, 19	I can find whole number quotients and remainders using an algorithm that uses partial products.
Lesson Frame: Sect. C Lesson 20	I can interpret the result and remainder of division in situations.
Topic 4: Let's Put It Together: Problem Solving with Large Numbers	Academic Vocabulary: multi-step, perimeter
Lesson Frame: Sect. D Lesson 21, 22, 23, 24, 25	I can solve multi-step problems in a ways that makes sense to them.
Lesson Frame: Sect. D Lesson 22	I can solve multi-step problems involving measurement conversions, perimeter, and area.
Lesson Frame: Sect. D Lesson 23, 24, 25	I can solve multi-step problems involving the four operations.
Performance Tasks: * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	Notes: * Individual student workbooks * Learn Zillion * Unit 6 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: Angles and Angle Measurements	Length: 21 days
<p>Standards: 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. 4.MD.C.5.a An angle is measured with reference to a circle. 4.MD.C.5.b An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. 4.NBT.B.4 Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two- digit numbers. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.</p>	<p>Outcomes: Students should learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students should learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.</p>
<p>Essential Questions: Are students able to draw points, lines, segments, and rays and identify them in geometric figures? Are students able to draw parallel and intersecting lines and identify them in drawings? Are students able to identify angles? Are students able to compare and describe angles, identifying the benchmark angles? Are students able to draw and identify perpendicular lines? Are students able to use a protractor to identify angle measurements? Are students able to identify and draw acute and obtuse angles? Are students able to compose and decompose angles to find measurements? Are students able to draw angles of given measurements? Are students able to</p>	
Topic 1: Points, Lines, Segments, Rays, and Angles	Academic Vocabulary: points, line segments, lines, rays, parallel lines, intersecting lines, angles
Lesson Frame: Sect. A Lesson 1, 2	I can draw points, lines, segments, and rays and identify them in geometric figures.
Lesson Frame: Sect. A Lesson 3, 4	I can draw parallel and intersecting lines and identify them in drawings.
Lesson Frame: Sect. A Lesson 5	I can identify angles.
Topic 2: The Size of Angles	Academic Vocabulary: right angle, acute angle, obtuse angle, straight angle, circle, perpendicular lines, protractor
Lesson Frame: Sect. B Lesson 6, 7, 8	I can compare and describe angles, identifying the benchmark angles.
Lesson Frame: Sect. B Lesson 10, 16	I can draw and identify perpendicular lines.

Lesson Frame: Sect. B Lesson 9, 10, 11	I can use a protractor to identify angle measurements.
Topic 3: Angle Analysis	Academic Vocabulary: right angle, acute angle, obtuse angle, straight angle, compose, decompose
Lesson Frame: Sect. C Lesson 12, 16	I can identify and draw obtuse and acute angles.
Lesson Frame: Sect. C Lesson 13, 15, 16	I can compose and decompose angles to find measurements.
Lesson Frame: Sect. C Lesson 14, 16	I can draw angles of given measurements.
Performance Tasks: * Observation (small group, whole group, individual) * Illustrative Math Cool Down worksheets * Illustrative Math Section Checkpoint * Illustrative Math End-of-Unit Assessment	Notes: * Individual student workbooks * Learn Zillion * Unit 7 illustrative Math Teacher Guide * Illustrative Math Activity Cards * Illustrative Math Centers

Unit Name: Properties of Two-Dimensional Shapes	Length: 14 days
<p>Standards: 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. 4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. 4.NF.B.3.c Add and subtract fractions, including mixed numbers, with like denominators. 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction. 4.NF.B.4.b Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.</p>	<p>Outcomes: Students should classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. Students should use their understanding of these attributes to solve problems, including problems involving perimeter and area.</p>
<p>Essential Questions: Are students able to classify two-dimensional shapes by angle size and sides (lengths and types of lines)? Are students able to identify and draw lines of symmetry in two-dimensional figures? Are students able to find perimeters of two-dimensional shapes using their properties? Are students able to find unknown side lengths of two-dimensional shapes using their attributes? Are students able to solve problems involving symmetry, side lengths, and perimeter of two-dimensional shapes? Are students able to unknown angle measurements using attributes of two-dimensional shapes?</p>	
Topic 1: Side Lengths, Angles, and Lines of Symmetry	Academic Vocabulary: two-dimensional shapes, symmetry
Lesson Frame: Sect. A Lesson 1, 2, 3	I can classify two-dimensional shapes by angle size and sides (lengths and types of lines).
Lesson Frame: Sect. A Lesson 4, 5, 6	I can identify and draw lines of symmetry in two-dimensional figures.
Topic 2: Reason about Attributes to Solve Problems	Academic Vocabulary: perimeter, attributes, symmetry, unknown numbers
Lesson Frame: Sect. B Lesson 7	I can find perimeters of two-dimensional shapes using their properties.
Lesson Frame: Sect. B Lesson 8	I can find unknown side lengths of two-dimensional shapes using their attributes
Lesson Frame: Sect. B Lesson 9	I can solve problems involving symmetry, side lengths, and perimeter of two-dimensional shapes.
Lesson Frame: Sect. B Lesson 10	I can unknown angle measurements using attributes of two-dimensional shapes.

Performance Tasks: <ul style="list-style-type: none">* Observation (small group, whole group, individual)* Illustrative Math Cool Down worksheets* Illustrative Math Section Checkpoint* Illustrative Math End-of-Unit Assessment	Notes: <ul style="list-style-type: none">* Individual student workbooks* Learn Zillion* Unit 8 illustrative Math Teacher Guide* Illustrative Math Activity Cards* Illustrative Math Centers

September	October	November	December	January	February	March	April	May	June
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Course Name:	5th ELA		
Credits:			
Prerequisites:			
Description:			
Academic Standards:	RL.5.4, RL.5.2, R.5.4, RL.5.5, R.5.6, RL.5.9 RI. 5.1, RI.5.2, RI.5.9 W.5.2, W.5.6, L.5.5,L5.6, SL.5.1, SL.5.4		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1	1st Quarter-9 Weeks	R-RL.5.4, RL.5.2, R.5.5, W-W.5.2, W.5.6, L-L.5.5,L5.6, S-SL.5.1	<p>Students will...</p> <p>Reading</p> <ul style="list-style-type: none"> -know that there are different characteristics in different genres of literature -utilize my notebook as a place to collect their thinking about their reading using text evidence to prove their thinking, -understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas -figure out whose perspective (or point of view) the text is being written from and the effect it has on the story. -divide into parts, rank, and compare-type questions to help develop ideas about a story read -participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, tic in relation to a shared book reading experience. -Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level. -Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book. <p>Writing</p> <ul style="list-style-type: none"> -Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year. -use a range of sentence types, -write complete sentences with noun and verb agreement -review and implement punctuation, sentence/paragraph structure -use commas to identify a series, to introduce clauses, and in direct address of a person -use commas and quotation marks in writing interrupted and uninterrupted dialogue <p>Word Study</p> <ul style="list-style-type: none"> -spell grade appropriate words correctly throughout writing -separate words into syllables to help spell, decode -notice and use vowel patterns that appear in multisyllabic words

	<p>2 2nd Quarter-9 Weeks</p>	<p>R-RI.5.1,RI.5.2,RI. 5.9 W-W.5.2, W.5.6, L-L.5.5,L5.6, S-SL.5.1</p>	<p>Students will be able to...</p> <p>Reading:</p> <ul style="list-style-type: none"> -determine or infer the main idea(s) and provided supporting details of nonfiction texts -recognize, identify, and understand author's use of different structures of nonfiction texts, -notice and discuss why the author used graphic features such as labels, heading,sidebars, etc. -notice the use of the author's use of language to evoke sensory images, feeling and mood -build meaning across several texts. <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries. <p>Writing:</p> <ul style="list-style-type: none"> -use headings and subheadings to organize different parts and guide the reader -credit sources of information as appropriate -write an effective lead paragraph and conclusion -use new vocabulary specific to the topic -use underlying structures (sequence, problem and solution, etc) to present different kinds of information -use notes to record information while gathering appropriate information from multiple sources -create paragraphs that group related information while producing multiple-paragraph pieces <p>Summative Assessment:</p> <ul style="list-style-type: none"> -write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures <p>Word Study:</p> <ul style="list-style-type: none"> -notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language -recognize and use a variety of complex/compound words, -recognize and understand contractions with am, will, not, have, would, or had -recognize and use words that are made by combining initials (NATO) -recognize and use abbreviations (state names, weights, Jr. Ph. D.)
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	<p>3 3rd Quarter-9 Weeks</p>	<p>RL.5.4, RL.5.2, R.5.4, R.5.5, R.5.6 W.5.2, W.5.6, L.5.5,L5.6, SL.5.1, SL.5.4, FM1.a.i</p>	<p>Students will...</p> <p>Reading</p> <ul style="list-style-type: none"> -form and express opinions about a text and support with rationale and evidence -distinguish between fact and opinion in a text, -notice counter arguments and evidence against those counterarguments in a text, -evaluate the writer's qualifications for writing on a topic, -notice notice and critique how a writer uses logical reasoning and specific evidence to support an argument -understand that a biography is the story of a person's life -recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Students will partner-read a biography and present a report to the class. -Students will read and research a teacher-directed topic. <p>Writing:</p> <ul style="list-style-type: none"> -Evaluate the writer's qualifications for writing on a topic -think across texts to compare and expand understanding of content and ideas from academic disciplines. -identify and critique specific language a writer uses to persuade -use paragraphs to organize ideas into the structure of a persuasive essay (introduction, body, conclusion) -support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes -address counter arguments against one's claim -begin with a purposeful lead and close with concluding statements or summaries -record multiple sources for citation -utilize a checklist to edit and revise written work -formulate questions, have others ask questions, and locate sources to answer the questions, <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Students will write an opinion-based essay from a group-researched topic. <p>Word Study</p> <ul style="list-style-type: none"> -notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language, -recognize and use common prefixes (re-,un-im-in-dis-non- as well as numbers (uni, bi-,tri-, etc.) -recognize and use common suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er,es,ring) -recognize and use words as metaphors and similes to make comparisons.
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	<p>4 4th Quarter-9 Weeks</p>	<p>RL5.2, RL.5.4, RL.5.5, RL.5.9, W.5.3 L.5.2</p>	<p>Students will be able to...</p> <p>Reading:</p> <ul style="list-style-type: none"> -Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world. -Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil. -Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society. -Evaluate the significance of the setting in the story. -Use some academic language to talk about fiction genres and literary features. -Form implicit and explicit questions in response to the events of a plot. -Notice how a writer reveals the underlying theme or message of a text-dialogue, actions, outcomes) <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Students will have read 1-2 books of a Fantasy series while working in book club groups. <p>Writing:</p> <ul style="list-style-type: none"> -Write an engaging lead that captures interest and that may foreshadow the content. -Select important events and turning points to include in narrative nonfiction. -Use small moments or experiences to communicate a bigger message. -Write an ending that fits the piece. -Write with voice as well as begin to develop literary voice. -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts <p>Summative Assessment:</p> <ul style="list-style-type: none"> -Students will have completed their own memoir writing, defining a lesson learned. <p>Summative Assessment:</p> <p>Word Work:</p> <ul style="list-style-type: none"> -Students will have created a compilation of original poems. -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts -study and use different types of figurative language such as alliteration, onomatopoeia, personification, hyperbole, and idioms.
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Unit Name: Interpretation Fiction Book Clubs and Grammar/Writing Review	Length: 1st Quarter- 9 Weeks
	Outcomes: -Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level. -Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book. -Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year.
Reading	
Standard(s): -RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension. -SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher). -R.5.2 Summarize texts - different genres, determined theme/central idea, support with key details. -R.5.5 Story structure	Essential Questions: -What is the summary of the text? -How does understanding theme impact the meaning of a story? -How are literary elements used to convey meaning? -How does effective speaking & listening enhance literary discussions?
Learning Targets: -Read and identify some longer texts with main plot and subplots, each with a conflict. -Identify and interact with themes and ideas that involve problems of preadolescents. -Think across texts to compare the perspectives of different writers on the same problem, theme, or character types. -Make predictions on an ongoing basis during and after reading. -Participate in book club groups, appropriately.	Academic Vocabulary: Fiction, Nonfiction, genre, community, respectful, organized, agreement, norms, problem, solution, conversation, inclusive, empathy, independent reading, turn & talk, theme, series, decision, realistic fiction, historical fiction, biographical, narrative nonfiction, expository, procedural, legend, myth, fairy tale, fable, book club, title, author, illustrator, discussion, phrase, clarify, directions, paragraph, mini lesson
Lesson Frame: Being a respectful member of the classroom community.	I can be part of a community of readers and writers who works and learns together.
Lesson Frame: Getting started with Independent Reading	I know what to do during independent reading and writing time.
Lesson Frame: Understanding Fiction and Nonfiction Genres	I know that there are different characteristics in different genres of literature.
Lesson Frame: Introducing a Reader's Notebook	I utilize my notebook as a place to collect my thinking about my reading, using text evidence to prove my thinking.
Lesson Frame: Story Elements	I can understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas.
Lesson Frame: Perspective and Its Effects	I can figure out whose perspective (or point of view) the text is being written from and the effect it has on the story.
Lesson Frame: Thinking Analytically	I can use divide into parts, rank, and compare-type questions to help me develop my ideas about a story as I read.

<p>Lesson Frame: Themes</p>	<p>I can uncover the theme/life lesson/central message of the story and provide evidence to support that.</p>
<p>Lesson Frame: Conversational Moves in Book Club</p>	<p>I can participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, etc. in relation to a shared book reading experience.</p>
<p>Performance Tasks: Summative/Formative Assessments: Self-reflection on book club discussions using recording/observations, small group meetings with teacher, End of Unit presentation with group</p>	<p>Notes: Lucy Suggested Literature- Home of the Brave, Fly Away Home, "Dreams" by Langston Hughes Lucy Chart: "Writing Well About Reading" Mini Lessons: MGT U1, MGT U2, LA U6, WAR U1, LA U1, LA U2, LA U8: Author's Message, LA U9: Themes, LA U21: Realistic Fiction, LA U28: Character Feelings/Motivations/Intentions, LA U 29: Critical Thinking about characters, LA U31: Perspective/POV, SS U5.1: Summarize Fiction F&P Suggested Read Alouds: Shooting at the Stars, Desmond & the very mean word, Thirty Minutes over Oregon, Mrs. Katz & Tush, My Man Blue, Keeping the Night Watch, This is the Rope, The Poet's Dog, The Crane Girl, Seeker of Knowledge, The Cod's Tale, Cycle of Rice/Cycle of Life,</p>
<p>Writing</p>	
<p>Essential Questions: -Why are there different types of sentences? -How do we produce complete sentences? -How do I use the comma as a punctuation tool in multiple ways? -Why does capitalization matter? -What role does handwriting play in communication?</p>	<p>Learning Targets: -Use a range of sentence types -Write complete sentences with noun and verb agreement -Understand and use paragraph structure to organize sentences that focus on one idea -Use capital letters correctly: first word of sentence, in days/months/city/states; in titles; headings; etc. -Consistently use periods, exclamation points, and question marks as ending marks -Use commas to identify a series, to introduce clauses, and in direct address of a person -Use commas and quotation marks in writing interrupted and uninterrupted dialogue</p>
<p>Standard(s): -W.5.2:Write text in a variety of modes -W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.</p>	<p>Academic Vocabulary: declarative, exclamatory, interrogative, imperative, simple, compound, complex, capitalization, punctuation, period, comma, exclamation point, question mark, quotations, dialogue, proper noun, plural noun, possessive noun, proper adjective</p>
<p>Lesson Frame: Types of Sentences</p>	<p>I can identify the 4 types of sentences and use them appropriately in my writing.</p>
<p>Lesson Frame: Capitalization</p>	<p>I can properly utilize appropriate capitalization in my writing. Ex: begin a sentence, I, inside a quotation, proper nouns & proper adjectives.</p>
<p>Lesson Frame: Punctuation</p>	<p>I can properly utilize appropriate punctuation in my writing. Ex: end a sentence with a ., !, or ?</p>
<p>Lesson Frame: Paragraphing</p>	<p>I can write a topic sentence, several appropriate details, and a concluding sentence that make a sensible paragraph.</p>
<p>Lesson Frame: Dialogue</p>	<p>I can add dialogue into my writing, using appropriate punctuation.</p>
<p>Lesson Frame: Commas</p>	<p>I can insert commas into my writing for a variety of reasons. Ex: commas in a series, after introductory words, and in dialogue.</p>
	<p>I can recognize a noun and appropriately make them plural and possessive.</p>

Lesson Frame: Nouns	
Lesson Frame: Cursive Handwriting	I can write fluently and legibly in cursive handwriting with appropriate spacing.
Lesson Frame: Word-processing	I can use efficient keyboarding skills to create drafts, revise, edit, and publish writing.
Performance Tasks: Formative/Summative assessments, short narrative fiction pieces	Notes: Mentor texts: IRA linked to writing for text sets on personal narrative, TPT resources, McGraw-Hill Language Textbook, Cursive writing packet, Writing Strategies Book by Serravallo: Creating Complex sentences pg. 347 & Paragraph Starters pg. 339
Word Study	
Learning Targets: -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts	Academic Vocabulary: consonant, vowel, syllable, multisyllable, high frequency,
Standard(s): -L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions -Spell grade level words correctly	Essential Questions: -How do I spell grade appropriate words correctly in my writing pieces? -How does separating words into syllables help the reader decode?
Lesson Frame: Spelling Patterns	I can notice and use vowel patterns that appear in multisyllabic words.
Lesson Frame: High-Frequency Words	I can read and write words that occur with highest frequency in English.
Lesson Frame: Syllables	I can recognize and use syllables; including breaking words into syllables to read and write them.
Performance Tasks: Spelling packets and tests. Syllable assessment. Words Their Way spelling placement testing.	Notes: Words Their Way Spelling Spelling Inventory and Lists, Dolch Word List- 5th grade, RML: SAS:Umbrella 1: Solving Multisyllable Words

Unit Name: Tackling Complexity/Nonfiction and Informational Writing	Length: 2nd quarter- 9 weeks
	Outcomes: -Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries. -Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.
Essential Questions: -What is the main idea? -How do details support the main idea? -What is the summary of the text? -How does a reader identify text structures and features? -How does clarifying the meaning of an unknown word help a reader gain understanding of a text?	Learning Targets: -Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents. -Notice the topic of the text and that subtopics are related to the topic. -Notice and think critically about a writer's word choice. -Gather information from factual texts and use strategies for remembering it. -Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution
Topic 1: Complex Nonfiction Reading	Length: 9 weeks
Standard(s): -RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension. -SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher). -R.5.5 Story structure	Academic Vocabulary: complex NonFiction, main idea, details/supports, text structure (chronological, cause/effect, problem/solution, compare/contrast, heading, subheading, implicit (hidden) ideas, summarizing, inferring, synthesize,
Lesson Frame: Main Idea/Detail in Complex NonFiction	I can determine or infer the main idea(s) and provide supporting details of a nonfiction text.
Lesson Frame: Nonfiction Text Structure	I can recognize, identify, and understand author's use of different structures of nonfiction texts.
Lesson Frame: Nonfiction Text Features	I can notice and discuss why the writer used graphic features such as labels, headings, sidebars, etc.
Lesson Frame: Summarizing information	I can summarize orally, or in writing, including appropriate information.
Lesson Frame: Word Choice	I can notice the writer's use of language to evoke sensory images, feeling, and mood.
Lesson Frame: Integrating information	I can build meaning across several texts.

Unit Name: Tackling Complexity/Nonfiction and Informational Writing	Length: 2nd quarter- 9 weeks
	Outcomes: -Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries. -Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.
Essential Questions: -What is the main idea? -How do details support the main idea? -What is the summary of the text? -How does a reader identify text structures and features? -How does clarifying the meaning of an unknown word help a reader gain understanding of a text?	Learning Targets: -Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents. -Notice the topic of the text and that subtopics are related to the topic. -Notice and think critically about a writer's word choice. -Gather information from factual texts and use strategies for remembering it. -Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution
Performance Tasks: formative & summative assessments, Text Structure Assessment, Reader's Notebook Entries, Ind./Small group discussions with teacher	Notes: -Lucy resources: When Lunch Fights Back, Alien Deep -IRA: Expository Nonfiction Text Set: (Birds, Squid, Cod, Salt) -RML:LA:U10:6, RML:LA: U12:3; RML:LA:Umbrella 14- Studying Expository Nonfiction; RML: SAS:U5:3: Summarizing a nonfiction text; RML: LA: Umbrellas 18, 19, 20
Topic 1: Writing: Informational	Length: 9 weeks
Essential Questions -How do we construct an informational writing piece? -How does a writer organize information to create meaning? -How does evidence assist a writer in supporting their development of a topic? -How do I introduce a topic for an intended audience? -Why do we relate the concluding paragraph to the topic?	Learning Targets: -Use headings/subheadings to organize different parts and guide the reader -Include features and tools to provide information to the reader -Credit sources of information as appropriate -Write an effective lead paragraph and conclusion -Use new vocabulary specific to the topic
Standard(s): -W.5.2:Write text in a variety of modes (informational) -W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.	Academic Vocabulary: source, transition word/phrase, lead/introduction/beginning, ending/conclusion, topic, facts, organizational structure, sentence, paragraph, revise/edit, publish, font, adjective
Lesson Frame: Organizing information	I can use underlying structures (sequence, problem & solution, etc.) to present different kinds of information to inform others on a topic.
Lesson Frame: Note-taking	I can use notes to record information while gathering appropriate information from multiple sources.
Lesson Frame: Drafting	I can create paragraphs that group related information while producing multiple-paragraph pieces.
Lesson Frame: Grow Ideas	I can add details to make the piece clearer, add or change words, and add transitional words and phrases to make it smoother.

Unit Name: Tackling Complexity/Nonfiction and Informational Writing	Length: 2nd quarter- 9 weeks
	Outcomes: -Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries. -Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.
Essential Questions: -What is the main idea? -How do details support the main idea? -What is the summary of the text? -How does a reader identify text structures and features? -How does clarifying the meaning of an unknown word help a reader gain understanding of a text?	Learning Targets: -Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents. -Notice the topic of the text and that subtopics are related to the topic. -Notice and think critically about a writer's word choice. -Gather information from factual texts and use strategies for remembering it. -Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution
Lesson Frame: Leads and Conclusions	I can use a variety of beginnings and endings to engage the reader.
Lesson Frame: Text Features	I can use a variety of text features to support text, add information, and/or add meaning and context.
Lesson Frame: Publish a piece of informational writing	I can use efficient keyboarding skills to create drafts, revise, edit, and publish my piece. I can use the word processor to vary text- size, font, spacing, etc.
Lesson Frame: Adjectives	I can recognize adjectives and use endings for adjectives that add meaning or change the adjective to an adverb or a noun.
Performance Tasks: Pre & Post On-Demand Informational Writing Assessment, Published piece of informational writing.	Notes: Lucy resources: -RML U17: Nonfiction Information Organization, RML U14: Expository Nonfiction
Word Study	
Learning Targets: -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts	Academic Vocabulary: multisyllable, compound word, contraction, acronym, abbreviation, high-frequency words, noun, adverb,
Standard(s): -L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions -Spell grade level words correctly	Essential Questions: -How does proper use of conventions assist a writer in the development of a piece of writing? -How do I use specific words or phrases for effect and to convey ideas or information?
Lesson Frame: Spelling Patterns/High Frequency Words	I can notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language.
Lesson Frame: Compound Words	I can recognize and use a variety of complex compound words.
Lesson Frame: Contractions	I can recognize and understand contractions with am, will, not, have, would, or had.

Unit Name: Tackling Complexity/Nonfiction and Informational Writing	Length: 2nd quarter- 9 weeks
	Outcomes: -Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries. -Write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures.
Essential Questions: -What is the main idea? -How do details support the main idea? -What is the summary of the text? -How does a reader identify text structures and features? -How does clarifying the meaning of an unknown word help a reader gain understanding of a text?	Learning Targets: -Follow and understand nonfiction texts with clearly defined overall structure and connect that to table of contents. -Notice the topic of the text and that subtopics are related to the topic. -Notice and think critically about a writer's word choice. -Gather information from factual texts and use strategies for remembering it. -Notice and understand when the writer uses description, sequence, compare/contrast, cause/effect, and problem/solution
Lesson Frame: Acronyms	I can recognize and use words that are made by combining initials (NATO).
Lesson Frame: Abbreviations	I can recognize and use abbreviations (state names, weights, Jr., Ph.D.).
Performance Tasks: Choice spelling packets, Spelling tests, Formative and Summative assessments, Exit Tickets	Notes: Words Their Way lists, 5th grade Dolch List, McGraw-Hill Language Arts text series

Unit Name: Biography & Researching a Debatable Issue & Writing an Opinion-Based Essay	Length: Quarter 3- 9 weeks
	Outcomes: -Students will partner-read a biography and present a report to the class. -Students will read and research a teacher-directed topic. -Students will write an opinion-based essay from a group-researched topic.
Topic 1: Reading: Argument and Advocacy	Length: Last 6 weeks of the quarter
Essential Questions: -How does a reader analyze multiple accounts of an event or topic to determine point of view? -How is the story influenced by the author's point of view? -What impact does fluency have on comprehension? -How do you speak (or report out) effectively? -How do you listen, especially in a group discussion or while others present?	Learning Targets: -Form and express opinions about a text and support with rationale and evidence. -Distinguish between fact and opinion in a text. -Notice counter arguments and evidence against those counterarguments in a text.
Standard(s): -RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension. -SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher). -SL.5.4 Report on topic or text or present an opinion. -R.5.6 Point of view	Academic Vocabulary: claim, argument, unsubstantiated, overview, one-sided, position, debate, persuade, evidence, techniques, qualified, evaluate, sources
Lesson Frame: Summarizing	I can notice and remember the important information in a text. I can tell a summary of a text after hearing it read.
Lesson Frame: Fact and Opinion	I can distinguish between fact and opinion in a text in order to reach new understanding.
Lesson Frame: Central Claims	I can notice the topic of a text and that subtopics are related to the main topic.
Lesson Frame: Counterclaims	I can notice counter arguments and evidence against those counterarguments in a text.
Lesson Frame: Writer's point of view	I can evaluate the writer's qualifications for writing on a topic. I can notice and critique how a writer uses logical reasoning and specific evidence to support an argument.
Lesson Frame: Compare & Synthesizing	I can think across texts to compare and expand understanding of content and ideas.

<p>Performance Tasks: Pre and Post On-Demand writing samples, Pre- & Post Nonfiction Genre Assessment: pronunciation guide, text features, main idea/detail Genre Thinkmarks (found on F&P website)</p>	<p>Notes: -F&P IRA: Caring for the World Text Set including One Well, Cycle of Rice, & Can We Save The Tiger? -Mini Lessons: LA.U20.RML3 (pg. 358-text features), LA.U15 RML1-5 (pgs. 290-299-persuasion), -Lucy resources: Unit 4: Researching a debatable issue -Lucy charts: "Some questions readers can ask to analyze arguments", "vocabulary for an argument", "Launch a research project", & How to Research an Issue Deeply" -Lucy articles: "A school fight over chocolate milk", other chocolate milk articles & videos</p>
<p>Topic 2: Biography</p>	<p>Length: First 3 weeks of the quarter</p>
<p>Standard(s): -RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension. -SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher). -SL.5.4 Report on topic or text or present an opinion.</p>	<p>Academic Vocabulary: biography, summary, vocabulary, definition, accomplished, obstacles, decisions, time period, society, culture, influenced, inspiration, personality traits, motivations</p>
<p>Lesson Frame: Understanding Biography Genre</p>	<p>I can understand that a biography is the story of a person's life.</p>
<p>Lesson Frame: Vocabulary</p>	<p>I can recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words. <i>I can use specific vocabulary to talk about texts.</i></p>
<p>Performance Tasks: Completed Biography packet with summaries and vocabulary; Prepare slide show to teach about person in a biography.</p>	<p>Notes: -Who was? books -F&P Mini Lessons: LA. U16: Studying Biography RML1-9 (pgs. 302-319), SS U5.2: Summarize Biography -IRA Books: Biography Text Set {musicians}: Strange Mr. Satie, I & I Bob Marley, Ella Fitzgerald, Legendary Miss Lena Horne, & Esquivel and Achieving a Dream Text Set {Surfer of the Century, Silent Star, Long-Armed Lucy, 16 years in 16 seconds, Tallchief}</p>
<p>Topic 1: Writing: Nonfiction (to persuade)</p>	<p>Length: 9 weeks</p>
<p>Standard(s): -W.5.2:Write text in a variety of modes (informational) -W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration. -FM1.a.i: Critical Consumer</p>	<p>Academic Vocabulary: author, information, topic, categories, subcategories, body, organized</p>
<p>Essential Questions: -How do writers clearly introduce a topic and state an opinion about that topic? -How do writers use facts and details from credible sources to support opinions? -How does a writer develop a concluding statement to support their opinion? -What are the benefits of using resources to help improve your spelling?</p>	<p>Learning Targets: -Evaluate the writer's qualifications for writing on a topic. -Think across texts to compare and expand understanding of content and ideas from academic disciplines. -Identify and critique specific language a writer uses to persuade.</p>
<p>Lesson Frame: Organization and Evidence Collection for both sides</p>	<p>I can use a writer's notebook as a tool to collect evidence, ideas, plan, sketch, and draft.</p>

	My purpose is to persuade with a clear main idea.
Lesson Frame: Flash Draft- utilizing Boxes and Bullets with evidence to support a thesis or claim	I can use paragraphs to organize ideas into the structure of an essay (Introduction, Body, Conclusion). I can support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes
Lesson Frame: Rebuttal, Responses, & Counterclaims	I can address counterarguments against my claim.
Lesson Frame: Leads, Conclusions	I can begin with a purposeful lead. I can bring the piece to a close with concluding statements or summaries.
Lesson Frame: Bibliographic Information	I can record multiple sources for citation.
Lesson Frame: Editing	I can correctly utilize an editing checklist. I can ask others to assist with a final edit. I can look over my paper for capitalization, punctuation, and grammar mistakes.
Lesson Frame: Elaborate on & Analyze Evidence and Fortify Thinking	I can formulate questions myself, or have others ask questions, and locate sources to answer the questions.
Lesson Frame: Persuasive Techniques & Debates	I can produce expository writing that's persuasive and reveals a stance. I can use language to establish a point of view. I can use vocabulary appropriate for the topic.
Performance Tasks: Published opinion piece of writing, debates	Notes: Lucy resources: The Research-Based Argument Essay (Unit 4) -Anchor charts: "Body Paragraphs Often Go Like This" (pg. 21), "How to write an argument", "Ways to push our thinking" (pg. 60) -Articles: "Chocolate Milk in Schools", "Nutrition in Disguise", C.M.: More Harmful Than Healthful", & videos: "Flavored Milk: Tasty Nutrition", "Sugar Overload" RML: SS U3: Understanding Connectives
Word Study	
Learning Targets: -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts	Academic Vocabulary: prefix, suffix, root word, base word, adverb, metaphor, simile
Standard(s): -L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions -Spell grade level words correctly	Essential Questions: -Why is it important to use correct spelling? -How does knowing the meanings of roots and affixes help the reader understand new words?
Lesson Frame: Spelling patterns/High Frequency Words	I can notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language.
Lesson Frame: Prefixes	I can recognize and use common prefixes (re-, un-, im-, in-, dis-, non-, etc.) as well as prefixes that refer to numbers (uni-, bi-, tri-, etc.).
Lesson Frame: Suffixes	I can recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er, -es, -r, -ing, etc.).

Lesson Frame: Figurative Language	I can recognize and use words as metaphors and similes to make comparisons.
Performance Tasks: Spelling packets, Spelling tests, formative and summative assessments	Notes: Words Their Way, TPT resources for prefix/suffix/root words, packets for figurative language/writing poems -RML: LA. Umbrella 10: Reading like a writer: Analyzing the Writer's Craft (pgs. 219-234), SS U1.5 (prefixes), SS U1.6 (root/base words), SS U2.4 (root/base words), SS U2.5 (Greek/Latin roots)

Unit Name: Fantasy and Memoir Writing	Length: 9 weeks (quarter 4)
	Outcomes of the Unit: -Students will have read 1-2 books of a Fantasy series while working in book club groups. -Students will have completed their own memoir writing, defining a lesson learned. -Students will have created a compilation of original poems.
Reading- Fiction- Fantasy	
Topic 1: Fantasy	
Standard(s): -RF.5.4 Read grade-level text with accuracy, proper decoding and fluency to support comprehension. -SL.5.1 Engage effectively in a range of collaborative discussions (1 to 1, group, teacher). -R.5.2 Summarize texts - different genres, determined theme/central idea, support with key details. -R.5.5 Story structure	Essential Questions: -How is the setting important to the story within the fantasy genre? -What traits define characters, in the fantasy genre, between forces in the story (ie. good vs. evil)? -How do authors use figurative language to create imagery, or mood? -How are themes developed throughout the fantasy genre and applied to a student's own life?
Learning Targets: -Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world. -Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil. -Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society. -Evaluate the significance of the setting in the story. -Use some academic language to talk about fiction genres and literary features. -Form implicit and explicit questions in response to the events of a plot. -Notice how a writer reveals the underlying theme or message of a text-dialogue, actions, outcomes)	Academic Vocabulary: metaphor, setting, good vs. evil, character, implicit vs explicit, fantasy, theme, group discussion, figurative language, plot elements, high point/climax, problem/solution, resolution, conflict, real world vs fantasy world
Lesson Frame: Understanding /Type Fantasy	I can name characteristics of the fantasy genre.
Lesson Frame: Story Element-Setting Fantasy	I can identify the difference between real and fantastical settings and tell why they are important to the overall story.
Lesson Frame: Story Element-Character-Suspending Judgment-Characters are not always what they seem	I can understand a character in totality through their actions, others' reactions, and dialogue.
Lesson Frame: Story Element- Here Be Dragons, Metaphorically-	I can identify symbols or metaphors within a fantasy story and what they represent.
Lesson Frame: Internal and External Quest- Story Plot Line	I can create a map of the story line(s) including actual plot and character's internal thoughts and feelings.
Lesson Frame: Theme	I can recognize and apply a theme found in fantasy.
Overall Speaking and Listening- Book Clubs, IRA, Partner, Conf.	I can effectively communicate my ideas within a book club group.

Unit Name: Fantasy and Memoir Writing	Length: 9 weeks (quarter 4)
	Outcomes of the Unit: -Students will have read 1-2 books of a Fantasy series while working in book club groups. -Students will have completed their own memoir writing, defining a lesson learned. -Students will have created a compilation of original poems.
Performance Tasks: Summative/Formative Assessments: Self-reflection on book club discussions using recording/observations, pre/post assessment on fantasy, accountability packet, RML 4- Write a --reader's theater script based on a book.(summative)	Notes: IRA- Coraline, Poets Dog, Rikki Tikki Tavi, Black Dog. Other Texts: Paper Bag Princess, Eleven Mini-Lessons- LA. Umbrella 22: Understanding Fantasy pgs. 371-376, LA Umbrella 26: Setting in Fiction pgs. 427-434, LA U27.1: Understanding Plot Lucy resources: links to kids in book clubs
Writing-	
Standard(s): -W.5.2:Write text in a variety of modes-narrative/fantasy -W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.	Learning Targets: -Write an engaging lead that captures interest and that may foreshadow the content. -Select important events and turning points to include in narrative nonfiction. -Use small moments or experiences to communicate a bigger message. -Write an ending that fits the piece. -Write with voice as well as begin to develop literary voice. -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts.
Topic 1: Poetry	Length: 3 weeks
	Academic Vocabulary: poem, poet, line, break, stanza, repetition, rhythm, rhyme, tone, sensory images
Lesson Frame: Poem shape and structure	I can understand and use white space and line breaks to communicate meaning and tone, for pause, or emphasis.
Lesson Frame: Figurative Language and other literary devices	I can understand there are different types of poems and use figurative language to assist in writing of different types of poems.
Lesson Frame: Poetic Techniques	I can understand that poems do not have to rhyme, but use repetition, refrain, rhythm, and other poetic techniques.
Performance Tasks: Final published poems	Notes: - TPT resources -RML: LA. Umbrella 11: Understanding the Craft of Poetry (pgs. 237-246) -IRA: Joyce Sidman Text Set
Topic 2: Writing Memoirs	Length: 6 weeks
Standard(s): -W.5.2:Write text in a variety of modes-narrative/fantasy -W.5.6: With some guidance and support from adults, use technology to produce and publish writing, including peer collaboration.	Academic Vocabulary: memoir, seed idea, metaphor, internal story, external actions

Unit Name: Fantasy and Memoir Writing	Length: 9 weeks (quarter 4)
	Outcomes of the Unit: -Students will have read 1-2 books of a Fantasy series while working in book club groups. -Students will have completed their own memoir writing, defining a lesson learned. -Students will have created a compilation of original poems.
Learning Targets: -Write an engaging lead that captures interest and that may foreshadow the content. -Select important events and turning points to include in narrative nonfiction. -Use small moments or experiences to communicate a bigger message. -Write an ending that fits the piece. -Write with voice as well as begin to develop literary voice.	
Lesson Frame: Engaging Lead for Memoirs- Proverb, quote or song lyric, quote	I can craft a lead that hooks my reader.
Lesson Frame: Explore different types of Memoir	I can understand different formats or styles of writing.
Lesson Frame: Writers Inspired by Other Authors When Writing Memoir	I can model after different authors writing styles.
Lesson Frame: Writing With Depth While Pushing Our Thinking	I can write more descriptive details about my own experiences or small moments.
Lesson Frame: Drafting the beginning, middle, and end of Memoirs.	I can compose drafts of my own memoir.
Performance Tasks: -Final published memoirs -Individual checkpoints: Lead, Conclusion, Transitions -Write a readers theater script based on a Fantasy series.	Notes: - Eleven, "Quietly Struggling" -Lucy Unit 4
Word Study	
Learning Targets: -Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts	Academic Vocabulary: metaphor, idiom, personification, onomatopoeia
Standard(s): -L.5.5 & L.5.6.: Demonstrate appropriate use of grammar & conventions -Spell grade level words correctly	Essential Questions: -How does a reader identify and interpret figurative language and literature devices? -How does knowing common spelling patterns help us spell words correctly? -What is the purpose of applying grammar and mechanics skills?
Lesson Frame: Spelling patterns/High Frequency Words	I can notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language.
Lesson Frame: Idioms	I can recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident.
Lesson Frame: Figurative Language/literary	I can study and write using different types of figurative language such as alliteration, onomatopoeia,

Unit Name: Fantasy and Memoir Writing	Length: 9 weeks (quarter 4)
	Outcomes of the Unit: -Students will have read 1-2 books of a Fantasy series while working in book club groups. -Students will have completed their own memoir writing, defining a lesson learned. -Students will have created a compilation of original poems.
	personification, and hyperbole.
Performance Tasks: Spelling packets, spelling tests, formative and summative assessments for Idioms and other figurative language	Notes: Words Their Way, TPT Resources for Idioms/Figurative Language

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Course Name:	Physical Education - 2nd Grade		
Description:	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	<ul style="list-style-type: none"> •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Motor Skills and Concepts	11 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, 4, and 5	The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.
Teamwork and Social Interaction	4 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play - 2 Weeks	3 and 4; FM2.b.e: Emotional Influences; FM2.e.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)	The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.

Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4 and 5	Outcomes: The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What are the five components of fitness? Why is fitness so important? Why is jump roping such a great physical activity? Why is climbing such a great physical activity ? What are the benefits of scooter play? What are the benefits of parachute play?	Learning Targets: Definition of Fitness 5 Components of Fitness Food Plate Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Food Plate
Lesson Frame: Options for Physical Activity	I can list options for physical activity outside of physical education class. (S3.E1.2)
Lesson Frame: Health-Related Fitness Components	I can identify physical activities that contribute to fitness. (S3.E3.2b)
Lesson Frame: Nutrition	I can explain the "good health balance" of good nutrition with physical activity. (S3.E6.2)
Performance Tasks: Identify the Type of Exercise Assessment	Notes:
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning
Lesson Frame: Short-Rope Jumping	I can jump a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)
Lesson Frame: Long-Rope Jumping	I can jump a long rope 5 times consecutively with student turners. (S1.E27.2b)

Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Climbing	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Spotting
Lesson Frame: Principles and Climbing Safety	I can use my own body as resistance for developing strength. (S3.E3.2a)
Lesson Frame: Climbing Activities	I can work independently with others in partner environments. (S4.E4.2) I can compare physical activities that bring confidence and challenge. (S5.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Scooters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can work independently with others in partner environments. (S4.E4.2) I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Scooter Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:

Lesson Frame: Safety and Parachute Rules	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Parachute Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Essential Questions: When, in sports, do we use tossing versus throwing? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble?	Learning Targets: Throwing to a Target Catching a Ball in Activity Striking with Body Parts Striking with a Paddle Batting Off a Tee Kicking While Moving Dribbling in Activity
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Review of the Underhand Toss	I can throw underhand using a mature pattern. (S1.E13.2)
Lesson Frame: Throwing	I can throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)
Lesson Frame: Catching	I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against my body. (S1.E16.2)
Performance Tasks: Throwing and Catching Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley an object upward with consecutive hits. (S1.E22.2)
Lesson Frame: Striking with Short-Handled Implements	I can strike an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
Lesson Frame: Striking with Long-Handled Implements	I can strike a ball off a tee with a bat, using correct grip and positioning. (S1.E25.2)
Performance Tasks: Striking Oral Assessment as a Group	Notes:

Topic 3: Soccer Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Kicking to Score	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body. (S1.E18.2)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling Traveling Double Dribble
Lesson Frame: Dribbling Cues	I can dribble in personal space with my dominant hand using a mature pattern. (S1.E17.2a) I can dribble using my dominant hand while walking in general space. (S1.E17.2b)
Lesson Frame: Dribbling Games	I can accept specific corrective feedback from the teacher. (S4.E3.2)
Performance Tasks: Dribbling Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 11 Weeks
Standards: 1, 2, 3, 4 and 5	Outcomes: The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.
Essential Questions: What are the main 8 locomotor movements and what are some other locomotor movements? Why is balancing an important skill? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	Learning Targets: Sliding Leaping Balancing with Partners Chasing, Fleeing and Dodging in Activity Forward Rolls Free Movement to Rhythms
Topic 1: Locomotor Movements	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Galloping Sliding Jumping Hopping Leaping
Lesson Frame: Review All Locomotor Movements	I can run with a mature pattern. (S1.E2.2a) I can travel showing the difference between jogging and sprinting. (S1.E12.2b)
Lesson Frame: Skipping, Galloping and Sliding	I can skip using a mature pattern. (S1.E1.2)
Lesson Frame: Jumping, Hopping and Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.2) I can jump and land, up and down. (S1.E4.2)
Performance Tasks: Locomotor Skills Assessment	Notes:
Topic 2: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Static Balance Dynamic Balance

Lesson Frame: Balancing on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Balancing on Apparatus	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Lesson Frame: Balancing Objects on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 3: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Review Chasing and Fleeing	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Chasing and Fleeing Games	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Dodging	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Tumbling/Basic Gymnastics	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can balance in an inverted position with stillness and supportive base. (S1.E7.2b) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Basic Rolls	I can roll in different directions with either a narrow or curled body shape. (S1.E9.2)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can tell the difference between twisting, curling, bending, and stretching actions. (S1.E10.2)

Lesson Frame: Putting Skills Together	I can combine balances and transfers into a three-part sequence. (S1.E11.2) I can combine shapes, levels and pathways into simple gymnastics sequences. (S2.E2.2)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 5: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Rhythm Creative Movement
Lesson Frame: Moving to an 8 Count	I can combine locomotor skills in general space to a rhythm. (S1.E5.2) I can identify physical activities that provide self-expression. (S5.E3.2)
Lesson Frame: Traditional and Teacher Led Dances	I can perform a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
Lesson Frame: Creative Movement and Choreography	I can combine shapes, levels, and pathways into simple dance sequences. (S2.E2.2)
Performance Tasks: Hitchhiker Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 4 Weeks
Standards: 3 and 4 FM2.b.e: Emotional Influences FM2.e.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)	Outcomes: The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Essential Questions: Why is Physical Education important? What is teamwork? What is sportsmanship? What is brainstorming? What is problem solving?	Learning Targets: Game Play with Peers Problem Solving/Completing Cooperative Play Tasks
Topic 1: Protocols and Acquaintance Activities	
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
Lesson Frame: Acquaintance Activities	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2) I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Cooperative Play	
Length: 2 Weeks	

<p>Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Teamwork Sportsmanship Brainstorming Problem Solving</p>
<p>Lesson Frame: Teamwork and Sportsmanship</p>	<p>I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)</p>
<p>Lesson Frame: Brainstorming and Problem Solving</p>	<p>I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)</p>
<p>Performance Tasks: Cooperative Play Word Search</p>	<p>Notes:</p>

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: TBD Depending on Holiday	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities



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Course Name:	Physical Education - 5th Grade	NASPE Standards:	
Description:	Exploring the use of physical skills and fitness to promote lifelong fitness	<ul style="list-style-type: none"> •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	10 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 2 Weeks Speed Stacking - 1 Week Fitnessgram Testing - 4 Weeks	1, 3, 4, and 5; FM2.d.i: Financial Goals	The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	14 Weeks Soccer - 2 Weeks Basketball - 2 Weeks Volleyball - 2 Weeks Floor Hockey - 2 Weeks Softball - 2 Weeks Other Striking Sports - 1 Week Flag Football - 2 Weeks Frisbee Activities - 1 Week	1, 2, and 4	The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using an overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Motor Skills and Concepts	4 Weeks Chasing, Fleeing and Dodging - 1 Week Gymnastics and Dance - 3 Weeks	1 and 2	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.

Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 1 Week Non-Traditional Games - 2 Weeks	1, 2, 4, and 5; FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Miscellaneous	3-4 Weeks Themed Activities - 1-2 Weeks Summer Fun - 1 Week Holiday Activities - 1 Week	2 and 3	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 10 Weeks
Standards: 1, 3, 4, and 5 FM2.d.i: Financial Goals	Outcomes: The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How do the skill-related and health-related components of fitness differ? What is your own personal health goal and what are some steps you can attempt to reach it? What components of fitness (skill- and/or health- related) are met when jump roping? What components of fitness (skill- and/or health-related) are met when climbing? What is the benefit of self challenge in sport? What are the fitness benefits of speed stacking? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: Skill-Related Components of Fitness Jump Rope Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Agility Balance Power Reaction Time Coordination Speed
Lesson Frame: Health-Related Fitness Components	I can differentiate between skill-related and health-related fitness. (S3.E3.5) I can identify the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
Lesson Frame: Skill-Related Fitness Components	I can differentiate between skill-related and health-related fitness. (S3.E3.5)
Lesson Frame: Nutrition	I can analyze the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)
Lesson Frame: Fitness Plan	I can chart and analyze physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) I can design a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)

Performance Tasks: Fitness Concepts Assessment Fitness Plan	Notes:
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short and Long Rope Jumping	I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)
Lesson Frame: Routine Development	I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a) I can apply safety principles with age-appropriate physical activities. (S4.E6.5)
Lesson Frame: Climbing Apparatus Rotations	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Lesson Frame: Create a Climbing Game	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Performance Tasks: Create and Teach a Climbing Game	Notes:
Topic 4: Speed Stacking	Length: 1 Week
Standard(s): Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Stacking Basics	I can compare the health benefits of participating in selected physical activities. (S5.E1.5)

Lesson Frame: Stacking Activities	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can use appropriate pacing for a variety of running distances. (S1.E2.5)
Lesson Frame: Goal Setting	I can analyze results of fitness assessments (pre and post), comparing results to fitness components for good health. (S3.E5.5a)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 14 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using a overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Essential Questions: What are some offensive and defensive strategies we use in soccer? What are some offensive and defensive strategies we use in basketball? How do you know if you should pass using the forearms or overhead in volleyball? What are some offensive and defensive strategies we use in floor hockey? What are some offensive and defensive strategies we use in softball? When striking, how do we vary our force and direction in different sports? What are some offensive and defensive strategies we use in football?	Learning Targets: Soccer Game Play Basketball Game Play Volleying with a Partner Floor Hockey Game Play Softball Game Play Flag Football Game Play
Topic 1: Soccer	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Soccer Positions Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine foot dribbling with other skills in 1 on 1 practice tasks. (S1.E18.5) I can pass with the feet using a mature pattern as both partners travel. (S1.E19.5a) I can receive a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b) I can demonstrate mature patterns in kicking and punting in small-sided practice tasks. (S1. E21.5)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can dribble with feet with mature pattern in a variety of game list activities. (S1.E20.5) I can combine manipulative skills and traveling for execution to a target. (S1.E26.5)

Performance Tasks: Soccer Written Assessment Soccer Authentic Assessment	Notes:
Topic 2: Basketball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Basketball Positions Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine traveling with manipulative skills to shoot in basketball. (S1.E1.5c and S1.E26.5) I can combine dribbling with other skills during 1-on-1 practice tasks. (S1.E17.5)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can dribble with mature pattern in a variety of small-sided games. (S1.E20.5) I can recognize the type of throw needed for different games and sports situations. (S2.E5.5c)
Performance Tasks: Basketball Written Assessment Basketball Authentic Assessment	Notes:
Topic 3: Volleyball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Underhand Serve Overhand Serve Double Hit
Lesson Frame: Forearm Pass	I can recognize the type of volley needed for different games and sports situations. (S2.E5.5c)
Lesson Frame: Overhead Pass	I can volley a ball using a two-handed overhead pattern, sending it upward to a target. (S1.E23.5)
Lesson Frame: Serving	I can give corrective feedback respectfully to peers. (S4.E3.5)
Performance Tasks: Volleyball Written Assessment Volleyball Skill Assessment	Notes:

Topic 4: Floor Hockey	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine traveling with manipulative skills for execution to a target. (S1.E1.5c) I can combine striking with a long-handled implement with receiving and traveling skills in a small-sided game. (S1.E25.5b) I can apply the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)
Lesson Frame: Game Play	I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)
Performance Tasks: Floor Hockey Authentic Assessment	Notes:
Topic 5: Softball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Softball Positions
Lesson Frame: Skill Review	I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a) I can strike a pitched ball using a bat using correct form. (S1.E25.5a)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)
Lesson Frame: Game Play	I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a) I can strike a pitched ball using a bat using correct form. (S1.E25.5a)
Performance Tasks: Softball Written Assessment Softball Authentic Assessment	Notes:
Topic 6: Other Striking Sports	Length: 1 Week

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Forehand Backhand Drive Putt
Lesson Frame: Tennis/Pickleball/Badminton	I can strike an object consecutively with a partner, using a short-handled implement. (S1.E24.5)
Lesson Frame: Golf	I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 7: Flag Football	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Football Positions First Down Downs Turnover
Lesson Frame: Skill Review	I can throw overhand using a mature pattern with different sizes and types of objects. (S1.E13.5a) I can throw overhand to a large target with accuracy. (S1.E13.5a)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can throw with accuracy when both partners are moving. (S1.E15.5a)
Performance Tasks: Football Written Assessment Flag Football Authentic Assessment	Notes:
Topic 5: Frisbee Activities	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary:
Lesson Frame: Frisbee Golf	I can express the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)

<p>Lesson Frame: Ultimate Frisbee</p>	<p>I can throw a frisbee accurately when my partner and I are moving. (S1.E15.5b) I can catch a frisbee with accuracy when my partner and I are moving. (S1.E16) I can catch a frisbee with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 4 Weeks
Standards: 1 and 2	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? How can you combine gymnastics and dance skills to make a routine? How can we make routines fluid?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
Topic 1: Chasing, Fleeing and Dodging	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing, Fleeing and Dodging	I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b) I can apply movement concepts to strategy in game situations. (S2.E3.5a)
Lesson Frame: Chasing, Fleeing and Dodging Games	I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b) I can apply movement concepts to strategy in game situations. (S2.E3.5a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Gymnastics and Dance	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Fluidity

Lesson Frame: Dance Choreography	<p>I can demonstrate mature patterns of locomotor skills in gymnastics and dance. (S1.E1.5a)</p> <p>I can combine jumping and landing patterns with locomotor and manipulative skills in dance and gymnastics. (S1.E3.5)</p> <p>I can combine locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)</p> <p>I can combine movement concepts with skills in small-sided practice tasks in gymnastics and dance with self-expression. (S2.E2.5)</p>
Lesson Frame: All Basic Gymnastics Skills, Inverts, Balances and Jumps	<p>I can transfer weight in gymnastics and dance environments. (S1.E8.5)</p> <p>I can perform curling, twisting, and stretching actions with correct application in dance and gymnastics. (S1.E10.5)</p> <p>I can combine actions, balances, and weight transfers to create a gymnastics sequence with a partner. (S1.E12.5)</p>
Lesson Frame: Routine Development	<p>I can combine balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>I can combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and dance. (S2.E1.5)</p>
Performance Tasks: Dance Choreography Gymnastics and Dance Routines and Performances	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 1, 2, 4, and 5 FM2.e.i: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity)	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Essential Questions: What are characteristics of a good teammate? Why are Outdoor Lifetime Recreational Activities so important? Why is it important to learn new and different games within PE?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities Openness to Learning New Games
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Lesson Frame: Acquaintance Activities	I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving Acceptance Challenge
Lesson Frame: Large Group Team Building Activities	I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)

Lesson Frame: Small Group Team Building Activities	I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Reflection	I can describe the social benefits gained from participating in physical activity. (S5.E4.5)
Performance Tasks: Create a Perfect Teammate	Notes:
Topic 3: Outdoor Lifetime/Recreational Activities	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cancellation Scoring
Lesson Frame: Bocce Ball	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Lesson Frame: Horseshoes	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Lesson Frame: Lawn Games	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Non-Traditional Games	Length: 2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cell

Lesson Frame: Kickball Variations	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Kinball	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Tsegball	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Performance Tasks: Non-Traditional Games Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 3-4 Weeks
Standards: 2 and 3	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 1 Week

<p>Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: Christmas/Winter Activities</p>	<p>I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>

September	October	November	December	January	February	March	April	May	June
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