Lackawanna Trail
Elementary Center

2026-2027 Curriculum Guide

LACKAWANNA TRAIL ELEMENTARY CENTER
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www.LTSD.org

Dear Parents/Guardians:

I hope this message finds you well. As the principal of the Lackawanna Trail Elementary Center it is my pleasure to work with our faculty, staff, and stakeholders within our community in order to ensure the best educational experience for our students.

My goal for the elementary center is to provide students with an opportunity to grow, not only educationally, but socially and emotionally as well. We strive to be a setting that helps nurture students and encourages them to become lifelong learners.

Our faculty and staff have developed a comprehensive curriculum in order to provide a rigorous academic program for each student. This guide provides an overview of the Elementary Center's Kindergarten through 6th grade courses of study.

We look forward to providing a wonderful learning experience for your son or daughter and encourage you to share questions, concerns, or ideas with us. Please feel free to contact me at 570-945-5153 or kearneyb@ltsd.org.

Sincerely,

Brian Kearney
Elementary Center Principal

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HOMEWORK

Home study is a necessary part of each student's educational program. Each student is expected to spend time in addition to scheduled class instruction to achieve satisfactory work. Chronic failure to complete homework may result in after-school academic detention.

If your child is going to be absent, please request homework from the office before 9:00 a.m. Requests made for work after that time will be sent home the following day.

HONOR ROLL

Students in 5th and 6th grades who have attained an average of 90, with no grade at or below 84, will be named to the Honor Roll for that particular marking period and receive a certificate for this achievement.

MTSS (MULTI-TIERED SYSTEM OF SUPPORTS)

Multi-Tiered System of Support (MTSS) known at LTEC as PRIDE TIME is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students. The Lackawanna Trail School District utilizes screenings in reading in order to determine the need for intervention. All students participate in Tier I instruction. During PRIDE TIME, in grades K-4, students that require Tier II interventions receive it either through Title I Reading Specialists and teachers trained in specific interventions. Students who do not receive Tier II interventions receive on or above grade level instruction at this time. Tier III interventions are provided throughout the school day by Title I Reading Specialists. Pride Time is not scheduled in grades 5 and 6, however Tier II intervention groups are created for students in these grades as needed.

TITLE I READING

Title I Reading programs supplement the core curriculum (K-6) during PRIDE TIME through small group or individualized instruction using intervention programs and materials tailored to meet the needs of students. The following

Assessments used during PRIDE TIME:
Aimsweb Plus - Sept, Jan, May
Phonological Awareness Skills Test- PAST
Fry Word Lists
CORE Phonics

Curricular Materials used during PRIDE TIME:
Fundations K-3
Just Words 4-6
Read Naturally/ Read Live
Fast ForWord
Heggerty- Phonemic Awareness Training
Comprehension Plus

Reading Eggs
Teach Your Monster to Read
Visualizing and Verbalizing

The LTSD looks to expand the MTSS framework into other instructional areas through the Child Study team, as well as for social and behavioral support through PBIS.

STUDENT INFORMATION SYSTEM (FOCUS/MMS)

LTEC utilizes data management software known as FOCUS/MMS to record student attendance, document biographical information, manage disciplinary records, and report 4th-6th student grades. Below are steps that parents/guardians are required to take in order to access your personalized information on FOCUS/MMS. The link is available on the school district website under “Resources” (www.LTSD.org).

If you have previously held a Parent Portal Account with us, click “I have forgotten my password.” This is the option to select even if you have your password available. Enter your email address and select the option to generate a new password. Then retrieve the password from your email and login using those credentials. You will be directed to create your own password before proceeding further. Your student(s) information should appear after you have logged in.

If you have never had a Parent Portal Account with us, click “I DO NOT have an Account Registered on the Parent Portal” to set up your new account. Enter the following information EXACTLY as described below:

Parent Name: This is the first name you entered on your summer mailing paperwork
Parent Email address: This is the email address you provided on your summer mailing paperwork
Student’s ID Number: This is also your student’s lunch code

Although your child’s grade-to-date will be visible at this point, be mindful that your child’s teacher may take up to seven days to grade and upload the grade into the MMS system. If you have problems accessing and using the MMS system, we ask that you call the Elementary Center Office at 570.945.5153 between 9:00am and 3:30 p.m.

ONLINE LEARNING PLATFORM (GOOGLE CLASSROOM)

The Lackawanna Trail Elementary Center utilizes the web-based platform, Google Classroom, for online learning. Teachers use this platform to communicate course expectations and announcements, deliver instruction, collect and return student work, assess and communicate students’ progress, and provide academic resources and support. Parents may request Guardian access to their student’s Google Classrooms.

To do so, please contact the individual teacher and provide them with your email address.

PBIS (POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS)

Positive Behavior Interventions and Supports (PBIS) is a proactive, multi-tiered approach to discipline that promotes appropriate student behavior and increased learning.

The purpose of our PBIS Program is to teach and model expected behavior in an effort to improve the social, emotional, behavioral, and academic outcomes for all of our students.

The Lackawanna Trail Elementary Center's motto is: Students at LTEC are *R*espectful, *O*rganized, *A*ccepting, and *R*esponsible or R.O.A.R. Each is broken down into expected behaviors in the following areas of the school: hallways/stairwells, bathrooms, classrooms, specials classes, bus, and the playground.

How does the R.O.A.R. system work?
R.O.A.R. expectations are directly taught through lessons at the beginning of each school year, and through teachable moments on a regular basis. Additional supports and interventions are provided to any student who continues to struggle with any of the expected R.O.A.R. behaviors. Students are provided with incentives for consistently demonstrating the expected behaviors as part of this program.

LTEC utilizes the PBIS Rewards management system to assist with the implementation and tracking of the PBIS framework within the school.

PROGRESS REPORTS

Student progress reports may be sent home anytime between marking periods to parents of a student who need some type of special attention. Both positive and negative reports are generally sent home at the midpoint of the marking period; however, they may be issued at any time.

PROMOTION/RETENTION

English, Language Arts and Mathematics development at Lackawanna Trail Elementary Center are the foundation of a student's academic growth, development and achievement. They are essential to a student's overall advancement through school. These three subject areas are given a great deal of weight when considering retention or promotion. In addition to academic achievement and performance, social, emotional and physical factors are also given consideration as part of the Total Evaluation Process for Retention or Promotion.
The classroom teacher has the greatest knowledge of the student's achievement. However, the Elementary Principal must approve all retentions. Decisions will be made on an individual basis.

At the end of the second and third marking periods:

1. Teachers will notify the School Counselor of students who have received grades of concern (K-2) or below 75% or below in two or more subjects.
2. The School Counselor will send a letter of concern to parents/guardians. These letters will be signed by the parents/guardians and returned to the Elementary Principal.
3. The Elementary Principal and the School Counselor will review the names and determine appropriate action to be taken.

In the middle of the fourth marking period:

1. If retention is a consideration, the Elementary Principal will meet with students who are at risk for being retained to discuss academic concerns and possible outcomes.
2. The teacher(s) and school counselor will closely monitor all students being considered for retention.

Before the end of the school year:
The Principal will schedule a Parent Conference to review all data and make recommendations.

Final determination with regard to promotion/retention will be made prior to the end of the school year.

The Elementary Principal will notify the parents/guardians to inform them of the retention recommendation.

REPORT CARDS

Pupil progress is reported four times a year. Report cards are issued at the conclusion of each nine week marking period. Report card envelopes should be signed and returned to the classroom teacher.

SCHOOL COUNSELING SERVICES

Lackawanna Trail Elementary Center utilizes a comprehensive standard based developmental school counseling program. It serves the needs of all children in Kindergarten through Sixth grade. Students participate in age appropriate lessons that focus on personal/social development, academic development, and career awareness. The goal of the school counseling program is to help students develop to their full potential and acquire the skills necessary for becoming productive community members as well as life-long learners.

The school counselor serves students using four delivery methods. Direct services allow all students to have the opportunity to participate in counseling activities through

classroom lessons. Responsive services meet the specific needs of students through small group sessions, individual counseling, consultation with teachers, and referrals to outside agencies. Individual planning involves helping students follow through on individual goals or academic progress. Finally, management services which involve revising the program, ongoing consultation with teachers, and connecting with community outreach through system support.
The school counselor is also a member of the following support teams:

- Child Study
- Pride Time
- Elementary Student Assistance Program (ESAP)
- School Wide Positive Behavior Support
- Tier 2 / Tier 3 Behavior Support
- Truancy Elimination Process
- Homebound / 504 Planning

GIFTED EDUCATION

An individualized program designed for gifted individuals based on the academic needs and interests of the gifted student. The gifted and regular education teachers collaborate to ensure the gifted students receive the best possible academic program available here at Lackawanna Trail Elementary Center. Students in the gifted education program can relieve enrichment or acceleration services in ELA and/or Math.
ASSESSMENTS:

- Classroom Diagnostic Tool
- Project Specific Rubrics
- Wechsler Abbreviated Scale of Intelligence (WASI-II)

SPECIAL EDUCATION

In grades K-6, the students with disabilities are educated in the least restrictive environment (LRE) with support from various educators (i.e. regular education classroom teacher, special education classroom teacher, paraprofessionals) in whole group, small group, or individualized formats. The amount of time the student remains in the regular education classroom each day is based on the student's needs. The LTSD offers related services that include speech and language therapy, occupational therapy, physical therapy, specialized transportation, school based social work, and other related services as per student need.

EMOTIONAL SUPPORT

The Elementary Emotional Support Program offers Full Time, Supplemental, and Itinerant Emotional Support to students with Emotional Disturbance and other disabilities, who have behavior needs that require intensive support. The Elementary Emotional Support program provides programming focused on individual Positive Behavior Support Plans and utilizes the School Wide Positive Behavior Supports to

teach prosocial skills. Positive reinforcement is used to reduce problem behaviors and increase appropriate behavior. Social and Coping Skills are taught through the PATHS curriculum.

SPEECH AND LANGUAGE

Good speech and language development are essential to a child's social and academic progress. Speech and language skills serve as a communication system which provides a foundation for all learning. Without such a system, children may encounter various learning difficulties.

By the time children begin their school careers, they have developed a communication system which enhances their capacity to learn. For a variety of reasons however, about 10% of children do not acquire an adequate system. Faulty speech and language patterns can adversely affect both social and academic skills.

The areas supported within the speech and language support curriculum include:

- **Articulation:** The way sounds are pronounced when spoken.
- **Phonology/Phonemic Awareness:** The ability to rhyme, discriminate individual speech sounds, blend, and segment sounds in the context of other sounds to enable children to use letter-sound correspondences to read and spell words.
- **Receptive and Expressive Language Skills:** The ability to understand and use spoken language with age appropriate grammar and vocabulary.
- **Stuttering:** The ability to speak fluently without hesitation, prolonging or repeating speech sounds or words. Speech therapy is not a "cure" for stuttering; rather the focus is on teaching strategies (i.e. learning breathing and relaxation techniques) for making speech as smooth as possible.
- **Voice:** Learning strategies to avoid vocal abuse and use of good vocal hygiene.
- **Social/Interpersonal Skills:** The ability to use language socially, such as maintaining proper eye contact with speaker/listener, taking conversational turns, staying on topic, understanding body language and using polite words.

All Kindergarten students in the Lackawanna Trail School District receive an individualized speech and language screening completed by one of our Speech-Language Pathologists during the first two weeks of school. The Preschool Language Scale-4 Screening Test (PLS-4 Screening Test) is administered to assess five areas of communication skills. These areas include: Receptive/Expressive Language, Articulation, Stuttering, Voice and Social/Interpersonal Skills. Based on the results of the screening, students either pass the initial screening, fail and further testing is recommended, or are indirectly serviced by consultation between the classroom teacher and speech pathologist with skills being monitored for continued growth with the possibility of direct services at a later time.

The Clinical Evaluation of Language Fundamentals (CELF-5) Screening Test and an articulation screener utilizing developmental norms may be requested at any time in later grades when concerns are noted by any individual working with the student, including teachers and parents.

Once a child has failed a speech and language screening, an evaluation is recommended by the school team. The evaluation process includes careful observation and measurement of the student's speech and language abilities. Input is gathered from parents and teachers and then summarized into an Evaluation Report (ER). Norm-referenced testing, curriculum based assessments, observations and current educational present levels are reviewed. If the student is identified as Speech and Language Impaired, an Individualized Educational Plan (IEP) is developed to address the individual student's goals and needs.

Once an IEP is developed, speech and language therapy is initiated. This therapy involves a series of activities to meet specific goals. Each individual student progresses at their own rate and the length of therapy cannot be predicted. An IEP review is completed annually and progress reports are provided quarterly with report cards.

Early Intervening/Intervention Speech Program:
Children can have a speech delay that needs to be corrected whether or not it adversely affects them academically. Students who demonstrate a mild single sound error or distortion in the area of articulation could benefit from an early intervention program. This program is a collaboration between school and home to correct a mild single sound speech error. The student receives a brief intensive individual session weekly with the speech/language pathologist during the school day. Home carry-over exercises are provided as they are an important component for success in changing deviant speech patterns.

LEARNING SUPPORT SERVICES

In grades K-6, Learning Support Services are provided in the regular and special education setting. The LTEC offers a continuum of support to students in Learning Support that includes Itinerant, Supplemental, or Full Time Support. Students receive instruction in the resource room individually or in small groups, as per their IEP, as well as support in the regular education setting.

LIFE SKILLS SUPPORT SERVICES

In grades K-6, Life skills Support Services are provided in the special education setting with appropriate inclusion in the regular education setting. Life Skills support focuses on functional and academic skills. Students receive individual and small group instruction in the life skills classroom, as per their IEP. Students spend time with same aged peers in the regular education classroom, as per their IEP.

Supplemental and Core Programs used in Special Education Include:

- Wilson Reading System (decoding, encoding, and fluency)

- Wilson Just Words (decoding, encoding and fluency)
- Wilson Fundations (decoding, encoding, and fluency)
- Touch Math (math computation and application)
- Fast Forward
- Reading Assistant
- Saxon Math (Harcourt Education)
- News-2-You
- Zones of Regulation
- Circles (Social Skills Program)
- top and Think (Social Skills Program)
- Heggerty Phonemic Awareness
- Project Read
- