

# OH, THE THINGS WE WILL LEARN!

Brooklin School Scope and Sequence of Learning.



*Welcome to the Brooklin School*

*Where...*

*We come together to learn, to grow,  
and to explore. We are respectful,  
curious and kind. We are all unique  
and learn together as equal members  
of one community. We care for each  
other. We care about ourselves. And  
we work to make the world a better  
place.*



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# Welcome to Kindergarten

Oh, the things we will  
learn!





# Kindergarten

What Can Students Expect to Learn?

*Oh, the Books we will Read!*

## **Fiction**

Bad Case of Stripes  
Bear Snores On  
Bear's Lose Tooth  
Duck for President  
Enemy Pie  
Gingerbread Man  
How I Became a Pirate  
Huggopotamus  
Jamie O'Rourke  
Pumpkin Town  
Stellaluna  
The Little Red Hen  
The Mitten  
The Night Before Thanksgiving  
The Polar Express  
The Rainbow Fish  
The Snowy Day  
The Three Bears  
The Three Billy Goats Gruff  
The Three Little Pigs

## **Non-Fiction Science**

A Tree for All Seasons  
Apples  
Butterflies  
Chicken Life Cycle  
Dinosaurs  
Dolphins  
Frogs  
Hogwash  
Koala Lou  
MLK and Diversity  
Polar Bears/Penguins  
Ponies  
Rabbits  
Reindeer  
Seed to Plant  
Snakes  
Spiders  
Storms  
The Moon  
Tigers  
Transportation

## **Non-Fiction-SocialStudies**

Each Kindness  
Fire Safety  
Frogs  
Helpers in my Community  
Hogwash  
Koala Lou  
MLK and Diversity  
My Five Senses



# Kindergarten

## What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

By the end of Kindergarten, we will recall information from experiences or gather information from provided sources to answer a question.

By the end of Kindergarten, we will use a combination of drawing and writing to compose opinion pieces. We will tell a reader the topic or the name of the book we are writing about and state an opinion or preference about the topic or book.

By the end of Kindergarten, we will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

By the end of Kindergarten, we will use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

We will participate in shared research and writing projects and recall information from experiences or gather information from provided sources to answer a question.

By the end of Kindergarten, we will 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.

# Kindergarten

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Kindergarten mathematics is about representing, relating, and operating on whole numbers, initially with sets of objects; and describing shapes and space. More learning time in Kindergarten should be devoted to numbers than to other topics.

### Module 1

Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek.

### Module 2

Kindergarten students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.

### Module 3

Kindergarten students begin to experiment with comparison of length, weight and capacity.

### Module 4

Kindergarten students now represent stories with blocks, drawings, and equations.

### Module 5

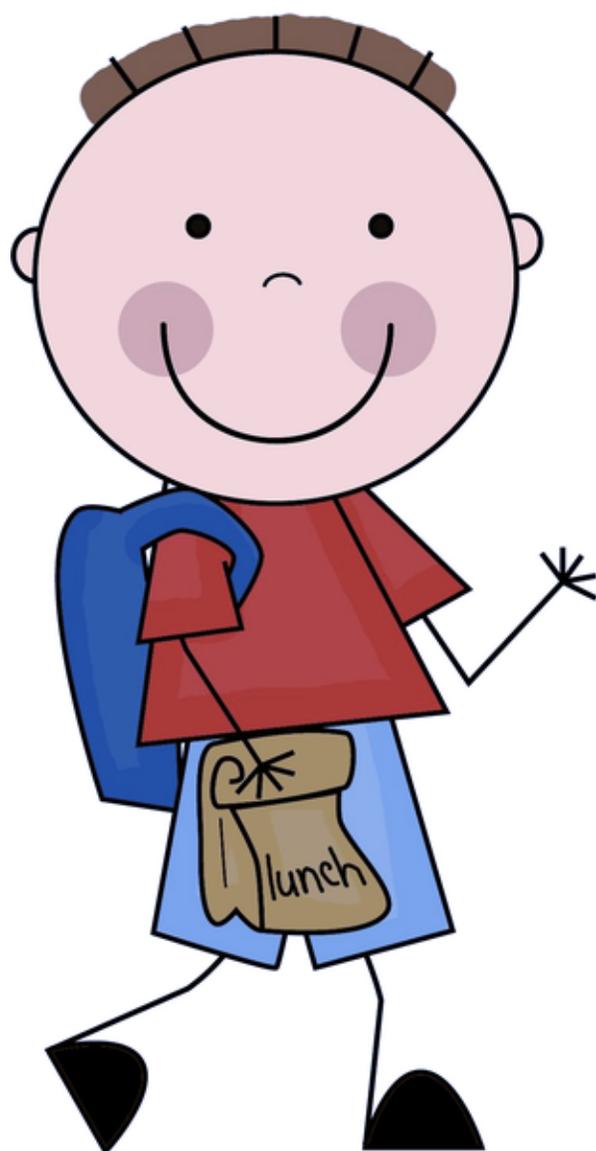
Kindergarten students progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as "10 ones and some ones."

### Module 6

Kindergarten students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

# Welcome to 1st & 2nd Grade

Oh, the things we will  
learn!



# Grades 1-2

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### **Fiction**

A Father and His Son in Mesopotamia

All Stories Are Anansi's

Bedtime Tales

Cinderella

Fairy Tales

Little Red Riding Hood

The Boy Who Cried Wolf

The Cat Bandit

The Crowded, Noisy House

The Dog in the Manger

The Fox and the Grapes

The Girl with the Red Slippers

The Goose and the Golden Eggs

The Little Half-Chick (Medio Pollito)

The Maid and the Milk Pail

The Tale of Peter Rabbit

The Wolf in Sheep's Clothing

### **Non-Fiction Science**

Animals and Habitats

Exploration of the Moon

The Earth and the Sun

Everybody Has a Body

Introduction to the Sun and Space

Stargazing and Constellations

The Hostelry of the Earth

### **Non-Fiction Social Studies**

A New Nation: American Independence Domain

Frontier Explorers

Kids Excel

People of the Nile

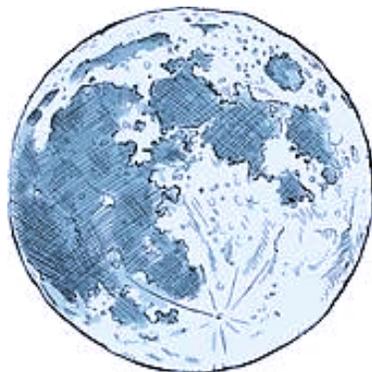
Sir Gus

The Job Hunt

Tutankhamun, The Golden Pharaoh, Part I & II

Writing in Ancient Egypt

Writing in Mesopotamia



# Grades 1-2

## What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

By the end of grades 1-2, we will recall information from experiences or gather information from provided sources to answer a question.

By the end of grades 1-2 we will write opinion pieces in which we introduce the topic we are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

By the end of grades 1-2, we will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

By the end of grades 1-2, we will write informative/explanatory texts in which we introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

By the end of grades 1-2, we will 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).

By the end of grades 1-2, we will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

### Summary of the Year

First Grade mathematics is about developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; Developing understanding of whole number relationships and place value, including grouping in tens and ones; Developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes to other topics.

#### Module 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

#### Module 2

Work begins by modeling “adding and subtracting across ten” in word problems and with equations. They now transition to conceptualizing that ten as a single unit. This is the next major stepping-stone in understanding place value, learning to group “10 ones” as a single unit: 1 ten.

#### Module 3

Students focus on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities.

#### Module 4

Here, addition and subtraction within 40 rest on firmly establishing a “ten” as a unit that can be counted. Students begin to see a problem like  $23 + 6$  as an opportunity separate the “2 tens” in 23 and concentrate on the familiar addition problem  $3 + 6$ .

#### Module 5

Students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities.

#### Module 6

Students focus on “adding and subtracting within 100 using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

# Grade 2

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction.

### Module 1

Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies and solve word

### Module 2

Students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length.

### Module 3

Students extend their understanding of base ten notation and apply their understanding of place value to count and compare numbers to 1000.

### Module 4

Students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract.

### Module 5

Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain

### Module 6

Students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit.

### Module 7

Students practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited.

### Module 8

Students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes.

**Welcome to 3rd & 4th Grade**

**Oh, the things we will  
learn!**



# Grades 3-4

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### Year One

#### Love That Dog

Students read the novel *Love That Dog* by Sharon Creech. They follow the main character, Jack, as he learns about poetry and begins to write his own. Students closely read and analyze poems Jack reads, including “The Red Wheelbarrow” by William Carlos Williams and “Stopping by Woods on a Snowing Evening” by Robert Frost.

#### Charlotte’s Web/Sign of the Beaver

Students explore the meaning of true friendship by reading E.B. White's classic novel *Charlotte's Web*, examining its themes, setting, character and language, and learning to develop empathy for others. Then, students read the novel *Sign of the Beaver*, which takes place in Maine. thirteen-year-old Matt is more than a little apprehensive when his father leaves him alone to guard their new cabin in the wilderness. When a renegade white stranger steals his gun, Matt realizes he has no way to shoot game or to protect himself.

#### Frogs

Students will begin with a class study of the bullfrog, an example of a “true frog,” that exhibit quintessentially froggy characteristics. They will form research groups to become experts on various “freaky” frogs—frogs that push the boundaries of “froginess” with unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing and collaborative discussion skills through studying their expert frog.

#### Animal Defenses

Students explore animal defense mechanisms. They build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. Students build background knowledge on general animal defenses through close readings of several informational texts. Students will read closely to practice drawing inferences as they begin their research and use a science journal to make observations and synthesize information.



# Grades 3-4

## What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

### Year One

Students are introduced to biography through reading *River of Words: The Story of William Carlos Williams*. They then closely read a biography about their own poet. Then students learn to write an essay about their selected poet through engaging in a shared writing of an essay about William Carlos Williams. As the class writes each part of this shared essay (introduction, body, and conclusion), students complete their own essays one section at a time.

*Charlotte's Web* follows a friendship from its beginning to its end, including all the steps in between. Students will choose either Wilbur and Fern's friendship or Wilbur and Charlotte's friendship, and trace the way it grows and changes over the course of the story. How did the friendship begin? Do the two characters grow closer or drift apart? Why? What major events prompt these changes? How does the friendship end? Do the characters forget each other afterwards, or do they keep some kind of connection?

Students will demonstrate their expertise about bullfrogs by writing a paragraph using an accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog, using domain-specific words and phrases for effect. Students will respond to the prompt: "Using your Bullfrog research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog."

Students will conduct research on an animal of their choice and write a narrative piece about their animal that incorporates their research. This narrative will take the format of a choose-your-own-adventure. Students will plan, draft, and revise the introduction and one choice ending of the narrative with the support of both peer and teacher feedback. The second choice ending will be planned, written, and revised.



# Grades 3-4

## What Can Students Expect to Learn?

### *Oh, the Books we will Read!*

#### Year Two

##### **My Librarian is a Camel**

My Librarian Is a Camel introduces students to the power of literacy and how people around the world access books. This unit is intentionally designed to encourage students to embrace a love of literacy and reading.

##### **Iroquois: The Six Nations Confederacy**

The Iroquois unit reinforces the fact that Native Americans—specifically the Iroquois (Haudenosaunee, People of the Longhouse) —were early inhabitants of the New England region, and continue to contribute to the region’s history. This unit reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers.

##### **Lon Po Po**

In this unit, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” They begin by analyzing how the wolf is characterized in traditional stories, folktales, and fables. Then they research real wolves by reading informational text.

##### **If You Lived in Colonial Times**

Students learn about what life was like in Colonial America. They go on to study the many roles people played in a colonial settlement and how necessary their interdependence was for survival. Students select one role to explore more deeply through various forms of nonfiction texts.

##### **Peter Pan**

This unit focuses on a deep study of the classic tale Peter Pan. Students will consider the guiding question: How do writers capture a reader’s imagination? Students begin by analyzing narratives with a particular focus on character. In the second part of the unit, students will practice crafting opinions and supporting reasons about specific questions related to Peter Pan’s central characters.



# Grades 3-4

What Can Students Expect to Learn?

*Oh the Writing we will Do!*

## Year Two

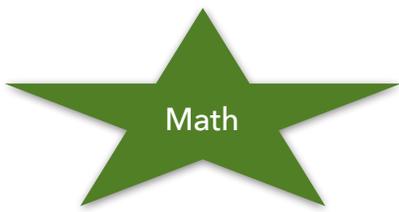
Student create an "Accessing Books around the World" bookmark based on research about selected countries in the text *My Librarian Is a Camel*. Bookmarks will have two sides. On side 1, students will write an informative paragraph that explains about librarians from a specific country, and how they help readers access books in a unique way. On side 2, students will include a bulleted list about the physical characteristics of the region as well as an illustration that represents the region's geographical features.

Students interpret main ideas and thematic connections between visual imagery (symbols and graphics), oral tradition (Haudenosaunee video), and literary texts ("*Birth of the Haudenosaunee*", *Two Row Wampum*, and Frost's "*A Time to Talk*"). Students write an explanatory piece about how the lives of the Haudenosaunee people have changed and remained the same since the Europeans came to the continent, drawing evidence from two sources to support their claim.

Students research facts about real wolves through the central text *Face to Face with Wolves* by Jim and Judy Brandenburg. As students read the text closely, they determine the main idea of each section of the text and collect information about the characteristics, behaviors, and habitat of real wolves. Students use the facts they have collected to write informational paragraphs responding to a focus question posed at the beginning of each section.

Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the villagenadjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative.

Students will respond to this two-part prompt: "Write a summary of *Peter Pan* as well as an opinion paragraph that answers the question: 'Who is your favorite character from *Peter Pan*? Why?' Choose one character to focus on. Use specific evidence from the *Classic Starts* edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering."



# Grade 3

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Third Grade mathematics is about developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator, developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

### Module 1

Students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10.

### Module 2

Students focus on measurement of time and metric weight and capacity. They also draw proportional tape diagrams to solve word problems.

### Module 3

Students learn the remaining multiplication and division facts. This unit slowly build up to the area model using rectangular arrays in the context of learning multiplication and division.

### Module 4

In this unit, students measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps or overlaps.

### Module 5

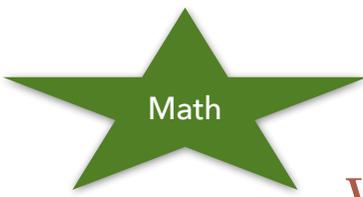
Students transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions.

### Module 6

Students estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots.

### Module 7

Students solve two-step word problems involving the four operations, and improve fluency. Students also describe, analyze, and compare properties of two-dimensional shapes.



# Grade 4

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Fourth grade mathematics is about developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

### Module 1

Students work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of times ten in the base ten system.

