Julian Charter School Scope & Sequence:
Kindergarten ELA

I - Introduced	**R** - Reviewed/Reinforced
P - Proficient	**X** - Not taught

Kindergarten CA Common Core ELA Standards	**LP1/ LP2**	**LP3/L P4/L P5**	**LP6/L P7**	**LP8/ LP9/ LP10**
Reading Standards for Literature: Key Ideas and Details				
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	**I**	**P**	**R**	**R**
K.RL.2 With prompting and support, retell familiar stories, including key details.	**I**	**P**	**R**	**R**
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	**I**	**I**	**P**	**R**
Reading Standards for Literature: Craft and Structure				
K.RL.4 Ask and answer questions about unknown words in a text.	**I**	**I**	**P**	**R**
K.RL.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).	I	I	I	P
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	I	I	P	R
Reading Standards for Literature: Integration of Knowledge and Ideas				
K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	IP	R	R	R
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	X	I	I	P
Reading Standards for Literature: Range of Reading and Level of Text Complexity				
K.RL.10 Actively engage in group reading activities with purpose and understanding.				

a. Activate prior knowledge related to the information and events in a text.	I	P	R	R
b. Use illustrations and context to make predictions about text.	I	I	P	R
Reading Standards for Informational Text: Key Ideas and Details				
K.RI.1 With prompting and support, ask and answer questions about key details in a text.	X	I	I	P
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	X	X	I	P
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	i	P	R
Reading Standards for Informational Text: Craft and Structure				
K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	X	I	I	P
K.RI.5 Identify the front cover, back cover, and title page of a book.	I	I	P	R
K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I	I	P	R
Reading Standards for Informational Text: Integration of Knowledge and Ideas				
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	I	P	R	R
K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	X	I	P	R
K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	I	P	R
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity				
K.RI.10 Actively engage in group reading activities with purpose and understanding.				
a. Activate prior knowledge related to the information and events in a text.	I	P	R	R

b. Use illustrations and context to make predictions about text.	I	I	P	R
Reading Standards for Foundational Skills: Phonics and Word Recognition				
K.RF.1 Demonstrate understanding of the organization and basic features of print.				
a. Follow words from left to right, top to bottom, and page by page.	I	P	R	R
b. Recognize that spoken words are represented in written language by specific sequences of letters.	I	P	R	R
c. Understand that words are separated by spaces in print.	I	P	R	R
d. Recognize and name all upper- and lowercase letters of the alphabet.	I	P	R	R
Reading Standards for Foundational Skills: Phonological Awareness				
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
a. Recognize and produce rhyming words.	X	I	P	R
b. Count, pronounce, blend, and segment syllables in spoken words.	X	X	I	P
c. Blend and segment onsets and rimes of single-syllable spoken words.	X	I	P	R
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	X	I	I	R
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	X	I	I	P
f. Blend two to three phonemes into recognizable words.	X	I	I	P
Reading Standards for Foundational Skills: Phonics and Word Recognition				
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.				

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	I	P	R	R
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.	X	I	I	P
c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*,*do*, *does*).	I	I	I	P
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	X	I	I	P
Reading Standards for Foundational Skills: Fluency				
K.RF.4 Read emergent-reader texts with purpose and understanding.	X	I	I	P
Writing Standards: Text Types and Purposes				
K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	X	I	I	P
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	X	I	I	P
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	I	I	I	P
Writing Standards: Production and Distribution of Writing				
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	X	X	I	I

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	X	I	I	I
Writing Standards: Research to Build and Present Knowledge				
K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	I	I	P	R
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I	I	P	R
Listening and Speaking: Comprehension and Collaboration				
K.SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.				
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	I	I	I	P
b. Continue a conversation through multiple exchanges.	I	I	I	P
K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
a. Understand and follow one- and two- step oral directions. CA	I	P	R	R
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X	I	P	R
Listening and Speaking: Presentation of Knowledge and Ideas				
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I	I	P	R

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	I	P	R	R
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	I	I	I	P
Language: Conventions of Standard English				
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
a. Print many upper- and lowercase letters.	I	P	R	R
b. Use frequently occurring nouns and verbs.	I	P	R	R
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).	I	P	R	R
d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).	I	P	R	R
e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).	I	P	R	R
f. Produce and expand complete sentences in shared language activities.	I	I	P	R
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. Capitalize the first word in a sentence and the pronoun *I*	I	I	P	R
b. Recognize and name end punctuation.	I	I	P	R
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	I	I	P	R
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	I	I	P	R
Language: Vocabulary Acquisition and Use				

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.				
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).	X	I	I	P
b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	X	I	I	P
K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.				
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	I	P	R	R
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	I	P	R	R
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	I	P	R	R
d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	X	X	I	P
K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	I	I	P	R

Julian Charter School Scope & Sequence: Kindergarten Math

I - Introduced	**R** - Reviewed/Reinforced
P - Proficient	**X** - Not taught

Kindergarten CA Common Core Math Standards	**LP1/ LP2**	**LP3/L P4/L P5**	**LP6/L P7**	**LP8/ LP9/ LP10**
Counting and Cardinality: Know number names and the count sequence.				
K.CC.1 Count to 100 by ones and by tens.	I	I	P	R
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I	I	P	R
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	I	I	P	R
Counting and Cardinality: Count to tell the number of objects.				
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.				
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	I	P	R	R
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	I	P	R	R
c. Understand that each successive number name refers to a quantity that is one larger.	I	P	R	R
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	I	P	R	R
Counting and Cardinality: Compare Numbers.				
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]	X	I	P	R
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	X	I	P	R
Operations and Algebraic Thinking: Understand as putting together and adding to, and understand subtraction as taking apart and taking from.				

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	X	I	I	P
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	X	I	I	P
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	X	X	I	P
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	X	X	I	P
K.OA.5 Fluently add and subtract within 5.	X	I	I	P
Numbers and Operations in Base Ten: Work with numbers 11-19 to gain foundations for place value.				
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	X	X	I	P
Measurement and Data: Describe and compare measurable attributes.				
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	X	X	I	P
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter*.	X	X	I	P
Measurement and Data: Classify objects and count the number of objects in each category.				
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	I	P	R	R
Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	I	I	I	P
K.G.2 Correctly name shapes regardless of their orientations or overall size.	I	I	I	P
K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	I	I	I	P
Geometry: Analyze, compare, create and compose shapes.				

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	I	I	I	P
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I	I	I	P
K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?"	I	I	I	P

Julian Charter School Scope & Sequence: Kindergarten Social Studies

I - Introduced	**R** - Reviewed/Reinforced
P - Proficient	**X** - Not taught

Kindergarten CA State Standards for Social Studies	**LP1/ LP2**	**LP3/L P4/L P5**	**LP6/L P7**	**LP8/ LP9/ LP10**
Citizenship				
K.1 Students understand that being a good citizen involves acting in certain ways.				
1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.				
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.				
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.				
Symbols and Icons				
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.				
Community Helpers and Jobs				
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.				
Maps				
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.				
1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.				
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.				
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).				
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.				

5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.				
Calendar				
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.				
Historical Perspective				
K.6 Students understand that history relates to events, people, and places of other times.				
1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	Ongoing, as commemorative days are celebrated in the calendar year.			
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.				
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).				

