

Kindergarten Year Long Curriculum 2024-25



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
<p>Interdisciplinary Inquiry Based Studies</p> <p>Social Studies</p>	<p>Exploring Our Classmates and our Classroom Environment</p> <p>Essential Questions: What agreements can we make so that we can learn and grow together in a peaceful and joyful way? Who am I and who are my classmates? How are people the same and different? What makes me unique? What makes me a good friend?</p>		<p>Community: My Family</p> <p>What makes each family unique, and how do our similarities and differences strengthen our class community? How do family and classroom members work together to create a supportive community?</p>		<p>Community: Where We Are?</p> <p>How do we locate and describe places in our school community? Why are certain places in our school community important, and how are they connected to our daily lives? Who are the people in are school community and how do they help?</p>			<p>Community: Needs and Wants</p> <p>What are needs and wants? How do people in our Stone Ridge community get what they want and need?</p>			
<p>Science</p>	<p>We are Scientists!</p> <p>What do scientists do to learn about the world around us?</p>	<p>Our Weather</p> <p>What are different types of weather, and how do we observe and describe them? How does weather effect how we live, play, and work?</p>			<p>Our Environment</p> <p>What makes up our schools natural environment, and how do it's different parts connect with each other? How do living things survive, and how are they affected by the environment they live in?</p>			<p>Push Me, Pull Me Forces and Interactions (Or another inquiry base engineering unit)</p> <p>How do pushes and pulls change the way objects move? What happens when objects push or pull each other?</p>			

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<p align="center">Reading</p>	<p align="center">Early Literacy Screening</p>	<p align="center">We Are Readers (Book 1)</p> <p>What does reading workshop look and feel like?</p> <p>How do we read and enjoy books?</p> <p>How do readers share what they've read?</p>		<p align="center">Sharing Reading (Book 2)</p> <p>How can we enjoy stories and learn new things together as we read?</p> <p>How can we use our reading voices to help ourselves and others understand the story?</p>		<p align="center">Super Powers: Reading with Phonics and Sight Word Power (Book 3)</p> <p>Why and how can a reader think about the story as they read?</p> <p>What are some strategies that readers use to help figure out unknown words?</p> <p>How can readers discuss texts with their partners?</p>	
<p align="center">Writing</p>	<p align="center">Exploring Writing Tools and Materials!</p>	<p align="center">Launching a Brave Writing Workshop</p> <p>What is the process of telling a story through talk, pictures, and writing?</p>		<p align="center">Show and Tell</p> <p>How is writing like Show-and-Tell?</p> <p>What are some tools I can use to help me spell words?</p>		<p align="center">Writing for Readers: Writing Readable True Stories</p> <p>How can I use all that I know about writing stories and planning my work across pages to help me write longer stories?</p> <p>How can I study what a favorite author does in his or her writing and then do those same things in my writing?</p>	
<p align="center">Math Illustrative Mathematics</p>	<p align="center">Unit 1 Math in Our World</p>	<p align="center">Unit 2 Numbers 1-10</p>	<p align="center">Unit 3 Flat Shapes All Around Us</p>	<p align="center">Unit 4 Understanding Addition and Subtraction</p>	<p align="center">Unit 5 Composing and Decomposing Numbers to 10</p>	<p align="center">Unit 6 Numbers 0-20</p>	<p align="center">Unit 7 Solid Shapes All Around Us</p>
<p align="center">Word Study/ Phonics</p>	<p align="center">Ongoing Whole Group and Small Group Differentiated Instruction Based on Initial and Ongoing Assessment</p>						

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Evidence of Learning Assessments		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none">- Student work samples- Conference and small group notes- Anecdotal observations- Class discussions	<ul style="list-style-type: none">- Projects- Illustrative Mathematics checkpoints	<ul style="list-style-type: none">- Letter/Sound ID- Concepts of Print- Rhyming- F&P running records (June)

Standards Frameworks
<p>Social Justice Standards - Anti Bias Framework PreK-2 Sustainability Standards and Indicators NYS First Grade Next Generation Math Standards P-2 Science Learning Standards K-8 NYS Social Studies Framework</p>