### Module 2

Students develop a broadened understanding of patterns on the place value chart to compare, round, add and subtract relationships.

### Module 3

Students develop procedures for multiplying and dividing one-digit whole numbers, methods to estimate, mentally calculate, & compute products and quotients.

### Module 4

Students solve unknown angle problems using letters and equations by building, drawing, and analyzing two dimensional shapes in geometry.

### Module 5

Students to explore the relationship between a fractional unit and its whole unit.

### Module 6

Students focus on decimal fractions and soon realize that decimal place value units are simply special fractional units.

### Module 7

Students explore conversion in hands-on settings and apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.



# Grade 3-4

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*

Year One Social Studies Topics	Year Two Science Topics
Maine state symbols and geography	Scientific process skills
Early inhabitants of Maine, colonization	What is soil?
Colonial life	Maine climate and weather
Colonial unrest and revolution	Soil nutrients, plant hoop house
Early transportation and industrial growth	Seeds and basic needs of plants
Maine government and constitution	Plant adaptations
Maine fishing and boatbuilding	Process of germination and pollination
History final projects	Plants in an ecosystem (start worm bin)
	Weather impacts on plants and animals
	Baby chicks, bird development
	Worms and composting

Year Two Social Studies Topics	Year One Science Topics
5 themes of geography, maps, hemispheres	Energy types and waves
Climate and vegetation of North America	Information technologies
Wabanaki	Living, nonliving, and dead Classification of animals
Historical landmarks and destinations in US	American scientists, artists, and inventors
Immigration	Classification of plants Maple (trees, history, chemistry, etc.)
American cultures, government and citizenship, census, presidents and patriots	Rock cycle
Mexico geography	Plate tectonics
Canada geography	Natural hazards

**Welcome to 5th & 6th Grade**

Oh, the things we will  
learn!



# Grades 5-6

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### Year One

#### **Bud, Not Buddy**

Students read the novel *Bud, Not Buddy*, Steve Jobs' 2005 commencement address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research texts. They read the novel closely for its figurative language and word choice, analyzing how these affect the tone and meaning of the text.

#### **Chains**

Next, students read *Chains* which is Set in 1776 at the beginning of the American Revolution. Isabel and her younger sister, Ruth, are robbed of the freedom granted them in Miss Mary Finch's will. The girls are forced to leave Rhode Island when they are sold to a cruel and ruthless Loyalist family from New York.

#### **The Hope Chest**

Students read informational texts that focus on the women's suffrage movement and the leadership of New Yorker Susan B. Anthony. They then read *The Hope Chest* by Karen Schwabach, a historical fiction novel set in the weeks leading up to the passage of the 19th Amendment. Students continue to examine the idea of leaders of change and explore the theme "making a difference" by collecting evidence on how selected characters make a difference for others.

#### **Astrophysics for Young People in a Hurry**

From the basics of physics to big questions about the nature of space and time, celebrated astrophysicist and science communicator Neil deGrasse Tyson breaks down the mysteries of the cosmos into bite-sized pieces. *Astrophysics for Young People in a Hurry* describes the fundamental rules and unknowns of our universe clearly.

#### **Esperanza Rising**

Students study the novel *Esperanza Rising* by Pam Muñoz Ryan. They also read informational texts related to the story's historical context. *Esperanza*, a young girl born into a comfortable life of privilege in Mexico in the 1930s, is forced to flee to California and must rise above her difficult circumstances.



# Grades 5-6

What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

## Year One

After studying the “Rules to Live By” of Bud in *Bud, Not Buddy*, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.”

Role models may be found in real life and in stories. How are Isabel's momma and Queen Esther, from the Bible, her role models for bravery? Discuss the connection between bravery, courage, and fear. What is Isabel's first act of bravery? Discuss her most fearful moments. How is her bravery and courage fueled by her fears? How does she become bolder and braver as the novel develops?

Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the history of voting, create a public service announcement for high school seniors about why voting is important. State your opinion and support your opinion with reasons,

One of the innate deficiencies of the sciences is its experts’ inability to communicate to an audience outside of the scientific community creatively and effectively. How does Tyson adjust the scientist’s observations and conclusions to terms the general public can understand?

Students will write an essay in which they explain how Esperanza changes over time. Specifically, they will analyze Esperanza’s growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of Esperanza’s growth and development.

# Grades 5-6

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### Year Two

#### **Max Axiom: Investigating the Scientific Method**

Students read the graphic novel *Investigating the Scientific Method with Max Axiom, Super Scientist* by Donald B. Lemke as well as several informational articles about inventions that have been developed to meet people's needs.

#### **Gilgamesh: The Trilogy**

Next, students read *Gilgamesh*, half-god and half-man, in his loneliness and isolation becomes a cruel tyrant over the citizens of Uruk. To impress them forever he orders a great wall to be built, driving his people to exhaustion and despair so that they cry to the Sun God for help.

#### **8 Days: The Story of Haiti**

Students begin the unit with a close read of *Eight Days: A Story of Haiti* by Edwidge Danticat. This book depicts the first-person fictional account of a young boy trapped under his house during the 2010 earthquake in Port au Prince, Haiti.

#### **World Without Fish/ Flush**

Students read the first five chapters of Mark Kurlansky's *World without Fish*, a literary nonfiction text about fish depletion in the world's oceans. Students then read Carl Hiaasen's *Flush*, a high-interest novel about a casino boat that is polluting the ocean and the effort of a family to stop it.

#### **The Lightning Thief**

Students will read Rick Riordan's *The Lightning Thief*, a high interest novel about a sixth-grade boy on a hero's journey. Some students may be familiar with this popular fantasy book; in this module, students will read with a focus on the archetypal journey and close reading of the many mythical allusions.



# Grades 5-6

What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

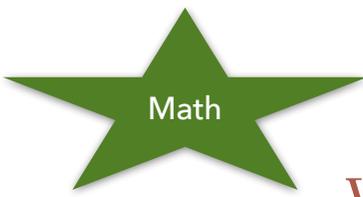
## Year Two

Students will write an informative essay to explain why Philo Farnsworth wanted to invent television and how TV changed people's lives. Later in the unit, students are given the choice to conduct research about one of two inventions that were developed to meet societal needs, Garrett A. Morgan's traffic light or the Wright brothers' airplane.

Odysseus, the Head of the Hero Nomination Committee, is requiring that nominations for induction to the Heroes' Hall of Fame be submitted no later than September 27, of this year. Odysseus knows what it takes to be a hero so he will accept nothing less than the ultimate best! This year, you have been asked to submit a nomination for Gilgamesh. You must use the Hero's journey to write a letter to Odysseus, explaining why Gilgamesh should be inducted to the Heroes' Hall of Fame.

Students research overfishing, sustainable fishing methods, specific case studies of fish having their numbers depleted, and suggestions for ways to buy fish caught using sustainable fishing methods. They then compile all this information in an eye catching guide that consumers will want to pick up when they are at the fish counter in a grocery store.

Students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events.



# Grade 5

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Fifth grade mathematics is about developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing an understanding of volume.

### Module 1

Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

### Module 2

Students use place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.

### Module 3

Students explore how place value emphasis shifts to the larger set of fractional units for algebra.

### Module 4

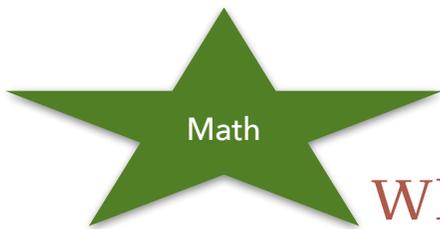
Students explore multi-digit decimal multiplication and division.