Julian Charter School Scope & Sequence: 1st Grade ELA

I - Introduced	**R** - Reviewed/Reinforced
P - Proficient	**X** - Not taught

1st Grade CA Common Core ELA Standards	**LP1/ LP2**	**LP3/LP4/LP5**	**LP6/LP7**	**LP8/ LP9/ LP10**
Reading Standards for Literature: Key Ideas and Details				
1.RL.1 Ask and answer questions about key details in a text.	I	P	R	R
1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I	R	P	R
1.RL.3 Describe characters, settings and major events in a story using key details.	I	P	R	R
Reading Standards for Literature: Craft and Structure				
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.(See 1.L.4-6 for additional expectations)	X	X	I	P
1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	I	R	P	R
1.RL.6 Identify who is telling the story at various points in the text.	X	X	I	P
Reading Standards for Literature: Integration of Knowledge and Ideas				
1.RL.7 Use illustrations and details in a story to describe its characters, setting or events.	I/P	R	R	R
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	X	I	R	P
Reading Standards for Literature: Range of Reading and Level of Text Complexity				
1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
a.Activate prior knowledge related to the information and events in a text.	X	X	I	P
b.Confirm predictions about what will happen next in a text.	X	X	I	P
Reading Standards for Informational Text: Key Ideas and Details				
1.RI.1 Ask and answer questions about key details in a text.	X	I/P	R	R

1.RI.2 Identify the main topic and retell key details of the text.	X	I/P	R	R
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	I	P
Reading Standards for Informational Text: Craft and Structure				
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See 1.L.4-6 for additional expectations)	X	I	R	P
1.RI.5 Know and use various text structures(e.g. sequence) and text features(e.g. headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in the text.	X	I	R	P
1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X	I	R	P
Reading Standards for Informational Text: Integration of Knowledge and Ideas				
1.RI.7 Use the illustrations and details in a text to describe its key ideas.	X	I/P	R	R
1.RI.8 Identify the reasons an author gives to support points in a text.	X	X	I	P
1.RI.9 Identify **basic** similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	X	I	P	R
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity				
1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.				
a.Activate prior knowledge related to the information and events in a text.	X	I/P	R	R
b.Confirm predictions about what will happen next in a text.	X	I/P	R	R
Reading Standards for Foundational Skills: Phonics and Word Recognition				
1.RF. Demonstrate understanding of the organization and basic features of print.				
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	I/P	R	R	R
Reading Standards for Foundational Skills: Phonological Awareness				
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
a.Distinguish long from short vowel sounds in spoken single-syllable words.	I	P	R	R
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I	P	R	R
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	I/P	R	R	R

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I/P	R	R	R
Reading Standards for Foundational Skills: Phonics and Word Recognition				
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. (CA)				
a. Know the spelling-sound correspondences for common consonant digraphs.	I	P	R	R
b. Decode regularly spelled one-syllable words.	I/P	R	R	R
c. Know final -e and common vowel team conventions for representing long vowel sounds.	I	P	R	R
d.Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	X	X	I	P
e.Decode two-syllable words following basic patterns by breaking the words into syllables.	X	X	I	P
f.Read words with inflectional endings.	X	I	P	R
g. Recognize and read grade-appropriate irregularly spelled words.	I	R	R	P
Reading Standards for Foundational Skills: Fluency	**Leveling System: DRA/Fountas and Pinnell**			
1.RF.4 Read with sufficient accuracy and fluency to support comprehension.	P(10/F)	P(12/G)	P(14/H)	P(16/I)
a. Read on-level text with purpose and understanding.	P(10/F)	P(12/G)	P(14/H)	P(16/I)
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	P(10/F)	P(12/G)	P(14/H)	P(16/I)
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	P(10/F)	P(12/G)	P(14/H)	P(16/I)
Writing Standards: Text Types and Purposes				
1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	x	x	x	I/P
1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	x	x	I/P	R

1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	I	P	R	RI
Writing Standards: Production and Distribution of Writing				
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	I	R	R	R
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I	R	R	R
Writing Standards: Research to Build and Present Knowledge				
1.W.7 Participate in **shared** research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	I	R	R	R
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I	R	R	R
Listening and Speaking: Comprehension and Collaboration				
1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.				
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	I/P	R	R	R
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	I	R	R	R
c. Ask questions to clear up confusion about the topics and texts under discussion.	I	P	R	R
1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.				
a. Give, restate, and follow simple two-step directions.	I/P	R	R	R
1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	I	R	P	R
Listening and Speaking: Presentation of Knowledge and Ideas				
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				

a. Memorize and recite poems, rhymes, and songs with expression. (CA)	I/P	R	R	R
1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	I/P	R	R	R
1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	I/P	R	R	R
Language: Conventions of Standard English				
1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
a. Print all upper- and lowercase letters	X	I	P	R
b. Use common, proper, and possessive nouns	X	I	P	R
c. use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	X	I	P	R
d. Use personal (subject, object) possessive and indefinite pronouns (e.g. me, my; they, them, their, anyone, anything, everything)	X	I	P	R
e. Use verbs to convey a sense of past, present and future. (e.g. yesterday I walked home; Today I walk home; Tomorrow I will walk home.)	X	I	P	R
f. Use frequently occurring adjectives	X	I	P	R
g. Use frequently occurring conjunctions (e.g., and, but, or, so because)	X	I	P	R
h. Use determiners (e.g., articles, demonstratives.)	X	I	P	R
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	X	I	P	R
j. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	X	I	P	R
1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.				
a. Capitalize dates and names of people.	I	R/P	R/P	R/P
b. use end punctuation for sentences.	I	R/P	R/P	R/P
c. use commas in dates and to separate single words in a series.	X	I	R	P

d. use conventional spelling for words with common spelling patterns and frequently occurring irregular words.	I	R	R	P
e. spell untaught words phonetically, drawing on phonemic awareness and spelling conventions,	P	R	R	R
Language: Vocabulary Acquisition and Use				
1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.				
a. use sentence-level context as a clue to the meaning of a word or phrase.	X	I	R	P
b. use frequently occurring affixes as a clue to the meaning of a word.	I	R	R	P
c. identify frequently occurring root words (e.g. look) and their inflectional forms e.g. looks, looked, looking.)	I	R	R	P
1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				
a. sort words into categories (e.g. colors, clothing) to gain a sense of the concepts categories represent.	I/P	R	R	R
b. define words by category and by one or more key attributes (e.g. duck is a bird that swims; tiger is a large cat with stripes)	I	R	R	P
c. identify real-life connections between words and their use (e.g. note places at home that are cozy)	I	R	R	P
d. distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g large, gigantic) by defining or choosing them or by acting out the meaning.)	I	R	R	P
1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g. because0	I	R	R	P

Julian Charter School Scope & Sequence: 1st Grade Math

I - Introduced	**R** - Reviewed/Reinforced
P - Proficient	**X** - Not taught

1st Grade CA Common Core Math Standards	**LP1/ LP2**	**LP3/L P4/L P5**	**LP6/L P7**	**LP8/ LP9/ LP10**
Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.				
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1]	I	P	R	R
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	X	I/P	R	R
Operations and Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.				
1.OA.3 Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	I	P	R	R
1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.*	I	P	R	R
Operations and Algebraic Thinking: Add and subtract within 20.				
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I	P	R	R
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	I	P	R	R
Operations and Algebraic Thinking: Work with addition and subtraction equations.				
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	I	P	R	R
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.*	I	P	R	R

Numbers and Operations in Base Ten: Extend the counting sequence.				
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	X	X	I/P	R
Numbers and Operations in Base Ten: Understand place value.				
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:				
a. 10 can be thought of as a bundle of ten ones — called a "ten."	X	I/P	R	R
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	X	I/P	R	R
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	X	X	I/P	R
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	X	X	I/P	R
Numbers and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.				
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	X	X	I/P	R
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	X	I	P	R
1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	X	X	I/P	R
Measurement and Data: Measure lengths indirectly and by iterating length units.				
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	X	X	I/P	R
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps*.	X	X	I/P	R
Measurement and Data: Tell and write time.				
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	X	X	I	P
Measurement and Data: Represent and interpret data.				