1st Grade Year Long Curriculum 2024-25



	September-Mid October	Mid October-Winter Break	Winter Break to End of April	May-End of School
Interdisciplinary Inquiry - Based Studies Science and Social Studies	<p>We are researchers who ask big questions!</p> <p>Community and Identity Building Through Inquiry</p> <p>Essential Questions:</p> <p>Who and I and who are my classmates? What makes us who we are?</p> <ul style="list-style-type: none"> Who am I and who are my classmates? What agreements can we make so that we can learn and grow together in a peaceful and joyful way? <p>Like the plants and animals around us, we are living things! What does it mean to be alive?</p> <ul style="list-style-type: none"> What makes something a living thing? What are the characteristics that all living organisms share? 	<p>How do families survive and thrive together?</p> <ul style="list-style-type: none"> Why are families important, and how do they influence who we are? How do different families live, celebrate, and support one another? What structures and behaviors help plants and animals (including humans!) survive and thrive? 	<p>What makes the day and night? (2 Week Mini Unit):</p> <ul style="list-style-type: none"> How does the movement of the earth affect the patterns of day and night? Why do we have different times of the day, and how do they help us organize our activities? How do we use clocks and calendars to help us keep track of days and time? What is in our solar system and how do all the elements relate to each other? 	<p>Our Neighborhood: Stoneridge Community*</p> <ul style="list-style-type: none"> What makes a neighborhood unique, and how do different people and places contribute to its identity? How do people in a neighborhood depend on each other, and what roles do they play to make the community work better? <p>*These units will blend together as we naturally see how our community is impacted by and impacts the neighborhood, e.g. in a waste inquiry.</p>
	<p>The HMS Community/Ecology of Our Campus*</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What is a community? What and who makes our HMS community unique? What structures and behaviors help plants and animals survive here? How do the people, plants, and animals support each other? 			

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	<ul style="list-style-type: none"> • What structures and behaviors help plants and animals (including humans!) survive? • How do scientists study the world around them? 			
Writing Workshop	<p>Routines and procedures for a successful Writing Workshop</p>	<p>Small Moments</p> <ul style="list-style-type: none"> • What is a small moment, and how can I get them onto pages? • How can having a writing partner help make my writing better? 	<p>Topic Books (Book 2)</p> <ul style="list-style-type: none"> • How do writers write to show what they know? • How is information organized to help us understand what we read? 	<p>Reviews (Book 3)</p> <ul style="list-style-type: none"> • How do writers share their ideas with others? • How do writers support their ideas?
Reading Workshop	<p>Setting Up Routines and procedures for a successful Reading Workshop</p> <p>Early Literacy Screening</p>	<p>Building Good Reading Habits (Book 1)</p> <p>How does a reader develop good reading habits such as monitoring for sense and inferring while reading?</p>	<p>Word Detectives (Book 2)</p> <p>How do readers make sense of the words on the page?</p> <p>How do readers use letters and sounds to help them tackle hard words?</p>	<p>Learning About the World (Book 3)</p> <p>How do I use everything I know about reading to read books that teach me information and ideas about different topics?</p> <p>How do I read differently when I read nonfiction ?</p>
Word Study	<p>Early Literacy Screening</p> <p>Setting Up Work Study Groups and Activities</p>	<p align="center">Ongoing Whole Group and Small Group Differentiated Instruction Based on Initial and Ongoing Assessment</p> <p align="center">Utilizing Words Their Way and Other Phonemic Resources</p>		

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Math Illustrative Mathematics	Unit 1 Adding, Subtracting and Working with Data	Unit 3 Adding and Subtracting within 20	Unit 4 Numbers to 99	Unit 5 Adding Within 100
*Exploration of measurement and geometry will be woven into our inquiry units.				

Evidence of Learning Assessments		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none"> - Student writing samples - Conference and small group notes <ul style="list-style-type: none"> - Student reflections - Daily/weekly practice (particularly in math) <ul style="list-style-type: none"> - Anecdotal observations - Class discussions 	<ul style="list-style-type: none"> - Pre/Post unit writing - Illustrative Mathematics End of Unit Assessments 	<ul style="list-style-type: none"> - F&P running records (Sept., Jan., June) <ul style="list-style-type: none"> - Letter/Sound ID - Words Their Way Word Inventory - High Frequency Word Assessment

Standards Frameworks
<p> Teaching Hard History K-5 Framework Social Justice Standards - Anti Bias Framework PreK-2 Sustainability Standards and Indicators NYS First Grade Next Generation Math Standards P-2 Science Learning Standards K-8 NYS Social Studies Framework </p>

2nd Grade Year Long Curriculum 2024-25



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
<p>Interdisciplinary Inquiry Based Studies</p> <p>Social Studies</p>	<p>Class Community Building and Identity Sharing</p> <p>Who am I and who are my classmates?</p> <p>What agreements can we make so that we can learn and grow together in a peaceful and joyful way?</p>	<p>My Family History</p> <p>How do my family’s stories connect me to the past?</p> <p>How do families grow and change over time?</p>			<p>My Community and Other Communities</p> <p>Why are communities important?</p> <p>How are urban, suburban, and rural communities the alike and different?</p>			<p>Our Community’s Geography/Topography</p> <p>How does geography influence where and how people live?</p> <p>How do maps help us understand our community and the world?</p> <p>How did people live here long ago?</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Integrative Hudson River/Geography Social Studies/Science Unit</p> <p style="text-align: center;">↓</p>		
<p>Science</p>		<p>Plant and Animal Interactions</p> <p>How do plants and animals depend on each other for survival?</p> <p>How do changes in one part of a plant/animal ecosystem affect the whole system?</p>			<p>Properties and Patterns of Water</p> <p>How do the properties of water affect the world around us, from daily life to the broader environment?</p> <p>What patterns can we observe in how water moves and changes, and why are these patterns important to understand?</p>			<p>The Changes to Land Over Time</p> <p>Why is it important for us to understand and respond to the ways land changes over time?</p> <p>How do natural processes and human activities change the land, and what can these changes tell us about our world’s past and future?</p>		

<p>Reading Workshop</p>	<p>Setting Up Routines and procedures for a successful Reading Workshop</p>	<p>Becoming a Big Kid Reader (Book 1)</p> <p>How do readers become independent problem solvers?</p>	<p>Becoming Experts (Book 2)</p> <p>How do nonfiction readers become smarter about our world?</p> <p>How do nonfiction readers accumulate information by seeing more than just the text on a page?</p>	<p>Tackling Longer Words and Harder Books (Book 3)</p> <p>How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read?</p> <p>How do I tackle any new and tricky vocabulary as I read, using clues like other words and what’s happening in the text to make sense of them?</p>	<p>Stepping into the World of Story (Unit 4)</p> <p>How do we use our imagination and understanding to "step into" and experience the world of a story?</p> <p>Why is it important to connect with characters and events in a story, and how do these connections deepen our understanding?</p>	
<p>Writing Workshop</p>	<p>Routines and procedures for a successful Writing Workshop</p>	<p>Making Small Moments Big (Book 1)</p> <p>How can you use moments from your life to tell stories and write focused narratives?</p> <p>How can you bring your story to life through revision?</p>	<p>Chapter Books: Writing Nonfiction from the Heart (Book 2)</p> <p>What do writers add and revise in informational chapter books to make them ready for publishing?</p> <p>What do writers revise in their writing when they consider different audiences?</p>	<p>Poetry (Book 4)</p> <p>How can I live like a poet, writing to express my ideas using all I know about language and craft?</p>	<p>Finding Awesome Everywhere: Celebrating Through Opinion Writing (Book 3)</p> <p>How can paying attention to the awesome parts of my life, encourage me to be a more thoughtful writer and to use my writing to make a difference?</p>	

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Word Study	Word Inventories	Ongoing Whole Group and Small Group Differentiated Instruction Based on Initial and Ongoing Assessment Utilizing Words Their Way and TC Resources						
Math Illustrative Mathematics	Unit 1 Adding Subtracting and Working with Data	Unit 2 Adding and Subtracting within 100	Unit 3 Measuring Length	Unit 4 Addition and Subtraction on the Number Line	Unit 5 Numbers to 1,000	Unit 6 Geometry Time and Money	Unit 7 Adding and Subtracting within 1,000	Unit 8 Equal Groups

Evidence of Learning Assessments		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none"> - Student writing samples - Conference and small group notes - Student reflections - Daily/weekly practice (particularly in math) - Anecdotal observations - Class discussions 	<ul style="list-style-type: none"> - Pre/Post on unit writing - Illustrative Mathematics End of Unit Assessments 	<ul style="list-style-type: none"> - F&P running records (Sept., Jan., June) - Words Their Way Word Inventory - High Frequency Word Assessment
Standards Frameworks		
<p>Teaching Hard History K-5 Framework Social Justice Standards - Anti Bias Framework PreK-2 Sustainability Standards and Indicators NYS First Grade Next Generation Math Standards P-2 Science Learning Standards K-8 NYS Social Studies Framework</p>		

3rd Grade Year Long Curriculum 2024-25



	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	March	April	May	June	
Interdisciplinary Inquiry Based Studies Social Studies	Class Community Building and Identity Sharing Who am I and who are my classmates? What agreements can we make so we can learn and grow together in a peaceful and joyful way?	Culture What is a culture? How do history, time, geographic area, and weather affect the development of culture? How do cultures spread, change and influence one another? Is the relationship between cultures similar to the relationship of organisms in an ecosystem? Why is culture important to humanity?					Indigenous Life Then and Now How have the cultures and traditions of Indigenous People in North America shaped and been shaped by the land and environment? What impact have historical events and encounters with European settlers had on the lives and societies of Indigenous People in North America? What does Indigenous culture in the Hudson Valley look like today?				
	Science		Heredity and Traits How do inherited traits passed from one generation to the next contribute to the diversity we see within our families, communities, and cultures? In what ways do cultural traditions and stories reflect our understanding of heredity, and can they help us to appreciate the rich tapestry of human diversity?			Forces and Interactions How do forces like pushes and pulls affect the way objects move and interact in our world?		Earth's Systems, Weather, and Cultural Connections How are weather patterns, climate, and the Earth's processes interconnected with each other? How are human communities & cultures shaped by weather and geography, and how can we respond sustainably to challenges that arise from natural processes and human activities?			

3rd Grade Year Long Curriculum 2024-25

<p style="text-align: center;">Reading Workshop</p>	<p style="text-align: center;">Building a Reading Life</p> <p>How do readers create reading lives for themselves?</p> <p>How do readers work to understand the story better?</p> <p>How do readers tackle more challenging texts?</p>	<p style="text-align: center;">Reading to Learn</p> <p>How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?</p> <p>How can I read narrative nonfiction texts to identify story elements and read through different lenses?</p> <p>How can I organize a rich nonfiction reading life so that I read nonfiction often, and meet goals that I set for myself?</p>	<p style="text-align: center;">Mystery: Character Studies</p> <p>How do readers get to know a character as a friend?</p> <p>How do readers follow a character's journey?</p> <p>How do readers compare and contrast characters across books?</p>	<p style="text-align: center;">Research Clubs</p> <p>How can I use all that I know about nonfiction reading and writing in order to launch a research inquiry about a topic?</p> <p>How can I learn about a topic using a variety of different kinds of texts and lenses to fuel my research?</p> <p>How can I research a second topic, doing this work with greater independence, and then apply what I learn to help me understand another topic?</p>
<p style="text-align: center;">Writing Workshop</p>	<p style="text-align: center;">Crafting True Stories</p> <p>How can I generate and improve ideas to write about my own life?</p> <p>How can I draft using a storyteller's voice?</p> <p>How can I transfer writing skills from one story to another?</p>	<p style="text-align: center;">Art of Information Writing</p> <p>How do information writers try on topics and then revise those topics, with an eye toward greater focus?</p> <p>How do writers plan and organize chapters prior to drafting?</p> <p>How do writers draft information books, incorporating all we know about a topic?</p>	<p style="text-align: center;">Changing the World</p> <p>What is a persuasive review?</p> <p>How do we make reviews more persuasive?</p> <p>How can I use what I know about persuasive writing to make a difference in my community?</p>	<p style="text-align: center;">Introduction to Literary Essays</p> <p>What strategies can we use to organize our ideas when writing a literary essay about a character?</p> <p>How does using evidence from the text strengthen our claims in a literary essay?</p>

3rd Grade Year Long Curriculum 2024-25

Word Study	Word Inventories	Ongoing Whole Group and Small Group Differentiated Instruction Utilizing Words Their Way and Teachers College Resources					
Math Illustrative Mathematics	Unit 1 Introducing Multiplication	Unit 2 Area and Multiplication	Unit 3 Wrapping Up Addition and Subtraction within 1000	Unit 4 Relating Multiplication to Division	Unit 5 Fractions as numbers	Unit 6 Measuring Length, Time, Liquid, Volume, and Weight	Unit 7 Two Dimensional Shapes and Perimeter

Evidence of Learning Assessments		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none"> - Student writing samples - Conference and small group notes - Student reflections - Daily/weekly practice (particularly in math) - Anecdotal observations - Class discussions 	<ul style="list-style-type: none"> - Pre/Post unit writing - Illustrative Mathematics End of Unit Assessments - Humanities Inquiry Project Showcases 	<ul style="list-style-type: none"> - F&P running records (Sept., Jan., June) - Words Their Way Word Inventory - High Frequency Word Assessment
Standards Frameworks		
Teaching Hard History K-5 Framework Social Justice Standards - Anti Bias Framework Cloud Institute - Sustainability Standards and Indicators NYS First Grade Next Generation Math Standards P-2 Science Learning Standards K-8 NYS Social Studies Framework		

3rd Grade Year Long Curriculum 2024-25

4th Grade Year Long Curriculum 2024-25



	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	March	April	May	June	
Interdisciplinary Inquiry Based Studies Social Studies	Class Community Building and Identity Sharing Who am I and who are my classmates? What agreements can we make so that we can learn and grow together in a peaceful and joyful way?	Colonization in the Hudson Valley How did colonization impact the lives, rights, and cultures of indigenous peoples? Who came to the U.S. colonies, and why? How can studying the stories and experiences of diverse groups during colonization help us advocate for equity and justice in our world today?			Purpose of Government Bill of Rights and Human Rights How does the Bill of Rights protect the individual rights and freedoms of people in the United States? Who is included and excluded? What are human rights and why are they important for everyone, everywhere? What causes people to resist or challenge authority and established systems? What are the long-term effects and lessons learned from historical resistance movements, and how do they shape our world today?			Ashokan Reservoir Study Case Study: Water and Struggle in the Hudson Valley How and why did the Ashokan reservoir come to be? How do communities share resources, and who gets to decide?			
Science		Forest Ecology How do the intricate relationships between living and nonliving elements in a forest ecosystem contribute to the overall health and sustainability of our planet? How are humans connected to the balance and sustainability of forest ecosystems, and what responsibilities do we have to protect and restore			Maple Tapping Study How do trees like the sugar maple store energy, and what conditions lead them to produce sap? How do seasonal changes, particularly the transition between winter and spring, affect the flow of sap in sugar maples? What scientific principles are involved in turning maple sap into			States of Matter How do particles behave in solids, liquids, and gases, and how do these behaviors define their properties? What causes matter to change from one state to another, and can these changes be reversed? How do we use our understanding of the states of matter and their changes in			

4th Grade Year Long Curriculum 2024-25

		these critical habitats?	maple syrup, and how does this transformation affect the properties of the substance?	everyday applications and technologies?
Reading Workshop	<p style="text-align: center;">Interpreting Characters: The Heart of the Story</p> <p>How can I establish a powerful reading life?</p> <p>How do all the elements of the story fit together?</p> <p>What does this character or book teach me about life?</p>	<p style="text-align: center;">Reading the Weather, Reading the World</p> <p>How do readers determine importance and synthesize in expository Non -Fiction?</p> <p>How do readers navigate narrative and hybrid nonfiction texts?</p>	<p style="text-align: center;">Reading History</p> <p>How can I read nonfiction informational text in order to learn things I am curious about?</p> <p>How do readers tackle and interpret complex texts?</p> <p>How can readers research to learn, synthesize across texts, and teach others what they learned?</p>	<p style="text-align: center;">Historical Fiction Book Clubs</p> <p>How do readers work in book clubs?</p> <p>How can readers interpret complex texts?</p> <p>How do readers become more complex because of reading?</p>
Writing Workshop	<p style="text-align: center;">Spinning True Stories into Gold</p>	<p style="text-align: center;">Boxes and Bullets Writing Essays and Arguments</p> <p>How is a thesis statement constructed?</p> <p>How is evidence selected for inclusion in an essay?</p> <p>What is the key to developing a strong argument?</p>	<p style="text-align: center;">Discipline Based Writing</p> <p>How can we effectively gather and evaluate information from multiple sources to support our nonfiction writing?</p> <p>What strategies can we use to collaborate and share ideas when researching and writing nonfiction?</p> <p>How do we structure nonfiction writing to make our ideas clear, engaging, and informative for the reader?</p>	<p style="text-align: center;">Graphic Novels: Writing in Words and Pictures</p> <p>How can I transfer everything I've learned so far about narrative writing to this new medium?</p> <p>What special techniques can I use to make my graphic novels irresistible to readers?</p> <p>What is the value of creating a narrative utilizing both words and images?</p>

4th Grade Year Long Curriculum 2024-25

Word Study	Word Inventories	Ongoing Whole Group and Small Group Differentiated Instruction Based on Initial and Ongoing Assessment Utilizing Words Their Way and TC Resources					
Math Illustrative Mathematics Start w/ an “inventory” of prior knowledge.	Unit 1 Factors and Multiples	Unit 2 Fraction Equivalence and Comparison	Unit 3 Extending Operations to Fractions	Unit 4 From Hundreths to Hundred Thousandths	Unit 5 Multiplicative Comparison and Measurement	Unit 6 Multiplying and dividing multi digit numbers	Unit 7 Angles and angle measurement Unit 8 Properties of two dimensional shapes

Evidence of Learning: Assessments		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none"> - Student writing samples - Conference and small group notes - Student reflections - Daily/weekly practice (particularly in math) - Anecdotal observations - Class discussions - Illustrative Mathematics Checkpoints 	<ul style="list-style-type: none"> - Pre/Post unit writing - Illustrative Mathematics End of Unit Assessments - Humanities Inquiry Project Showcases 	<ul style="list-style-type: none"> - F&P running records (Sept., Jan., June) - Words Their Way Word Inventory - High Frequency Word Assessment
Standards Frameworks		
<p>Teaching Hard History K-5 Framework Social Justice Standards - Anti Bias Framework Cloud Institute - Sustainability Standards and Indicators NYS Next Generation Math Standards NYS Science Learning Standards K-8 NYS Social Studies Framework</p>		

4th Grade Year Long Curriculum 2024-25

5th Grade Year Long Curriculum 2024-25



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
Inquiry Based Studies Social Studies	Class Community Building Who am I and who are my classmates? What agreements can we make so we can learn and grow together in a peaceful and joyful way?	Machines and Change How did shifts in population, agriculture, technology and trade lead to industrialization? What industries, economic activities and inventors helped transform life in cities around the world? How has industrialization impacted the landscape and environment of the Hudson Valley? Who worked during the industrial revolution, and how were workers treated? Who advocated for their rights? Local Case Study: Cement Mining in Rosendale, New York What happens in a community when a resource is discovered?						Immigration Then & Now Why have people immigrated to New York State throughout different periods of history, and where have they come from? How have immigrants contributed to life in the Hudson Valley? What are the benefits of diversity? What do global migration patterns look like today? Why do people leave their homes, and how do other communities respond to their arrival?			
Science	Matter and Energy in Earth's Systems How do the Earth's systems connect with each other, and what impact did/does industrialization have on these systems? What are the different types of energy and matter, and how do energy and matter cycle through Earth's systems?						Planetary Science How do the components of our solar system move and interact with one another?				

<p>Reading Workshop</p>	<p>Setting Up Routines and Rituals for Reading Workshop</p>	<p>Analyzing Themes</p> <p>How can I write well about reading in order to think analytically and interpretively?</p> <p>How can I interpret the themes and central messages of books in the company of others, lifting the level of our work as we go?</p>	<p>Tackling Complexity: Moving Up Levels of Nonfiction</p> <p>How do readers orient themselves to more complex texts?</p> <p>How do readers summarize as texts get harder?</p> <p>How do readers take big ideas and break them down into a more specific focus?</p>	<p>Fantasy Book Clubs: The Magic of Themes and Symbols</p> <p>How do we track problems that multiply in a story?</p> <p>Can a quest be internal as well as external?</p> <p>How are cultures portrayed in stories?</p>	<p>Argument and Advocacy: Researching Debatable Issues</p> <p>How can I identify an author's claim and determine whether it is well supported?</p> <p>How can I evaluate whether evidence in a text supports the author's claim in order to form my own opinion?</p> <p>Once I've identified my own position on a debatable issue, how can I find and evaluate evidence to support my reasoning?</p>	<p>Reading in the Content Area: Human Migration</p> <p>How can I use all that I know about nonfiction reading and research to learn more about my topic?</p> <p>How can I organize a learning life that allows me to read across varied texts, studying my topic from multiple perspectives?</p> <p>How can I build theories that integrate multiple perspectives on a topic?</p>
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5th Grade Year Long Curriculum 2024-25

<p align="center">Writing Workshop</p>	<p align="center">Routines and Rituals for Writing Workshop</p>	<p align="center">Narrative Craft</p> <p>How can writers generate ideas for narrative writing that only they can tell and no one else?</p> <p>How can writers structure their narrative writing to highlight small moments so that the overall piece has a specific purpose?</p>		<p align="center">Literary Essay: Opening Texts and Seeing More</p> <p>How do people read differently when they intend to write about their reading?</p> <p>How do we grow powerful interpretations about texts?</p> <p>How do we craft a literary essay around a shared text?</p>		<p align="center">The Research-Based Argument Essay</p> <p>How can I write research based argument essays in which I take a position and get readers to care about it?</p> <p>How can I study different perspectives on a controversial issue, take a stand, and then write a compelling argument?</p>	<p align="center">Intro to Graphic Novel Writing *Fantasy slant</p> <p>How can the conventions and themes of fantasy be reinvented or adapted in graphic novel format to create original and compelling stories?</p>	
<p align="center">Word Study</p>	<p align="center">Word Inventories</p>	<p align="center">Ongoing Whole Group and Small Group Differentiated Instruction Utilizing Words Their Way and TC Resources</p>						
<p align="center">Math Illustrative Mathematics</p>	<p align="center">Unit 1 Finding Volume</p>	<p align="center">Unit 2 Fractions as Quotients and Fraction Multiplication</p>	<p align="center">Unit 3 Multiplying and Dividing Fractions</p>	<p align="center">Unit 4 Wrapping Up Multiplication and Division with Multi digit Numbers</p>	<p align="center">Unit 5 Place Value Patterns and Decimal Operations</p>	<p align="center">Unit 6 More Decimal and Fraction Operations</p>	<p align="center">Unit 7 Shapes on the Coordinate Plane</p>	<p align="center">Unit 8 Putting it all Together (Optional Unit)</p>

Evidence of Learning: Assessments

Formative/Ongoing

- Student writing samples
- Conference and small group notes
- Student reflections
- Daily/weekly practice (particularly in math)
- Anecdotal observations
- Class discussions
- Illustrative Mathematics Checkpoints

Summative

- Pre/Post on demand writing
- Illustrative Mathematics End of Unit Assessments
- Humanities Inquiry Project Showcases

Benchmark

- F&P running records (Sept., Jan., June)
- Words Their Way Word Inventory

Standards Frameworks

- Teaching Hard History K-5 Framework**
- Social Justice Standards - Anti Bias Framework**
- Cloud Institute - Sustainability Standards and Indicators**
- NYS Next Generation Math Standards**
- NYS Science Learning Standards**
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6th Grade Year Long Curriculum 2024-25



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
<p>Inquiry Based Studies</p> <p>Social Studies</p>	<p>Class Community Building</p> <p>Who am I and who are my classmates?</p> <p>What agreements can we make so that we can learn and grow together in a peaceful and joyful way?</p>	<p>Hominids</p> <p>How did human beings evolve?</p> <p>How did humans spread across the planet?</p> <p>What does it mean to be human?</p>			<p>Ancient Civilization: Beliefs & Structures</p> <p>What makes a civilization simple or complex?</p> <p>How did civilizations evolve and change over time and across the globe?</p> <p>What role has religion played in shaping civilizations?</p> <p>How have different civilizations modified the environment to create clothing, shelter, farming, and transportation?</p>			<p>Effects of European Exploration</p> <p>How did greed fuel exploration?</p> <p>How did people, plants, animals, and disease move between Europe, the Americas, and Africa?</p> <p>How and why was the enslavement of Africans perpetrated? What can we learn about the experiences of enslaved Africans and their acts of resistance?</p> <p>Case Study: Sugar then and now! Where does it come from? How did it get to the Americas? Who grows it, and who profits from it?</p>			