### Module 5

Students learn addition and multiplication with volume and area.

### Module 6

Students learn problem solving with the coordinate plane .



# Grade 6

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Sixth grade mathematics is about connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

### Module 1

Students will explore ratios and unit rates.

### Module 2

Students will explore arithmetic operations including dividing by a fraction.

### Module 3

Students will understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers.

### Module 4

Students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic.

### Module 5

Students find the area of triangles and other two dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths.

### Module 6

Students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions.



# Grade 5-6

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*

Year One Social Studies Topics	Year Two Science Topics
American Revolution	Scientific observation and classification
Launching a new nation	Schoodic
Industrial revolution	Soil and groundwater
Trail of tears and Westward expansion	Botany experiments
Civil War	Seasons and tides
WWI	Space exploration, Challenger Center
Women's suffrage	Life cycle of stars
Stock Market crash	Solar system formation
Great Depression	Fossils
WWII, Holocaust	Geologic time scale and evolution
Vietnam, Civil rights	
Modern global conflict	

Year Two Social Studies Topics	Year One Science Topics
Early people	Scientific method, potato chip experiment
Ancient civilizations	Design an experiment, inventions
Ancient Mesopotamia	Clouds and weather maps
Ancient Egypt	Hurricanes, tornadoes, nor'easters
Ancient Rome WAX MUSEUM	Climate change
Greek Mythology	Newton's Laws
Ancient Greece	Simple machines
Ancient India	Velocity and acceleration, density and buoyancy
Ancient China	

# Welcome to 7th & 8th Grade

Oh, the things we will  
learn!



# Grades 7-8

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### **Year One**

#### **A Long Walk to Water**

Students begin the novel *A Long Walk to Water* by Linda Sue Park. Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War.

#### **The Disappearing Spoon Young Reader's Edition**

The periodic table is a crowning scientific achievement, but it's also a treasure trove of adventure, greed, betrayal, and obsession. The fascinating tales in *The Disappearing Spoon* follow elements on the table as they play out their parts in human history, finance, mythology, conflict, the arts, medicine, and the lives of the (frequently) mad scientists who discovered them.

#### **I Am Malala**

This novel is a beautiful story of Malala, a young girl shot by the Taliban for standing up for education. It handles a sensitive topic beautifully and is an eye-opening, mind-expanding novel absolutely critical for a global citizen to experience.

#### **Frightful's Mountain**

Students launch their reading of *Frightful's Mountain*, focusing their learning about the natural world by reading through the perspective of Frightful, a peregrine falcon.

#### **3 Cups of Tea**

In 1993, while climbing one of the world's most difficult peaks, Mortenson became lost and ill, and eventually found aid in the tiny Pakistani village of Korphe. He vowed to repay his generous hosts by building a school; his efforts have grown into the Central Asia Institute, which has since provided education for 25,000 children. Retold for middle readers, the story remains inspirational and compelling.



# Grades 7-8

What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

## Year One

Students have a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.

People - scientist and layperson alike - have always been fascinated with the unknown and the new. Mark Twain was no different, as demonstrated in his science fiction short story, "Sold to Satan." Read Twain's short story along with Kean's description of it (pg. 248-250). How does Twain represent the feelings of the world regarding nuclear technology at the time? What other examples can you think of where literature (or popular culture) has commented on science and its global impacts?

Discuss how militant groups like the TNSM instill fear in the Pakistani people? In 2005, an earthquake devastated Pakistan. Explain how the TNSM used the "nation's fear for their gain." Maulana Fazlullah, one of the leaders of the TNSM, runs an illegal radio show and threatens people who are "un-Islamic." Why are people so swayed by his views? What is ironic about the mufti that comes to Malala's home and insists the Khushal School be closed?

Students use the knowledge gained through the reading of the novel *Frightful's Mountain* and multiple informational articles to inform their discussion around the question: "Do the benefits of DDT outweigh the consequences?"

How does Greg Mortenson's character change during the course of the book?

# Grades 7-8

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### **Year Two**

#### **Blue Babies**

In 1944 a groundbreaking operation repaired the congenital heart defect known as blue baby syndrome. The operation's success brought the surgeon Alfred Blalock international fame and paved the way for open-heart surgery. But the technique had been painstakingly developed by Vivien Thomas, Blalock's African American lab assistant, who stood behind Blalock in the operating room to give him step-by-step instructions.

#### **The Life of Fredrick Douglas**

Students explore the life of Frederick Douglass, the escaped slave and noted abolitionist who wrote *Narrative of the Life of Frederick Douglass*.

#### **To Kill A Mockingbird**

Students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character.

#### **The Big Thirst: The Secret Life and Turbulent Future of Water**

Students read the article "Water Is Life" by Barbara Kingsolver as well as excerpts from *The Big Thirst* by Charles Fishman to build background knowledge about water sustainability and water management. Students determine main ideas and evidence in diverse media and clarify the issue of why humans need to manage water better.

#### **A Midsummer Night's Dream**

Students read and analyze Shakespeare's *A Midsummer Night's Dream*. As with any of Shakespeare's play, many rich themes are present; in this module, students will focus primarily on the theme of control. Characters in this play are controlled by emotions, other characters, and even magic. They often attempt to manipulate others in a variety of ways. Students will examine why the characters seek control, how they try to control others, and the results of attempting to control others.



# Grades 7-8

What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

## Year Two

The World Congress on Interventional Cardiology and Cardiac Surgery is honoring cardiac surgeons who have developed innovative techniques in the field. The winning candidate will receive a two million dollar research grant and a 1.7 million dollar personal stipend. Your task is to write a letter to the World Congress on Interventional Cardiology and Cardiac Surgery Committee to explain why you should be the recipient of this prestigious award. Your letter will be written in the voice of either Vivien Thomas or Dr. Helen Taussig.

Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of Narrative of the Life of Frederick Douglass they read closely in Unit 2. First they revisit Frederick Douglass: The Last Day of Slavery (see footnote 1 on page of this document), which serves as the mentor text.

After reading *To Kill a Mockingbird*, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group's assigned quote.

Students plan and draft a position paper, addressing the question: "Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?"

After studying the thematic concept of control throughout *A Midsummer Night's Dream*, students will write a narrative as a "confessional" in which a character from the play explains his or her attempts to control or manipulate someone else in the play to get what they want. This writing piece will meet criteria for an effective narrative, including a logical introduction, event sequence, and reflective conclusion; narrative techniques; transitions; description; and correct grammar course of the book?

# Grade 7

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### Module 1

Students decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations.

### Module 2

Students learn to add, subtract, multiply, and divide rational numbers.

### Module 3

Students solve real-life and mathematical problems using numerical and algebraic expressions and equations.

### Module 4

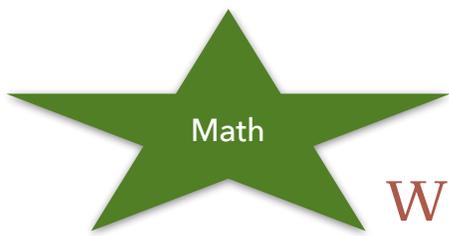
Students explore simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.

### Module 5

Through the study of chance processes, students learn to develop, use and evaluate probability models.

### Module 6

Students revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.



# Grade 8

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Eighth grade mathematics is about formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### Module 1

Students use the number line model to support their understanding of the rational numbers and the number system.