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	X	X	I/P	R
Geometry: Reason with shapes and their attributes.				
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	X	X	X	I/P
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1]	X	X	X	I/P
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	X	X	X	I/P

Julian Charter School Scope & Sequence: Kindergarten Social Studies

I - Introduced	**R** - Reviewed/Reinforced
P - Proficient	**X** - Not taught

Kindergarten CA State Standards for Social Studies	**LP1/ LP2**	**LP3/L P4/L P5**	**LP6/L P7**	**LP8/ LP9/ LP10**
Citizenship				
1.1 Students describe the rights and individual responsibilities of citizenship.				
1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.				
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."				
Geography and Maps				
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.				
1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.				
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.				
3. Construct a simple map, using cardinal directions and map symbols.				
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.				
Symbols and Icons				
1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.				
1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").				
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.				

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.				
Historical Perspective (Long Ago and Today)				
1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.				
1. Examine the structure of schools and communities in the past.				
2. Study transportation methods of earlier days				
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.				
Local History				
1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.				
1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.				
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.				
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.				
Economics				
1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.				
1. Understand the concept of exchange and the use of money to purchase goods and services.				
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.				

Scope & Sequence: (2nd Grade Language Arts)

Overarching Theme	Suggested Pacing	Learning Targets	Standards Addressed
Think about the standards and group them into big ideas. Each big idea will be listed on a row.	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Literature: Key Ideas and Details	4-6 weeks	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges.	RL.1 RL.2 RL.3
Literature: Craft and Structure	4-6 weeks	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story,poem, or song. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.4 RL.5 RL.6
Literature: Integration of Knowledge and Ideas	4-6 weeks	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters,setting, or plot. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.7 RL.9
Literature: Range of Reading and Level of Text Complexity	4-6 weeks	By the end of the year read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with as needed at the high end of the range.	RL.10

Informational Text: Key Ideas and Details	4-6 weeks	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.1 RI.2 RI.3
Informational Text: Craft and Structure	4-6 weeks	Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.4 RI.5 RI.6
Informational Text: Integration of Knowledge and Ideas	4-6 weeks	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Describe how reasons support specific points the author makes in a text. Compare and contrast the most important points presented by two texts on the same topic.	RI.7 RI.8 RI.9
Informational Text: Range of Reading and Level of Text Complexity		Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.10
Foundational Skills: Phonics and Word Recognition	4-6 weeks	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade=appropriate irregularly spelling words.	RF.3
		Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context clues or self-correct word recognition and understanding, rereading as necessary.	RF.4
Writing Standards: Text Types and Purposes		Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement. Write narratives in which they recount a well a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.1 W.2 W.3

Writing Standards: Production and Distribution of Writing	4-6 weeks	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.5 W.6
Writing Standards: Research to Build and Present Knowledge	4-6 weeks	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations. Recall information from experience or gather information from provided sources to answer a question.	W.7 W.8
Listening and Speaking: Comprehension and Collaboration	4-6 weeks	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on other's talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanations as needed about the topics and texts under discussion. 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through media a. Give and follow three-and four-step oral directions. 3 Ask and Answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.1 SL.2 SL.3
Listening and Speaking: Presentation of Knowledge and Ideas		Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (see language standards 1 & 2).	SL.4 SL.5 SL.6
Language: Conventions of Standard English	4-6 weeks	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular verbs (e.g., sat, hid, told). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched movie; The action movie was watched by the little boy). g. Create readable documents with legible print. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. a. Capitalize holidays, product names, and geographic names..	L.1 L.2

		b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	
Language Standards: Knowledge of Language	4-6 weeks	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	L.3
Language: Vocabulary Acquisition and Use	4-6 weeks	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a.Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.5 Demonstrate understanding of word relationships and nuances in word meaning. a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.4

Scope & Sequence: (2nd Grade Math)

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Think about the standards and group them into big ideas. Each big idea will be listed on a row.	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Operations and Algebraic Thinking	3 months	Operations and Algebraic Thinking 2.OA -Represent and solve problems involving addition and subtraction. -Add and subtract within 20.	2.OA.1. Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten	3 months	Number and Operations in Base Ten - Understand Place Value Number and Operations in Base Ten 2.NBT -Use place value understanding and properties of operations to add and subtract.	2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s. 2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;

			relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.7.1 Use estimation strategies in make reasonable estimates in problem solving. 2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.(Explanations may be supported by drawings or objects).
Measurement and Data	2 months	-Work with time and money. -Measure and estimate lengths in standard units. -Represent and interpret data. -Relate addition and subtraction to length.	2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and

			equations with a symbol for the unknown number to represent the problem. 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units. 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems 4 using information presented in a bar graph.
Geometry	2 months	-Reason with shapes and their attributes.	2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.(Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

			2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

For future consideration:

How will these learning targets be measured? You may want to begin making a suggested list of possible assessments or performance tasks.

Scope & Sequence: Second Grade - Next Generation Science Standards

Created By: Dawn Seiter and Nikki Willhite-Swager

Overarching Theme	Suggested Pacing	Learning Targets	Standards Addressed
Relationships in Ecosystems	25 days	**2 - LS2 - 1:** Plan and conduct an investigation to determine if plants need sunlight and water to grow. - Discuss as a class what we know about plants and what they need to survive. - Design experiments to test what plants need to survive. - Use a journal to record periodic observations of the plants to see what happens. - When plants have grown (or not), you can conduct additional experiments to see if the plants need leaves, stems, and roots to continue growing. - Move onto the next standard while students observe. **2 - LS2 - 2**: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. - Show a video about pollination - (there's a good one on Brainpop.com) - Complete a "pollination demonstration". - Attach pictures of flowers to a small cup filled with cheese balls. - Give each student a picture of a bee - Have a student "buzz" from each flower and collect cheese balls - DO NOT let them lick their fingers. - Lead a discussion about what the demonstration shows and complete a reflection. - Have the students draw a picture of what pollination looks like to them. **2 - LS4 - 1:** Make observations of plants and animals to compare the diversity of life in different habitats. - Research various habitats using a Research packet - there are 6 videos on Brainpop.com on habitats. Have the students watch the videos and help them take notes. Then, go over as a class. Have students focus on the environments and animals in each habitat. - Have students choose 1 habitat to make a model of. You can create a planning page for students asking students - what habitat are you choosing? What kinds of plants or environmental elements will you add? What kinds of animals are you going to have in your habitat? Have them draw a plan of how they want their habitat to look like. Have students bring in shoe boxes and then use those and art supplies to complete their models. - When their models are completed, have students complete a Habitat Flip Book - students add plants and animals to each habitat page.	2 - LA2 - 1 2 - LS2 - 2 2 - LS4 - 1

Earth's Systems	35 Days	**2 - ESS2 - 2:** Develop a model to represent the shapes and kinds of land and bodies of water in an area.
		- Show students pictures of the different landforms (mountains, valleys, glaciers, plains, canyons, hills, islands, caves, plateaus, dunes, beaches, coasts, deserts, peninsulas, volcanoes, harbors) and discuss what they see in the pictures and if they know what they are called.
		- Make a list of landforms as a class, using knowledge from the pictures and new ones that they come up with.
		- Research landforms individually or with partners using a research packet. They can draw each landform and describe in words.
		- Have students complete a small flip-book with the landforms of your choosing. Have students draw a picture and write a definition for each landform.
		- Have students make models of landforms using paper plates and whatever mediums/materials you want - show them pictures online and let them go nuts!
		2 - ESS2 - 3: Obtain information to identify where water is found on Earth and that it can be solid or liquid.
		- Show pictures of bodies of water and discuss what is seen and if students know what the different bodies of water are called.
		- Make a list of bodies of water as a class possibly including: rivers, oceans, seas, lakes, ponds, waterfalls, gulfs, or canals.
		- Research all the bodies of water using created graphic organizers to organize thoughts.
		- Use the research to create water flipbooks.
		- Have students make models of bodies of water using paper plates and other mediums/materials. *This can be combined with the above landforms models.
		- Have students use maps to identify where different types of bodies of water are found.
		2 - ESS2 - 1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
		- Show some online videos to help the kids learn about weathering and erosion. As they watch, have them take notes.
		- Complete the "Cookie Experiment".
		  - Students will use a cookie to demonstrate the effects of weathering and erosion on rocks, dirt, and soil.
		  - Give students the following materials: cookies, bowls, toothpicks, straws, and spray bottles with water.
		  - Have the students use a graphic organizer to plan their experiment: how will they demonstrate Wind? Rain? Demolition? What is their plan?
		  - Have students test their creations. Draw a picture before they begin. What happened to your cookie after demolition? Wind erosion? Erosion?
		- Complete the "Weathering and Erosion - Prevention or Slow Down?" *this experiment takes several days for the plants to grow, so perhaps begin this experiment before starting the unit, and revisit it near the end of the unit.
		  - Cut 3 water bottles in half from top to bottom (the long way).
		  - Fill them all with dirt and set them on a table with the mouth-edge hanging off the table.
			2 - ESS1 - 1
			2 - ESS2 - 1
			2 - ESS2 - 2
			2 - ESS2 - 3

		- Cut the bottoms off of 3 different water bottles (to form a cup). - Attach a string to the sides of the cups and hang each one from the dirt-filled water bottles and fill the cups half-way with water. - Plant grass/flowers/plants in one water bottle, the other with sticks, leaves, mulch, etc. and the third with just dirt. - When the grass/flowers/plants have started to grow, add water to all 3 water bottles and observe what happens to the water in each of the cups. - Discuss as a class, and have students draw pictures of what happened. What can prevent/slow down erosion and weathering? **2 - ESS1-1:** Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. - After discussing weather, erosion, and landforms from the previous standards, discuss which things happen slowly or quickly. - Watch different videos on schooltube, Brainpop Jr., or Discovery Ed. on fast and slow changes. - Create a graphic organizer to sort which events are slow or quick. - Have students create posters on a designated Earth event to show how it happens quickly or slowly.	
Properties of Matter	15 Days	**2 - PSI - 1**: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. - Answer the question: What is matter? - Make a list of items to show matter is everything around you. - Do a balloon experiment/ engineering project to find a way to make a solid float in a gas. **2 - PSI - 2**: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. - Make a list of items that come in different styles/brands/designs. - Choose an item and get 3 or 4 different varieties of that item. - Make a plan to test the item for its specific attribute. - Test the different varieties to determine which is the best for the purpose you have chosen. **2 - PSI - 3**: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. - Build some sort of object out of Legos, blocks, pattern blocks, etc. - Draw a picture of the object as it looks to show a “before” model. - Take apart the construction and build something new with the same exact pieces. - Draw a picture of the new construction as an “after” model. **2 - PSI - 4**: Construct an argument with evidence that some changes caused by heating and cooling can be reversed and some cannot. - Create a graphic organizer with your class to plan an experiment. Some ideas could include: heating ice on a burner to show steam, boiling an egg, putting an apple in a freezer then thawing, melting crayons then putting them back, making jello and trying to melt it. - Create a graphic organizer to decide if heating or cooling changes certain items. - While testing items, create a graphic organizer to show drawings of before and after pictures of the tested items.	2 - PSI - 1 2 - PSI - 2 2 - PSI - 3 2 - PSI - 4

		- Reflect: Are all changes made by heating an object reversible? Are all changes made by cooling an object reversible?	

For future consideration:

How will these learning targets be measured? You may want to begin making a suggested list of possible assessments or performance tasks.

Scope & Sequence: (2nd grade and Social Studies)

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Think about the standards and group them into big ideas. Each big idea will be listed on a row. **People Who Make A Difference**	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Students differentiate between things that happened long ago and things that happened yesterday	Month 1	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	CA State Standard 2.1
Students demonstrate map skills by describing the absolute and relative location	Month 2	Locate on a map where their ancestors lived and describe how and why they moved to the local community.	CA State Standards 2.2
Students differentiate between things that happened long ago and things that happened yesterday	Month 3	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	CA State Standards 2.1
Students differentiate between things that happened long ago and things that happened yesterday	Month 4	Place important events in their lives in the order in which they occurred (timeline or storyboard).	CA State Standards 2.1
Students demonstrate map skills by describing	Month 5	Locate specific locations and geographic features in their neighborhood and map them.	CA State Standards 2.2

the absolute and relative location			
Students demonstrate map skills by describing the absolute and relative location	Month 6	Label a simple map from memory of the North American continent (include countries, oceans, Great Lakes, major rivers, mountain ranges); identify the essential map elements of title, legend, directional indicator, scale and date.	CA State Standards 2.2
Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills	Month 7	Compare and contrast basic land use of urban, suburban, and rural environments in CA. Describe food production and consumption long ago and today (role of farmers, processors, distributors, weather, land and water resources).	CA State Standards 2.4
Students explain governmental institutions and practices in the United States and other countries	Month 8	United States - how US and other countries make laws, carry out laws, determine if laws have been violated and punish wrongdoers.	CA State Standards 2.3
Students explain governmental institutions and practices in the United States and other countries	Month 9	How groups interact with each other to resolve problems (in trade, cultural contracts, treaties, diplomacy, and military forces).	CA State Standards 2.3
Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives	Month 10	Biographies - importance of individual action and character and how it makes a difference in others' lives (Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	CA State Standards 2.5

For future consideration:

How will these learning targets be measured? You may want to begin making a suggested list of possible assessments or performance tasks.

Scope & Sequence: 3rd Grade Language Arts

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Think about the standards and group them into big ideas. Each big idea will be listed on a row.	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Personal Narrative and Biography	5-7 weeks	· Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. · Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. · Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. · Use temporal words and phrases to signal event order. · Provide a sense of closure. · With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. · With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. · Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. · Determine the meaning of words and phrases as they are used in a text,	W.3.3A W.3.3B W.3.3C W.3.3D W.3.4 W.3.5 W.3.10 RL.3.4 RL.3.7 RL.3.10 RF.3.3A SL.3.4 L.3.1 L.3.1A L.3.1B L.3.1C

		distinguishing literal from nonliteral language. · Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) · By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. · Identify and know the meaning of the most common prefixes and derivational suffixes. · Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. · Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. · Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. · Form and use regular and irregular plural nouns. · Use abstract nouns (e.g., *childhood*). · Form and use regular and irregular verbs. · Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. · Ensure subject-verb and pronoun-antecedent agreement.* · Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. · Use coordinating and subordinating conjunctions. · Produce simple, compound, and complex sentences.	L.3.1D L.3.1E L.3.1F L.3.1G L.3.1H L.3.1I
Informative and Non-Fiction Text	5-7 weeks	· Write informative/explanatory texts to examine a topic and convey ideas and information clearly. · Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. · Develop the topic with facts, definitions, and details. · Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	W.2A W.2B W.2C W.2D W.3.4 W.3.5

		· Provide a concluding statement or section. · With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. · With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. · Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. · Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. · Determine the main idea of a text; recount the key details and explain how they support the main idea. · Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. · Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. · Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. · Distinguish their own point of view from that of the author of a text. · Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). · Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). · Compare and contrast the most important points and key details presented in two texts on the same topic. · By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades · 2-3 text complexity band independently and proficiently.	W.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3B SL.3.2 SL.3.3 L.3.2 L.3.2A L.3.2B L.3.2C L.3.2D L.3.2E L.3.2F L.3.2G

		· Decode words with common Latin suffixes. · Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. · Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. · Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. · Capitalize appropriate words in titles. · Use commas in addresses. · Use commas and quotation marks in dialogue. · Form and use possessives. · Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). · Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. · Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Fictional Narrative and Fictional Text	5-7 weeks	· Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. · Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. · Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. · Use temporal words and phrases to signal event order. Provide a sense of closure. · With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. · With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	W.3.3A W.3.3B W.3.3C W.3.3D W.3.4 W.3.5 W.3.10 RL.3.1 RL.3.2 RL.3.3 RL.3.7 RL.3.9 RL.3.10

		· Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. · Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. · Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. · Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events · Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) · Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) · By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. · Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. · Use sentence-level context as a clue to the meaning of a word or phrase. · Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). · Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). · Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. · Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.4 L.3.4A L.3.4B L.3.4C L.3.4D L.3.5 L.3.5A L.3.5B L.3.5C L.3.6

		· Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). · Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). · Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). · Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	
Opinionated Writing and Biased Text	5-7 weeks	· Write opinion pieces on topics or texts, supporting a point of view with reasons. · Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. · Provide reasons that support the opinion. · Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. · Provide a concluding statement or section. · With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. · With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, · Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. · Distinguish their own point of view from that of the narrator or those of the characters. · Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	W.3.1A W.3.1B W.3.1C W.3.1D W.3.4 W.3.5 W.3.10 RL.3.6 SL.3.5 L.3.3 L.3.3A L.3.3B

		· Use knowledge of language and its conventions when writing, speaking, reading, or listening. · Choose words and phrases for effect.* · Recognize and observe differences between the conventions of spoken and written standard English.	
Research Reading and Writing	5-7 weeks	· With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. · Conduct short research projects that build knowledge about a topic. · Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. · Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. · Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. · Determine the main idea of a text; recount the key details and explain how they support the main idea. · Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. · Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. · Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. · Distinguish their own point of view from that of the author of a text. · Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	W.3.6 W.3.7 W.3.8 W.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 SL.3.1A

		· Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). · Compare and contrast the most important points and key details presented in two texts on the same topic. · By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. · Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
Taught All Year Long		· Know and apply grade-level phonics and word analysis skills in decoding words. · Decode multisyllable words. Read grade-appropriate irregularly spelled words. · Read with sufficient accuracy and fluency to support comprehension. · Read grade-level text with purpose and understanding. · Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. · Use context to confirm or self-correct word recognition and understanding, rereading as necessary. · Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly · Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). · Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. · Explain their own ideas and understanding in light of the discussion.	RF.3.3 RF.3.3C RF.3.3D RF.3.4 RF.3.4A RF.3.4B RF.3.4C SL.3.1 SL.3.1B SL.3.1C SL.3.1D SL.3.6

		· Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	

For future consideration:

How will these learning targets be measured? You may want to begin making a suggested list of possible assessments or performance tasks.

Scope & Sequence: (3rd Grade Math)

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Think about the standards and group them into big ideas. Each big idea will be listed on a row.	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Number Sense (Numeration, Addition, subtraction, place value)	6 weeks	● Use place value understanding and properties of operations to perform multi-digit arithmetic ● Count on a numberline ● Estimate sums and differences ● Use mental math strategies to add and subtract	3.NBT.A.1, 3.NBT.A.2, 3.OA.D.8, 3.OA.D.9
Multiplication	8 weeks	● Represent and solve problems involving multiplication and division. ● Be able to solve problems with numbers 1 - 10 as factors ● Use commutative, associative, and distributive properties of multiplication to solve multiplication problems ● Understand relationship between multiplication and division ● Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.A.1, 3.OA.A.3, 3.OA.B.5, 3.OA.D.9 3.OA.A.3, 3.OA.C.7, 3.OA.D.8, 3.NBT.A.3 3.MD.C.7c
Division	6 weeks	● Represent and solve problems involving multiplication and division. ● Understand properties of multiplication and the relationship between multiplication and division. ● Solve problems involving the four operations, and identify and explain patterns in arithmetic. ● Multiply and divide within 100. ● Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.D.9 3.OA.B.5, 3.OA.B.6, 3.OA.C.7, 3.OA.D.8

Fractions: Comparisons and Equivalents	4 weeks	● Develop understanding of fractions as numbers ● Understand fractions, sets, and fractional parts of a set ● Compare fractions with same numerators ● Compare fractions with same denominators ● Find fractions on a number line ● Understand that equivalent fractions are the same size or at the same point on a number line. ● Understand the relationship of whole numbers and fractions	3.NF.A.1, 3.NF.A.2a, 3.NF.A.2b, 3.G.A.2 3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3c, 3.NF.A.3d, 3.OA.C.7
Solving Problems involving Shapes	2 weeks	● Describe and analyze two-dimensional shapes. ● Classify shapes and their attributes ● Understand that shapes in different categories (rhombuses, rectangles, and others) may share attributes (having four sides), and that the shared attributes can define a larger category (quadrilaterals). ● Find areas of rectangles by multiplying side lengths in order to solve real world and mathematical problems	3.G.A.1, 3.OA.D.8, 3.MD.C.7d
Time	1-2 weeks	● Tell and write time to the nearest minute. ● Solve problems involving measurement and estimation of intervals of time.	3.MD.A.1
Area and Perimeter	3 weeks	● Recognize perimeter as an attribute of plane figures and distinguish between linear and real measures. ● Understand concepts of area and relate area to multiplication and to addition. ● Solve real world problems involving perimeters of polygons by finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.MD.D.8 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d, 3.MD.D.8, 3.OA.A.3, 3.G.A.2

Liquid Volume and Mass	1-2 weeks	● Solve problems involving measurement and estimation of liquid volumes, and masses of objects using standard units (grams, kilograms, and liters). ● Use pictures to represent the measurement scales	3.MD.A.2
Interpret Data	2 weeks	● Represent and interpret data ● Be able to make line plots, pictographs, bar graphs ● Be able to use tables and graphs to draw conclusions	3.MD.B.3, 3.MD.B.4

For future consideration:

How will these learning targets be measured? You may want to begin making a suggested list of possible assessments or performance tasks.