<p>Science</p>	<p>Natural Selection and Adaptations How did natural selection shape the evolution of life on the planet and what can the adaptations tell us about the environments of the past and present?</p> <p>How did natural selection and adaptation affect the development of the human species?</p>		<p>Body Systems</p> <p>What are the structures and functions that make up the human body?</p> <p>How do the brain and body work together to influence our thoughts, behaviors, and emotions?</p>		<p>Planetary Systems</p> <p>How do the components of our solar system move and interact with one another?</p> <p>How does living and traveling in space affect the human body, and what does this teach us about our limits and potential for exploration?</p>
<p>Reading Workshop</p>	<p>Getting Back Into Independent Reading</p> <p>How do readers continue to grow in their lives as readers, while reading with a sense of synthesis?</p>	<p>Unit 2 A Deep Study of Character</p> <p>How do authors develop and reveal character's complex motivations throughout a story using literary techniques?</p> <p>How do a character's choices, relationships and personal growth reflect themes or messages in the story, and how can we relate these experiences to our</p>	<p>Unit 3 Social Justice Book Clubs</p> <p>What can we learn about power and justice by studying characters and the social environments they navigate?</p> <p>How can reading make you a more empathetic person?</p> <p>How can studying groups of characters in texts help us understand power dynamics?</p>	<p>Unit 4 Tapping the Power of Nonfiction</p> <p>How can readers tackle the challenges longer nonfiction texts present while developing an understanding of the multiple central ideas that live in a text?</p> <p>How can readers investigate topics with research groups and synthesize ideas across texts on that topic to determine these multiple central ideas?</p>	<p>Unit 5 Reading Critically to Uncover Bias</p> <p>How can I use my close reading skills to analyze hidden biases in texts?</p> <p>Whose perspective does this text champion? Who is left out or misrepresented?</p> <p>How can I read critically across multiple texts to construct new understandings of the world?</p>

6th Grade Year Long Curriculum 2024-25



		own and to the world around us?						
Writing Workshop	<p>Unit 1 Restarting a Writing Life</p> <p>How can my writing notebook become a space to try new ideas and techniques?</p> <p>What writing tools and strategies will help me the most?</p>	<p>Unit 2 Narrative: Crafting Powerful Stories</p> <p>How do we launch independent writing lives and generate narratives?</p> <p>How do we self monitor our individual goals and internalize the writing process?</p>	<p>Unit 3 The Literary Essay: From A Single Text to Compare/Contrast</p> <p>How can we read texts closely to find details that illuminate great things about a character?</p> <p>How can we examine characters more deeply by considering their motivations and desires?</p> <p>How can we consider the theme of the text we are analyzing?</p>		<p>Unit 4 Writing for Humanities</p> <p>How do we read information with the lens of a researcher?</p> <p>How can I use my historical research to make and support an argument?</p>	<p>Unit 5 Advanced Graphic Novel Writing</p> <p>How can we use everything we know about powerful stories to elevate our writing?</p> <p>How do images and texts interact to create meaning and prompt an emotional response from the reader?</p>		
Word Study	Word Inventories	<p>Ongoing Whole Group and Small Group Differentiated Instruction Utilizing Words Their Way and TC Resources</p>						
Math Illustrative Mathematics	<p>Unit 1 Area and Surface Area</p>	<p>Unit 2 Introducing Ratios</p>	<p>Unit 3 Unit Rates and Percentages</p>	<p>Unit 4 Dividing Fractions</p>	<p>Unit 5 Arithmetic in Base 10</p>	<p>Unit 6 Expressions and Equations</p>	<p>Unit 7 Rational Numbers</p>	<p>Unit 8 Data Sets and Distributions</p>

Evidence of Learning: Assessments

Formative/Ongoing

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- Class discussions
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Summative

- Pre/Post on demand writing
- Illustrative Mathematics End of Unit Assessments
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Benchmark

- F&P running records (Sept., Jan., June)
- Words Their Way Word Inventory

Standards Frameworks

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7th Grade Year Long Curriculum 2024-25



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	
United States History	<p>How does US democracy work and what challenges are inherent to it?</p> <p>American Revolution, Founding Documents, Civics/Government</p> <ul style="list-style-type: none"> Project: On Campus Get out the Vote Booth 				<p>Whose land is it anyway?</p> <p>Native Americans, Early Colonialism, Western Migration, Industrialization</p>			<p>How can we make our society more equitable?</p> <p>Civil War, Abolition, First Women's Rights Movement, Suffrage</p>			
Reading Units	<p>How does respecting differences strengthen the group?</p> <p>Thematic Book Clubs</p> <ul style="list-style-type: none"> Identifying themes, reading strategies, dialogue, and natural exposition. 				<p>What makes a home?</p> <p>Whole class book: <i>House on Mango Street</i>.</p> <ul style="list-style-type: none"> Poetry, rhyme, repetition, metaphors, similes, and symbolism. 			<p>How do we stand up for what's right?</p> <p>Thematic Book Clubs</p> <ul style="list-style-type: none"> Plot diagram, conflict, and character development. 			
Writing Units	<p>Who am I? What do I believe? How can I improve my community/the world?</p> <ul style="list-style-type: none"> Persuasive Writing Journaling Vocab and grammar 				<p>What makes a home?</p> <ul style="list-style-type: none"> Poetry Freewriting and experimentation with form. Vocab and grammar 			<p>How do we stand up for what's right?</p> <ul style="list-style-type: none"> Fictional short stories. Personal Narrative Revising and editing of literary journal Vocab and grammar 			

7th Grade Year Long Curriculum 2024-25

Science	Scientific Method	Matter and Energy	Forces and Motion	Chemistry	Electricity	Sound, Light, & Waves	
		Engineering and design					
Math	Probability	Review	Operations with Signed Numbers	Proportional Relationships & Percent	Expressions, Equations, & Inequalities	Statistics	Geometry of Angles, Triangles, & Measurement

Evidence of Learning Assessments K-8 Benchmark Assessment Calendar 2024-25		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none"> • Student writing samples • Conference and small group notes • Student reflections • Daily/weekly practice (particularly in math) • Anecdotal observations • Class discussions • EMath Instruction fluency sheets • Class projects 	<ul style="list-style-type: none"> • Pre/Post on demand writing • EMath Instruction assessments 	<ul style="list-style-type: none"> • F&P running records (Sept., Jan., June) • NY State history assessment
Standards Frameworks		
Teaching Hard History K-5 Framework Social Justice Standards - Anti Bias Framework NYS Next Generation Math Standards Cloud Institute - Sustainability Standards and Indicators NY Science Learning Standards – Middle Level (6-8) K-8 NYS Social Studies Framework		

7th Grade Year Long Curriculum 2024-25

8th Grade Year Long Curriculum 2024-25



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
United States History	What's a fair economic system? Reconstruction, Gilded Age, Progressive Era, the Great Depression Field Trip: Vanderbilt Mansion and FDR Library and Museum			When is war justified? Spanish American War, WWI, WWII, Korean War, Vietnam War			How do we make sense of an unfair world? Japanese American Internment, the Holocaust			
Reading Units	How does class affect people? Thematic Book Clubs: <i>Killers of the Flowering Moon</i> and <i>Tulsa Race Massacre</i> <ul style="list-style-type: none">Reading strategies, nonfiction Docudramas: <i>Laramie Project</i> and <i>Fires in the Mirror</i> <ul style="list-style-type: none">Playwriting			What are the effects of war? Whole class books: <i>Here, Bullet</i> <ul style="list-style-type: none">Poetry, rhyme, repetition, metaphors, similes, and symbolism.			How do we make sense of an unfair world? Whole class books: <i>Night</i> and <i>Farewell to Manzanar</i>			
Writing Units	How does class affect people? <ul style="list-style-type: none">Nonfiction WritingPlaywritingJournalingVocab and grammar.			What are the effects of war? <ul style="list-style-type: none">PoetryFreewriting and experimentation with form.Vocab and grammar			What do I believe? <ul style="list-style-type: none">Write "This I Believe" speeches			
Science	Scientific Method & Living Things	Ecology & Human Impacts on the Environment	Cells Structure and Function	Genetics Protein Synthesis Basic Biochemistry	Evolution	Reproduction Development	Photosynthesis Respiration Immunity & Homeostasis			

8th Grade Year Long Curriculum 2024-25



Math	Algebra Review	Geometry, Transformations, Similarity, Dilations	Equations of Lines	Functions	Exponents and Roots Scientific Notation	Pythagorean Theorem, & Volume and Surface Area
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Evidence of Learning Assessments K-8 Benchmark Assessment Calendar 2024-25		
Formative/Ongoing	Summative	Benchmark
<ul style="list-style-type: none"> • Student writing samples • Conference and small group notes • Student reflections • Daily/weekly practice (particularly in math) • Anecdotal observations • Class discussions • Emath instruction fluency 	<ul style="list-style-type: none"> • Pre/Post on demand writing • Emath instruction unit assessments 	<ul style="list-style-type: none"> • F&P running records (Sept., Jan., June) • NY State history assessment
Standards Frameworks		
Teaching Hard History K-5 Framework Social Justice Standards - Anti Bias Framework NYS Next Generation Math Standards NY Science Learning Standards – Middle Level (6-8) Cloud Institute - Sustainability Standards and Indicators K-8 NYS Social Studies Framework		

8th Grade Year Long Curriculum 2024-25