### Module 2

Students study congruence by experimenting with rotations, reflections, and translations of geometrical figures.

### Module 3

Students use similar triangles to solve unknown angle, side length and area problems. They revisit a proof of the Pythagorean Theorem.

### Module 4

Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations.

### Module 5

Students define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas.

### Module 6

students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

### Module 7

Students learn and explain a proof of the theorem on their own. understanding irrational numbers and ways to represent them (radicals, non-repeating decimal expansions).



# Grade 7-8

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*

Year One Social Studies Topics	Year Two Science Topics
If the world were 100 people	Observing science with 5 senses, animal adaptation
Areas of global concern	Ecological succession
Global water	Symbiosis
Global food	Atoms and the periodic table, elements, compounds, mixtures
Global transportation	Physical and chemical changes
Global health	Slime Week
	Global energy
Global economy	Electromagnetic spectrum
Global education	Static electricity
Global energy	Current electricity
Global shelter	
Global war, Global Waste	

Year Two Social Studies Topics	Year One Science Topics
What is government?	Scientific method, design challenge
Local and state government	Design an experiment, inventions
Voting and political parties	Digestion, Urinary
Constitution	Endocrine system, Puberty
Congress and the president WAX MUSEUM	Reproduction and fetal development
Courts	Circulatory system
Citizenship	Immune system
Diplomacy, conflict, cooperation	Water
Global politics, community service	Matter and energy in organisms/Matter and energy in ecosystems
	Earth materials and systems

# Grades K-8

What Can Students Expect to Learn?

*Oh, the Books we will Read!*



Here is sneak peak of what students in grades K-8 can expect to read over time.



# Kindergarten

What Can Students Expect to Learn?

*Oh, the Books we will Read!*

## **Fiction**

Bad Case of Stripes  
Bear Snores On  
Bear's Lose Tooth  
Duck for President  
Enemy Pie  
Gingerbread Man  
How I Became a Pirate  
Huggopotamus  
Jamie O'Rourke  
Pumpkin Town  
Stellaluna  
The Little Red Hen  
The Mitten  
The Night Before Thanksgiving  
The Polar Express  
The Rainbow Fish  
The Snowy Day  
The Three Bears  
The Three Billy Goats Gruff  
The Three Little Pigs

## **Non-Fiction Science**

A Tree for All Seasons  
Apples  
Butterflies  
Chicken Life Cycle  
Dinosaurs  
Dolphins  
Frogs  
Hogwash  
Koala Lou  
MLK and Diversity  
Polar Bears/Penguins  
Ponies  
Rabbits  
Reindeer  
Seed to Plant  
Snakes  
Spiders  
Storms  
The Moon  
Tigers  
Transportation

## **Non-Fiction-SocialStudies**

Each Kindness  
Fire Safety  
Frogs  
Helpers in my Community  
Hogwash  
Koala Lou  
MLK and Diversity  
My Five Senses



# Grades 1-2

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### Fiction

A Father and His Son in Mesopotamia

All Stories Are Anansi's

Bedtime Tales

Cinderella

Fairy Tales

Little Red Riding Hood

The Boy Who Cried Wolf

The Cat Bandit

The Crowded, Noisy House

The Dog in the Manger

The Fox and the Grapes

The Girl with the Red Slippers

The Goose and the Golden Eggs

The Little Half-Chick (Medio Pollito)

The Maid and the Milk Pail

The Tale of Peter Rabbit

The Wolf in Sheep's Clothing

### Non-Fiction Science

Animals and Habitats

Exploration of the Moon

The Earth and the Sun

Everybody Has a Body

Introduction to the Sun and Space

Stargazing and Constellations

The Hostelry of the Earth

### Non-Fiction Social Studies

A New Nation: American Independence Domain

Frontier Explorers

Kids Excel

People of the Nile

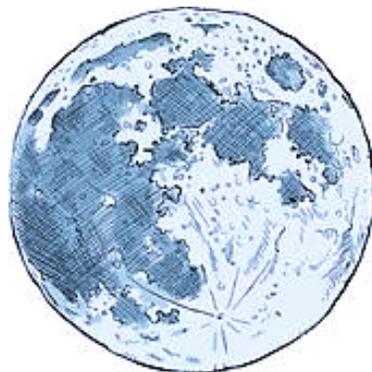
Sir Gus

The Job Hunt

Tutankhamun, The Golden Pharaoh, Part I & II

Writing in Ancient Egypt

Writing in Mesopotamia



# Grades 3-4

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### Year One

#### Love That Dog

Students read the novel *Love That Dog* by Sharon Creech. They follow the main character, Jack, as he learns about poetry and begins to write his own. Students closely read and analyze poems Jack reads, including “The Red Wheelbarrow” by William Carlos Williams and “Stopping by Woods on a Snowing Evening” by Robert Frost.

#### Charlotte’s Web/Sign of the Beaver

Students explore the meaning of true friendship by reading E.B. White's classic novel *Charlotte's Web*, examining its themes, setting, character and language, and learning to develop empathy for others. Then, students read the novel *Sign of the Beaver*, which takes place in Maine. thirteen-year-old Matt is more than a little apprehensive when his father leaves him alone to guard their new cabin in the wilderness. When a renegade white stranger steals his gun, Matt realizes he has no way to shoot game or to protect himself.

#### Frogs

The module will begin with a class study of the bullfrog, an example of a “true frog,” that exhibit quintessentially froggy characteristics. Students will form research groups to become experts on various “freaky” frogs—frogs that push the boundaries of “froginess” with unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing and collaborative discussion skills through studying their expert frog.

#### Animal Defenses

In this eight-week module, students explore animal defense mechanisms. They build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. Students build background knowledge on general animal defenses through close readings of several informational texts. Students will read closely to practice drawing inferences as they begin their research and use a science journal to make observations and synthesize information



# Grades 3-4

## What Can Students Expect to Learn?

### *Oh, the Books we will Read!*

#### Year Two

##### **My Librarian is a Camel**

My Librarian Is a Camel introduces students to the power of literacy and how people around the world access books. This unit is intentionally designed to encourage students to embrace a love of literacy and reading.

##### **Iroquois: The Six Nations Confederacy**

This unit reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that Native Americans—specifically the Iroquois (Haudenosaunee, People of the Longhouse) —were early inhabitants of the New York region and state, and continue to contribute to the region’s history.

##### **Lon Po Po**

In this unit, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” They begin by analyzing how the wolf is characterized in traditional stories, folktales, and fables. Then they research real wolves by reading informational text.

##### **If You Lived in Colonial Times**

Students learn about what life was like in Colonial America. They go on to study the many roles people played in a colonial settlement and how necessary their interdependence was for survival. Students select one role to explore more deeply through various forms of nonfiction texts.

##### **Peter Pan**

This unit focuses on a deep study of the classic tale Peter Pan. Students will consider the guiding question: How do writers capture a reader’s imagination? Students begin by analyzing narratives with a particular focus on character. In the second part of the unit, students will practice crafting opinions and supporting reasons about specific questions related to Peter Pan’s central characters.



# Grades 5-6

## What Can Students Expect to Learn?

### *Oh, the Books we will Read!*

#### **Year One**

##### **Bud, Not Buddy**

Students read the novel *Bud, Not Buddy*, Steve Jobs' 2005 commencement address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research texts. They read the novel closely for its figurative language and word choice, analyzing how these affect the tone and meaning of the text.

##### **Chains**

Next, students read *Chains* which is Set in 1776 at the beginning of the American Revolution. Isabel and her younger sister, Ruth, are robbed of the freedom granted them in Miss Mary Finch's will. The girls are forced to leave Rhode Island when they are sold to a cruel and ruthless Loyalist family from New York.