Scope & Sequence: (3rd - Science)

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Think about the standards and group them into big ideas. Each big idea will be listed on a row.	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Motion and Stability: Forces and Interactions	8-10 Days	Students will plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
Motion and Stability: Forces and Interactions	8-10 Days	Students will make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
Motion and Stability: Forces and Interactions	5-10 Days	Students will ask questions that can be investigated based on patterns such as cause and effect relationships.	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
Motion and Stability: Forces and Interactions	7-10 Days	Students will define a simple problem that can be solved through the development of a new or improved object or tool.	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.

From Molecules to Organisms: Structures and Processes	12-15 Days	Students will develop models to describe phenomena.	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [C
Ecosystems: Interactions, Energy, and Dynamics	8-10 Days	Students will construct an argument with evidence, data, and/or a model.	3-LS2-1 Construct an argument that some animals form groups that help members survive.
Heredity: Inheritance and Variation of Traits	5-10 Days	Students will analyze and interpret data to make sense of phenomena using logical reasoning.	3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar.
Heredity: Inheritance and Variation of Traits	5-10 Days	Students will use evidence to support an explanation.	3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
Biological Evolution: Unity and Diversity	5-10 Days	Students will analyze and interpret data to make sense of phenomena using logical reasoning.	3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
Biological Evolution: Unity and Diversity	5-10 Days	Students will use evidence (e.g., observations, patterns) to construct an explanation.	3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing
Biological Evolution: Unity and Diversity	5-10 Days	Students will construct an argument with evidence.	3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive

			less well, and some cannot survive at all.
Biological Evolution: Unity and Diversity	7-10 Days	Students will make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
Earth's Systems	8-10 Days	Students will represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
Earth's Systems	7-10 Days	Students will obtain and combine information from books and other reliable media to explain phenomena.	3-ESS2 Obtain and combine information to describe climates in different regions of the world
Earth and Human Activity	10-15 Days	Students will make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Engineering Design	4-5 Days	Students will define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Engineering Design	4-5 Days	Students will generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.	3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
Engineering Design	4-5 Days	Students will plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Scope & Sequence: (3rd - Social Studies)

Overarching Theme	Suggested Pacing	Learning Targets	Standards Addressed
Think about the standards and group them into big ideas. Each big idea will be listed on a row.	How much time will it take to teach this theme? All the themes should be covered during the span of one school year.	What knowledge and skills will the students be able to do?	List the actual standards.
Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	4-6 weeks	1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. 3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). 4. Understand the three branches of government, with an emphasis on local government. 5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. 6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	3.4
Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	4-6 weeks	1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	3.5

		4. Discuss the relationship of students' "work" in school and their personal human capital.	
Students describe the American Indian nations in their local region long ago and in the recent past.	4-6 weeks	1. Describe national identities, religious beliefs, customs, and various folklore traditions. 2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). 3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. 4. Discuss the interaction of new settlers with the already established Indians of the region.	3.2
Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	4-6 weeks	1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	3.1
Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	4-6 weeks	1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	3.3

Scope & Sequence: 4th Grade ELA

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Close Reading and Speaking; Writing from Sources	4-5 weeks	● Explain text and draw inferences by reference to text details and examples. ● Determine the meaning of words and phrases in texts. ● Read and comprehend stories, dramas and poetry using texts in the 4-5 complexity band proficiently. ● Determine the meaning of general academic words or phrases in a text, relevant to a grade 4 subject area. ● Read and comprehend social studies, science and technical texts in the 4-5 complexity band proficiently. ● Write routinely over extended time frames and shorter time frames for a wide range of discipline-specific tasks, varying range of purposes and audiences. ● Engage effectively in collaborative discussions with diverse partners on grade 4 topics and texts. ● Differentiate between contexts that call for formal English or informal discourse. ● Use knowledge of language and its conventions when writing, reading, speaking or listening. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4-RL-1 4-RL-4 4-RL-10 4-RI-1 4-RI-4 4-RI-10 4-W-10 4-SL-1 4-SL-6 4-L-3 4-L-5 4-W-1
Key Ideas and Details: Reading for Meaning	5-7 weeks	● From details in the text, determine the theme of a story, drama and poem; summarize the text. ● Describe in depth a character, setting or event in a story, drama or poem, drawing on specific text details. Introduce a narrator and/or character, organize an event sequence ● Write narratives to develop real or imagined experiences or events. Introduce a narrator and/or character, establish a situation and organize an event sequence.	4-RL-2 4-RL-3 4-W-3 4-SL-2 4-SL-3 4-L-1 4-RI-3 4-W-2

		• Paraphrase portions of a text read aloud or information presented in diverse media formats. • Identify the reasons and evidence a speaker provides to support particular points • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Text Structure	5-7 weeks	• Explain the differences between poems, drama, and prose, while referring to verse, rhythm, meter, and drama. • Describe the overall structure (e.g.,chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,or information in a text or part of a text. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. • Interpret information presented in different ways (visually, orally, or quantitatively). • Write narratives to develop real or imagined experiences or events. Use effective technique, descriptive details, and dialogue to describe actions and events. Show the response of characters to situations. Use descriptions of actions, thoughts, and feelings to develop experiences and events.	4-RL-5 4-RI-5 4-W-3 4-RL-7 4-RI-7 4-W-3
Points of View and Perspective	5-7 weeks	• Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4-RL-4 4-RL-6 4-W-1 4-SL-3 4-RI-6 4-W-7 4-W-8 4-L-4

		• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Identify the reasons and evidence a speaker provides to support particular points. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Based on 4th grade reading and content, determine or clarify the meaning of unknown words or phrase. Choose from a range of strategies: context clues, common Greek and Latin affixes and roots, reference materials, both print and digital.	
Learning through Research	5-7 weeks	• Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • Write an informative / explanatory text to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections. Include formatting, illustration and multimedia when useful to aid comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Produce complete sentences. Recognize and correct inappropriate fragments and run ons.	4-RI-9 4-W-2 4-W-7 4-L-1 4-SL-4 4-SL-5

		● Report on a topic or text, tell a story,or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
Literature Studies	5-7 weeks	● Compare similar themes, topics, and patterns of events in multicultural stories, myths, and traditional literature. Contrast similar themes, topics, and patterns of events in multicultural stories, myths, and traditional literature. ● Write opinion pieces (literary analysis) on topics or texts, supporting a point of view with reasons and information.	4-RL-9 4-W-1