##### **The Hope Chest**

Students read informational texts that focus on the women's suffrage movement and the leadership of New Yorker Susan B. Anthony. They then read *The Hope Chest* by Karen Schwabach, a historical fiction novel set in the weeks leading up to the passage of the 19th Amendment. Students continue to examine the idea of leaders of change and explore the theme "making a difference" by collecting evidence on how selected characters make a difference for others.

##### **Astrophysics for Young People in a Hurry**

From the basics of physics to big questions about the nature of space and time, celebrated astrophysicist and science communicator Neil deGrasse Tyson breaks down the mysteries of the cosmos into bite-sized pieces. *Astrophysics for Young People in a Hurry* describes the fundamental rules and unknowns of our universe clearly.

##### **Esperanza Rising**

Students study the novel *Esperanza Rising* by Pam Muñoz Ryan. They also read informational texts related to the story's historical context. *Esperanza*, a young girl born into a comfortable life of privilege in Mexico in the 1930s, is forced to flee to California and must rise above her difficult circumstances.



# Grades 5-6

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### Year Two

#### **Max Axiom: Investigating the Scientific Method**

Students read the graphic novel Investigating the Scientific Method with Max Axiom, Super Scientist by Donald B. Lemke as well as several informational articles about inventions that have been developed to meet people's needs.

#### **Gilgamesh: The Trilogy**

Next, students read Gilgamesh, half-god and half-man, in his loneliness and isolation becomes a cruel tyrant over the citizens of Uruk. To impress them forever he orders a great wall to be built, driving his people to exhaustion and despair so that they cry to the Sun God for help.

#### **8 Days: The Story of Haiti**

Students begin the unit with a close read of Eight Days: A Story of Haiti by Edwidge Danticat. This book depicts the first-person fictional account of a young boy trapped under his house during the 2010 earthquake in Port au Prince, Haiti.

#### **World Without Fish/ Flush**

Students read the first five chapters of Mark Kurlansky's World without Fish, a literary nonfiction text about fish depletion in the world's oceans. Students then read Carl Hiaasen's Flus, a high-interest novel about a casino boat that is polluting the ocean and the effort of a family to stop it.

#### **The Lightning Thief**

Students will read Rick Riordan's The Lightning Thief, a high interest novel about a sixth-grade boy on a hero's journey. Some students may be familiar with this popular fantasy book; in this module, students will read with a focus on the archetypal journey and close reading of the many mythical allusions.



# Grades 7-8

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### **Year One**

#### **A Long Walk to Water**

Students begin the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War.

#### **The Disappearing Spoon Young Reader's Edition**

The periodic table is a crowning scientific achievement, but it's also a treasure trove of adventure, greed, betrayal, and obsession. The fascinating tales in *The Disappearing Spoon* follow elements on the table as they play out their parts in human history, finance, mythology, conflict, the arts, medicine, and the lives of the (frequently) mad scientists who discovered them.

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Students launch their reading of *Frightful's Mountain*, focusing their learning about the natural world by reading through the perspective of Frightful, a peregrine falcon.

#### **3 Cups of Tea**

In 1993, while climbing one of the world's most difficult peaks, Mortenson became lost and ill, and eventually found aid in the tiny Pakistani village of Korphe. He vowed to repay his generous hosts by building a school; his efforts have grown into the Central Asia Institute, which has since provided education for 25,000 children. Retold for middle readers, the story remains inspirational and compelling



# Grades 7-8

## What Can Students Expect to Learn?

*Oh, the Books we will Read!*

### **Year Two**

#### **Blue Babies**

In 1944 a groundbreaking operation repaired the congenital heart defect known as blue baby syndrome. The operation's success brought the surgeon Alfred Blalock international fame and paved the way for open-heart surgery. But the technique had been painstakingly developed by Vivien Thomas, Blalock's African American lab assistant, who stood behind Blalock in the operating room to give him step-by-step instructions.

#### **The Life of Fredrick Douglas**

Students explore the life of Frederick Douglass, the escaped slave and noted abolitionist who wrote Narrative of the Life of Frederick Douglass.

#### **To Kill A Mockingbird**

Students will read Part 1 of To Kill a Mockingbird by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character.

#### **The Big Thirst: The Secret Life and Turbulent Future of Water**

Students read the article "Water Is Life" by Barbara Kingsolver as well as excerpts from The Big Thirst by Charles Fishman to build background knowledge about water sustainability and water management. Students determine main ideas and evidence in diverse media and clarify the issue of why humans need to manage water better.

#### **A Midsummer Night's Dream**

Students read and analyze Shakespeare's A Midsummer Night's Dream. As with any of Shakespeare's play, many rich themes are present; in this module, students will focus primarily on the theme of control. Characters in this play are controlled by emotions, other characters, and even magic. They often attempt to manipulate others in a variety of ways. Students will examine why the characters seek control, how they try to control others, and the results of attempting to control others



# Grades K-8

What Can Students Expect to Learn?

*Oh, the Writing we will Do!*



Here is sneak peak of what students in grades K-8 can expect to write over time.

# Kindergarten

## What Can Students Expect to Learn?

By the end of Kindergarten, we will recall information from experiences or gather information from provided sources to answer a question.

By the end of Kindergarten, we will use a combination of drawing and writing to compose opinion pieces. We will tell a reader the topic or the name of the book we are writing about and state an opinion or preference about the topic or book.

By the end of Kindergarten, we will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

By the end of Kindergarten, we will use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

We will participate in shared research and writing projects and recall information from experiences or gather information from provided sources to answer a question.

By the end of Kindergarten, we will 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.

# Grades 1-2

## What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

By the end of grades 1-2, we will recall information from experiences or gather information from provided sources to answer a question.

By the end of grades 1-2 we will write opinion pieces in which we introduce the topic we are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

By the end of grades 1-2, we will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

By the end of grades 1-2, we will write informative/explanatory texts in which we introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

By the end of grades 1-2, we will 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).

By the end of grades 1-2, we will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



# Grades 3-4

## What Can Students Expect to Learn?

*Oh, the Writing we will Do!*

Students are introduced to biography through reading *River of Words: The Story of William Carlos Williams*. They then closely read a biography about their own poet. Then students learn to write an essay about their selected poet through engaging in a shared writing of an essay about William Carlos Williams. As the class writes each part of this shared essay (introduction, body, and conclusion), students complete their own essays one section at a time.

*Charlotte's Web* follows a friendship from its beginning to its end, including all the steps in between. Students will choose either Wilbur and Fern's friendship or Wilbur and Charlotte's friendship, and trace the way it grows and changes over the course of the story. How did the friendship begin? Do the two characters grow closer or drift apart? Why? What major events prompt these changes? How does the friendship end? Do the characters forget each other afterwards, or do they keep some kind of connection?

Students will demonstrate their expertise about bullfrogs by writing a paragraph using an accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog, using domain-specific words and phrases for effect. Students will respond to the prompt: "Using your Bullfrog research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog."

Students will conduct research on an animal of their choice and write a narrative piece about their animal that incorporates their research. This narrative will take the format of a choose-your-own-adventure. Students will plan, draft, and revise the introduction and one choice ending of the narrative with the support of both peer and teacher feedback. The second choice ending will be planned, written, and revised.



# Grades 3-4

What Can Students Expect to Learn?

*Oh the Writing we will Do!*

Students create an "Accessing Books around the World" bookmark based on research about selected countries in the text *My Librarian Is a Camel*. Bookmarks will have two sides. On side 1, students will write an informative paragraph that explains about librarians from a specific country, and how they help readers access books in a unique way. On side 2, students will include a bulleted list about the physical characteristics of the region as well as an illustration that represents the region's geographical features. The creation of these bookmarks will be supported by the writing process, including opportunities for critique, and culminating in the opportunity to publish.

Students interpret main ideas and thematic connections between visual imagery (symbols and graphics), oral tradition (Haudenosaunee video), and literary texts ("*Birth of the Haudenosaunee*", *Two Row Wampum*, and Frost's "*A Time to Talk*"). Students write an explanatory piece about how the lives of the Haudenosaunee people have changed and remained the same since the Europeans came to the continent, drawing evidence from two sources to support their claim.

Students research facts about real wolves through the central text *Face to Face with Wolves* by Jim and Judy Brandenburg. As students read the text closely, they determine the main idea of each section of the text and collect information about the characteristics, behaviors, and habitat of real wolves. Students use the facts they have collected to write informational paragraphs responding to a focus question posed at the beginning of each section.

Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative.

Students will respond to this two-part prompt: "Write a summary of *Peter Pan* as well as an opinion paragraph that answers the question: 'Who is your favorite character from *Peter Pan*? Why?' Choose one character to focus on. Use specific evidence from the *Classic Starts* edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering."



# Grades 5-6

What Can Students Expect to Learn?

*Oh the Writing we will Do!*

Students will write an informative essay to explain why Philo Farnsworth wanted to invent television and how TV changed people's lives. Later in the unit, students are given the choice to conduct research about one of two inventions that were developed to meet societal needs, Garrett A. Morgan's traffic light or the Wright brothers' airplane.

Odysseus, the Head of the Hero Nomination Committee, is requiring that nominations for induction to the Heroes' Hall of Fame be submitted no later than September 27, of this year. Odysseus knows what it takes to be a hero so he will accept nothing less than the ultimate best! This year, you have been asked to submit a nomination for Gilgamesh. You must use the Hero's journey to write a letter to Odysseus, explaining why Gilgamesh should be inducted to the Heroes' Hall of Fame.

Students research overfishing, sustainable fishing methods, specific case studies of fish having their numbers depleted, and suggestions for ways to buy fish caught using sustainable fishing methods. They then compile all this information in an eye catching guide that consumers will want to pick up when they are at the fish counter in a grocery store.

Students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events.



# Grades 5-6

What Can Students Expect to Learn?

*Oh the Writing we will Do!*

Students will write an informative essay to explain why Philo Farnsworth wanted to invent television and how TV changed people's lives. Later in the unit, students are given the choice to conduct research about one of two inventions that were developed to meet societal needs, Garrett A. Morgan's traffic light or the Wright brothers' airplane.

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# Grades 7-8

What Can Students Expect to Learn?

*Oh the Writing we will Do!*

Students have a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.

People - scientist and layperson alike - have always been fascinated with the unknown and the new. Mark Twain was no different, as demonstrated in his science fiction short story, "Sold to Satan." Read Twain's short story along with Kean's description of it (pg. 248-250). How does Twain represent the feelings of the world regarding nuclear technology at the time? What other examples can you think of where literature (or popular culture) has commented on science and its global impacts?

Discuss how militant groups like the TNSM instill fear in the Pakistani people? In 2005, an earthquake devastated Pakistan. Explain how the TNSM used the "nation's fear for their gain." (p. 31) Maulana Fazlullah, one of the leaders of the TNSM, runs an illegal radio show and threatens people who are "un-Islamic." Why are people so swayed by his views? What is ironic about the mufti that comes to Malala's home and insists the Khushal School be closed?

Students use the knowledge gained through the reading of the novel *Frightful's Mountain* and multiple informational articles to inform their discussion around the question: "Do the benefits of DDT outweigh the consequences?"

How does Greg Mortenson's character change during the course of the book?



# Grades 7-8

What Can Students Expect to Learn?

*Oh the Writing we will Do!*

The World Congress on Interventional Cardiology and Cardiac Surgery is honoring cardiac surgeons who have developed innovative techniques in the field. The winning candidate will receive a two million dollar research grant and a 1.7 million dollar personal stipend. Your task is to write a letter to the World Congress on Interventional Cardiology and Cardiac Surgery Committee to explain why you should be the recipient of this prestigious award. Your letter will be written in the voice of either Vivien Thomas or Dr. Helen Taussig.

Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of Narrative of the Life of Frederick Douglass they read closely in Unit 2. First they revisit Frederick Douglass: The Last Day of Slavery (see footnote 1 on page of this document), which serves as the mentor text.

After reading *To Kill a Mockingbird*, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group's assigned quote.

Students plan and draft a position paper, addressing the question: "Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?"

After studying the thematic concept of control throughout *A Midsummer Night's Dream*, students will write a narrative as a "confessional" in which a character from the play explains his or her attempts to control or manipulate someone else in the play to get what they want. This writing piece will meet criteria for an effective narrative, including a logical introduction, event sequence, and reflective conclusion; narrative techniques; transitions; description; and correct grammar course of the book?



# Kindergarten

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Kindergarten mathematics is about representing, relating, and operating on whole numbers, initially with sets of objects; and describing shapes and space. More learning time in Kindergarten should be devoted to numbers than to other topics.

### Module 1

Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek.

### Module 2

Kindergarten students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.

### Module 3

Kindergarten students begin to experiment with comparison of length, weight and capacity.

### Module 4

Kindergarten students now represent stories with blocks, drawings, and equations.

### Module 5

Kindergarten students progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as "10 ones and some ones."

### Module 6

Kindergarten students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

# Grade 1

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

First Grade mathematics is about developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; Developing understanding of whole number relationships and place value, including grouping in tens and ones; Developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes to other topics.

### Module 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

### Module 2

Work begins by modeling “adding and subtracting across ten” in word problems and with equations. They now transition to conceptualizing that ten as a single unit. This is the next major stepping-stone in understanding place value, learning to group “10 ones” as a single unit: 1 ten.

### Module 3

Students focus on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities.

### Module 4

Here, addition and subtraction within 40 rest on firmly establishing a “ten” as a unit that can be counted. Students begin to see a problem like  $23 + 6$  as an opportunity separate the “2 tens” in 23 and concentrate on the familiar addition problem  $3 + 6$ .

### Module 5

Students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities.

### Module 6

Students focus on “adding and subtracting within 100 using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

# Grade 2

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction.

### Module 1

Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies and solve word

### Module 2

Students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length.

### Module 3

Students extend their understanding of base ten notation and apply their understanding of place value to count and compare numbers to 1000.

### Module 4

Students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract.

### Module 5

Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain

### Module 6

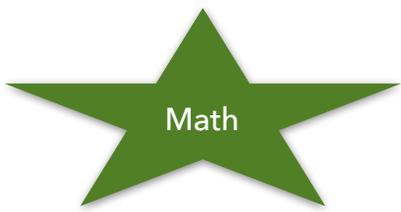
Students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit.

### Module 7

Students practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited.

### Module 8

Students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes.



# Grade 3

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Third Grade mathematics is about developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator, developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

### Module 1

Students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10.

### Module 2

Students focus on measurement of time and metric weight and capacity. They also draw proportional tape diagrams to solve word problems.

### Module 3

Students learn the remaining multiplication and division facts. This unit slowly build up to the area model using rectangular arrays in the context of learning multiplication and division.