Scope & Sequence: 4th Grade Math

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Operations and Algebraic Thinking (4.OA)	10 weeks	• Use the four operations with whole numbers to solve problems (35 = 5 x 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5) • Factors and Multiples in the range 1-100 (prime factorization) • Solve multi-step problems and assess reasonableness of answers using mental computation and estimation (does your answer make sense?)	4.1 4.4 4.2
Numbers and Operations in Base Ten (4.NBT)	6 weeks	• Solve multiplication of multi-digit numbers by two-digit numbers • Solve whole number quotients and remainders with up to four-digit dividends and one-digit divisors	4.5.1
Numbers and Fractions (4.NF)	12 weeks	• Add/subtract fractions w/like denominators. • Fraction equivalence and ordering • Multiply by whole numbers • Know that 3/10 = 30/100) • Use decimal notation for fractions, and Compare two decimals to hundredths (rewrite 0.62 as 62/100)	4.3.a 4.2 4.4.a 4.5 4.6, 4.7
Measurement and Data (4.MD)	5 weeks	• perimeter and area of squares and rectangles • conversion of measurements: standard, metric, and time • solve word problems for distance, intervals of time, liquid volumes, masses, and money • angle measurements (whole-number degrees)	4.3 4.1 4.2 4.6
Geometry (4.G)	3 weeks	• Angles, rays, perpendicular and parallel lines • Classify two-dimensional figures such as special triangles and quadrilaterals	4.1 4.2

Scope & Sequence: 4th Grade Science

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Energy	5-7 weeks	- Use evidence to construct an explanation relating the speed of an object to the energy of that object - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. - Ask questions and predict outcomes about the changes in energy that occur when object collide. - Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. - Conduct an investigation to gather evidence (e.g., measurements, observations,patterns) to construct an explanation. - Can explain in writing or verbally conservation of energy and energy transfer - Can explain how cause and effect relationships are routinely identified, tested, and used to explain change.	4-PS3-1 4-PS3-2 4-PS3-3 4-PS3-4 4-ESS3-1

Waves	4-6 Weeks	- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. - Create a model to describe the light reflecting from objects and entering the eye allows objects to be seen. - Generate and compare multiple solutions that use patterns to transfer information. - Conduct an investigation that specifies variables that describe and predict phenomena. - Explain verbally and in writing similarities and differences in patterns can be used to sort and classify natural phenomena.	PS4-1 PS4-2 PS4-3
Structure, Function, and Information Processing	4-6 Weeks	- Build a model to describe that light reflecting from objects and entering the eye allows objects to be seen. - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. - Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. - Critique the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world.	4-PS4-2 4-LS1-1 4-LS1-2

		- Develop an argument with evidence, data, and/or a model. - Use a model to test interactions concerning the functioning of a natural system.	
Earth's Systems: Processes that Shape the Earth	5-7 weeks	- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. - Analyze and interpret data from maps to describe patterns of Earth's features. - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	4-ESS1-1 4-ESS2-1 4-ESS2-2 4-ESS3-1 4-ESS3-2 3-5-ETS1-3

Scope & Sequence:
4th Grade History-Social Science

Overarching Theme		**Learning Targets**	
Think about the standards and group them into big ideas. Each big idea will be listed on a row.		What knowledge and skills will the students be able to do?	
The Land of California **(LP 1/2)**		Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	4.1 4.1.1 4.1.2 4.1.3 4.1.4 4.1.5
Early People in California **(LP 2/3)**		Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	4.2 4.2.1

		Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy	4.2.2 4.2.3 4.2.4 4.2.5 4.2.6 4.2.7 4.2.8
Early History to Statehood **(LP 4/5/6)**		Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican American War, the Gold Rush, and the granting of statehood.	4.3

		Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico). Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). Study the lives of women who helped build early California (e.g., Biddy Mason). Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	4.3.1 4.3.2 4.3.3 4.3.4 4.3.5
Growth and Development Since 1850 **(LP 6/7/8)**		Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Ex).	4.4 4.4.1 4.4.2 4.4.3 4.4.4

		Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs. Describe the history and development of California's public education system, including universities and community colleges. Analyze the impact of twentieth century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	4.4.5 4.4.6 4.4.7 4.4.8 4.4.9

California Government **(LP 9/10)**		Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	4.5 4.5.1 4.5.2 4.5.3

		Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	4.5.4 4.5.5

In addition to the standards, students will demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.

2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

3. Students identify and interpret the multiple causes and effects of historical events.

4. Students conduct cost-benefit analyses of historical and current events.

Scope & Sequence: 5th Grade English

Overarching Theme	Suggested Pacing	Learning Targets	Standards Addressed
Fiction	LPs 1-2	• Use text details and examples to explain text and draw inferences. • Use specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. • Read stories from same genre and compare and contrast the author's approaches to similar themes and topics. • Demonstrate understanding of the conventions of standards English grammar and usage when writing or speaking. • Based on grade 5 reading and content, determine or clarify the meaning of unknown words and phrases using a variety of strategies including: context clues, Greek and Latin affixes and roots, and digital and print reference materials. • Demonstrate understanding of figurative language, word relationships, and nuances in words meanings. • Engage effectively in collaborative discussions on grade 5 topics. Follow agreed-upon rules for discussions and carry out assigned roles. Assignment ideas for above targets: informational writing reflection (journaling), formal writing reflection (essay), graphic organizer (venn	Reading: RL 5.1, 5.3 and 5.9 Language: L 5.1 a-e, L 5.4 a-c, L 5.5 a-c Speaking and Listening: SL 5.1, SL 5.1 b

		diagram, timeline, outline, storyboard, note taking), verbal response (discussion), poetry, formal writing, formal speaking, etc., and group discussions (inc. digital forum, blogs) Benchmark Product: Oral Recitation of Poetry or Story (original or published)	
Narrative	LPs 3-5 experiences	• Read stories from same genre and compare and contrast the author's approaches to similar themes and topics. • Write narratives to develop real or imagined or events using effective technique, descriptive details, and clear event sequences. • Demonstrate understanding of the conventions of standards English grammar and usage when writing or speaking. • Based on grade 5 reading and content, determine or clarify the meaning of unknown words and phrases using a variety of strategies including: context clues, Greek and Latin affixes and roots, and digital and print reference materials. • Engage effectively in collaborative discussions on grade 5 topics. Come prepared to discussions, including reading required materials. Pose and respond to specific questions by making comments that contribute to discussion and elaborate on remarks of others.	Reading: RL 5.9 Writing: W 5.3 a-e Language: L 5.1 a-e, L 5.4 a-c Speaking and Listening: SL 5.1, SL 5.1 a, 5.1 c

		Assignment ideas for above targets: informational writing reflection (journaling), formal writing reflection (essay), graphic organizer (venn diagram, timeline, outline, storyboard, note taking), verbal response (discussion), formal writing, formal speaking, etc., narratives, group discussions (digital form, blog, etc), Benchmark Product: Narrative Writing Piece	
Informative	LPs 6-8	● Identify two or more main ideas of a given text, providing evidence from details in the text. ● Can give a summary of a text. ● Be able to locate an answer to a question quickly or solve a problem efficiently by using information from multiple print or digital sources. ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Demonstrate understanding of the conventions of standards English grammar and usage when writing or speaking. ● Based on grade 5 reading and content, determine or clarify the meaning of unknown words and phrases using a variety of strategies including: context clues, Greek and Latin affixes and roots, and digital and print reference materials. ● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Reading: RI 5.2 and 5.7 Writing: W 5.2 a-e Language: L 5.1 a-e, L 5.4 a-c Speaking and Listening: SL 5.3

		Assignment ideas for above targets: informational writing reflection (journaling), formal writing reflection (essay), verbal response (discussion), project (print and digital media), formal writing, formal speaking, etc., informative/explanatory writing, group discussion (digital forum, blog) Benchmark Product: Digital Media Project	
Opinion	LPs 9-10	● Can read and analyze multiple accounts of the same event or topic. Identify important similarities and differences in point of view they represent. ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● Demonstrate understanding of the conventions of standards English grammar and usage when writing or speaking. ● Based on grade 5 reading and content, determine or clarify the meaning of unknown words and phrases using a variety of strategies including: context clues, Greek and Latin affixes and roots, and digital and print reference materials. ● Engage effectively in collaborative discussions on grade 5 topics. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas	Reading: RI 5.6 Writing: W 5.1 a-d Language: L 5.1 a-e, L 5.4 a-c Speaking and Listening: SL 5.1 d, SL 5.3, SL 5.4

		or themes; speaking clearly at an understandable pace. ● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ● Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at understandable pace. Assignment ideas for above targets: informational writing reflection (journaling), formal writing reflection (essay), graphic organizer (venn diagram, timeline, outline, storyboard, note taking), verbal response (discussion), formal writing, formal speaking,etc., persuasive writing, group discussion (digital form, blog), oral presentations, debate/speech, digital media project Benchmark Product: Debate Speech	

Scope & Sequence: (Grade 5 Mathematics)

Overarching Theme	Suggested Pacing	Learning Targets	Standards Addressed
Operations and Algebraic Thinking	3-4 weeks	***Write and interpret numerical expressions.*** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. ***Analyze patterns and relationships.*** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	5.OA.A1 5.OA.A.2 5.OA.B.3
Number and Operations in Base Ten	7-8 weeks	***Understand the place value system.*** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Read, write, and compare decimals to thousandths.	5.NBT.A.1 5.NBT.A.2 5.NBT.A.3 5.NBT.A.3.A 5.NBT.A.4 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7

		Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Use place value understanding to round decimals to any place. ***Perform operations with multi-digit whole numbers and with decimals to hundredths.*** Fluently multiply multi-digit whole numbers using the standard algorithm. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
Number and Operations--Fractions	8-10 weeks	***Use equivalent fractions as a strategy to add and subtract fractions.*** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	5.NF.A.1 5.NF.A.2 5.NF.B.3 5.NF.B.4 5.NF.B.4.A 5.NF.B.4.B 5.NF.B.5

		Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. ***Apply and extend previous understandings of multiplication and division.*** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. Interpret multiplication as scaling (resizing), by: **Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case);	5.NF.B.5.A 5.NF.B.6 5.NF.B.7 5.NF.B.7.A 5.NF.B.7.B 5.NF.B.7.C

		explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Interpret division of a whole number by a unit fraction, and compute such quotients. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	
Measurement and Data	4-5 weeks	***Convert like measurement units within a given measurement system.*** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. ***Represent and interpret data.***	5.MD.A.1 5.MD.B.2 5.MD.C.3 5.MD.C.3.A 5.MD.C.3.B 5.MD.C.4 5.MD.C.5 5.MD.C.5.A 5.MD.C.5.B 5.MD.C.5.C

		Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. ***Geometric measurement: understand concepts of volume.*** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	

		Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	
Geometry	5-6 weeks	***Graph points on the coordinate plane to solve real-world and mathematical problems.*** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. ***Classify two-dimensional figures into categories based on their properties.*** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. Classify two-dimensional figures in a hierarchy based on properties.	5.G.A.1 5.G.A.2 5.G.B.3 5.G.B.4

Scope & Sequence: 5th Grade Science

http://www.nextgenscience.org/sites/ngss/files/5%20combined%20DCI%20standards%206.13.13.pdf

Overarching Theme	Suggested Pacing	Learning Targets	Standards Addressed
Structure and Properties of Matter	4-6 weeks	• Create a model to describe that matter is made of particles too small to be seen or invisible to our eyes. • Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved. • Make observations and measurements to identify materials based on their properties. • Conduct an investigation to determine whether the mixing of two or more substances results in new substances. • Can explain in writing or verbally that the amount of matter is conserved when it changes form. • Can explain how cause and effect relationships are routinely identified, tested, and used to explain change.	5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-4 PS1-A PS1-B
Matter and Energy in Organisms and Ecosystems	5-7 weeks	• Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. • Support and argument that plants get the materials they need for growth chiefly from air and water. • Development a model to describe the movement of energy among plants, animals, decomposers, and the environment.	5-PS3-1 5-LS1-1 5-LS2-1
Earth's Systems	4-6 weeks	• Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and /or atmosphere interact. • Describe and graph the amounts of percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on earth. • Obtain and combine information about ways individual communities use science ideas to	5-ESS2-1 5-ESS2-2 5-ESS3-1

		protect the Earth's resources and environment as in alternative energy resources.	
Space Systems: Stars and the Solar System	4-6 weeks	● Support and argument that the gravitational force exerted by Earth on objects directed down. ● Support and argument that the apparent brightness of the sun and stars is due to their relative distances from Earth. ● Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some starts in the night sky as in the lunar cycle.	5-PS2-1 5-ESS1-1 5-ESS1-2
Engineering Design	5-7 weeks	● Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. ● Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. ● Plan and carry our fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. ● Participate in engineering challenges that utilize art, design, technology and creativity.	3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3

Scope & Sequence: 5th Grade Social Studies

Overarching Theme	**Suggested Pacing**	**Learning Targets**	**Standards Addressed**
Pre Columbian Settlement-Early Exploreers and their conflicts and Interactions; Approximate Dates: pre-columbian - 1600	6-8 weeks	• Explain how early Native American societies modified and adapted to their geography, climate, and natural environment. • Investigate how events and developments in Europe lead to the age of exploration. • Argue or support how interactions (both competitively and cooperatively) between various Europeans and Native American cultures shaped early American history. • Research influences and achievements of significant leaders of the time.	HSSCS 5.1,5.2,5.3
Colonial Era;Approximate Dates: 1600-1770	8-10 weeks	• Describe and support in detail why some Europeans chose to leave home and settle in colonial America. • Create a diagram displaying how the location affected the daily life in the colonies(New England, Middle and Southern states. • Explain in writing or verbally how various groups of people described what it meant to be an “American” • Support and argue what the influences and achievements were of significant leaders of the time.	HSSCS 5.4
Causes and Consequences of American Revolution and Development of US Constitution; Approximate Dates: 1770-1800	10-12 weeks	• Defend and/or argue why the colonists risked their lives to fight for independence from Great Britain. • Describe how Declaration of Independence reflects the colonists ideas about government. • Explain in detail the roles that different groups Americans played in the revolutionary war. • Evaluate data on how the US managed to win the war. • Analyze the influences and achievements of significant leaders of the time.	HSSCS 5.5,5.6,5.7
US Development up to 1850; Approximate Dates: 1800-1850	6-8 weeks	• Compile facts and propose alternative economic incentives that led to immigration and settlement of the US. • Categorize the physical and political geography on the immigration and settlement of the US. • Evaluate the relationships between the various modes of transportation systems and how they affected the immigration and settlement of the US.	HSSCS 5.8

		• Analyze the influences and achievements of significant leaders of the time.	
Students know the location of the current 50 states and the names of their capitals.	4-6 weeks spread out between the school year	• Recall the 50 states and their capitals. • Classify states according to their regions. • Construct a US map of all states and capitals.	HSSCS 5.9