### Module 4

In this unit, students measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps or overlaps.

### Module 5

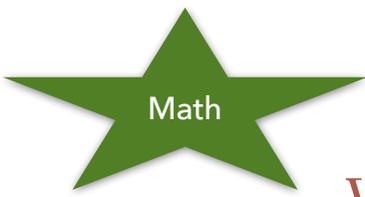
Students transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions.

### Module 6

Students estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots.

### Module 7

Students solve two-step word problems involving the four operations, and improve fluency. Students also describe, analyze, and compare properties of two-dimensional shapes.



# Grade 4

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Fourth grade mathematics is about developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

### Module 1

Students work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of times ten in the base ten system.

### Module 2

Students develop a broadened understanding of patterns on the place value chart to compare, round, add and subtract relationships.

### Module 3

Students develop procedures for multiplying and dividing one-digit whole numbers, methods to estimate, mentally calculate, & compute products and quotients.

### Module 4

Students solve unknown angle problems using letters and equations by building, drawing, and analyzing two dimensional shapes in geometry.

### Module 5

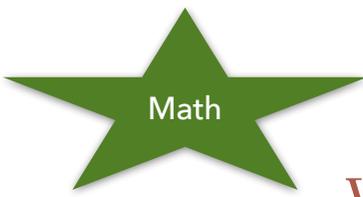
Students to explore the relationship between a fractional unit and its whole unit.

### Module 6

Students focus on decimal fractions and soon realize that decimal place value units are simply special fractional units.

### Module 7

Students explore conversion in hands-on settings and apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.



# Grade 5

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Fifth grade mathematics is about developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing an understanding of volume.

### Module 1

Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

### Module 2

Students use place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.

### Module 3

Students explore how place value emphasis shifts to the larger set of fractional units for algebra.

### Module 4

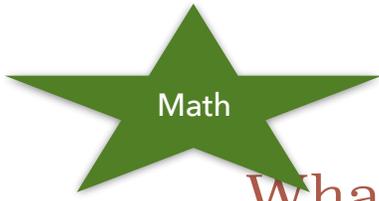
Students explore multi-digit decimal multiplication and division.

### Module 5

Students learn addition and multiplication with volume and area.

### Module 6

Students learn problem solving with the coordinate plane .



# Grade 6

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Sixth grade mathematics is about connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

### Module 1

Students will explore ratios and unit rates.

### Module 2

Students will explore arithmetic operations including dividing by a fraction.

### Module 3

Students will understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers.

### Module 4

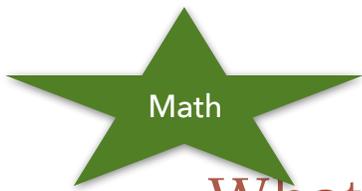
Students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic.

### Module 5

Students find the area of triangles and other two dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths.

### Module 6

Students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions.



# Grade 7

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### Module 1

Students decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations.

### Module 2

Students learn to add, subtract, multiply, and divide rational numbers.

### Module 3

Students solve real-life and mathematical problems using numerical and algebraic expressions and equations.

### Module 4

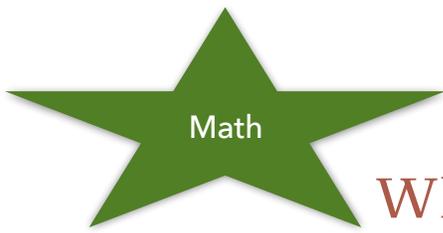
Students explore simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.

### Module 5

Through the study of chance processes, students learn to develop, use and evaluate probability models.

### Module 6

Students revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.



# Grade 8

What Can Students Expect to Learn?

*Oh, the Math we will Learn!*

## Summary of the Year

Eighth grade mathematics is about formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### Module 1

Students use the number line model to support their understanding of the rational numbers and the number system.

### Module 2

Students study congruence by experimenting with rotations, reflections, and translations of geometrical figures.

### Module 3

Students use similar triangles to solve unknown angle, side length and area problems. They revisit a proof of the Pythagorean Theorem.

### Module 4

Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations.

### Module 5

Students define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas.

### Module 6

students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.



# Grades K-8

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*



&



Here is sneak peak of what students in grades K-8 can expect to learn in Super Studies over time.



# Grade 3-4

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*

Year One Social Studies Topics	Year Two Science Topics
Maine state symbols and geography	Scientific process skills
Early inhabitants of Maine, colonization	What is soil?
Colonial life	Maine climate and weather
Colonial unrest and revolution	Soil nutrients, plant hoop house
Early transportation and industrial growth	Seeds and basic needs of plants
Maine government and constitution	Plant adaptations
Maine fishing and boatbuilding	Process of germination and pollination
History final projects	Plants in an ecosystem (start worm bin)
	Weather impacts on plants and animals
	Baby chicks, bird development
	Worms and composting

Year Two Social Studies Topics	Year One Science Topics
5 themes of geography, maps, hemispheres	Energy types and waves
Climate and vegetation of North America	Information technologies
Wabanaki	Living, nonliving, and dead Classification of animals
Historical landmarks and destinations in US	American scientists, artists, and inventors WAX MUSEUM
Immigration	Classification of plants Maple (trees, history, chemistry, etc.)
American cultures, government and citizenship, census, presidents and patriots	Rock cycle
Mexico geography	Plate tectonics
Canada geography	Natural hazards



# Grade 5-6

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*

Year Two Social Studies Topics	Year Two Science Topics
American Revolution	Scientific observation and classification
Launching a new nation	Schoodic
Industrial revolution	Soil and groundwater
Trail of tears and Westward expansion	Botany experiments
Civil War	Seasons and tides
WWI	Space exploration, Challenger Center
Women's suffrage	Life cycle of stars
Stock Market crash	Solar system formation
Great Depression	Fossils
WWII, Holocaust	Geologic time scale and evolution
Vietnam, Civil rights	
Modern global conflict	

Year One Social Studies Topics	Year One Science Topics
Early people	Scientific method, potato chip experiment
Ancient civilizations	Design an experiment, inventions
Ancient Mesopotamia	Clouds and weather maps
Ancient Egypt	Hurricanes, tornadoes, nor'easters
Ancient Rome WAX MUSEUM	Climate change
Greek Mythology	Newton's Laws
Ancient Greece	Simple machines
Ancient India	Velocity and acceleration, density and buoyancy
Ancient China	



# Grade 7-8

What Can Students Expect to Learn?

*Oh, the Super-Studies we will Explore!*

Year Two Social Studies Topics	Year Two Science Topics
If the world were 100 people	Observing science with 5 senses, animal adaptation
Areas of global concern	Ecological succession
Global water	Symbiosis
Global food	Atoms and the periodic table, elements, compounds, mixtures
Global transportation	Physical and chemical changes
Global health	Slime Week
	Global energy
Global economy	Electromagnetic spectrum
Global education	Static electricity
Global energy	Current electricity
Global shelter	
Global war, Global Waste	

Year One Social Studies Topics	Year One Science Topics
What is government?	Scientific method, design challenge
Local and state government	Design an experiment, inventions
Voting and political parties	Digestion, Urinary
Constitution	Endocrine system, Puberty
Congress and the president WAX MUSEUM	Reproduction and fetal development
Courts	Circulatory system
Citizenship	Immune system
Diplomacy, conflict, cooperation	Water
Global politics, community service	Matter and energy in organisms/Matter and energy in ecosystems
	Earth materials and systems

If you have any questions, please do not hesitate to contact us:



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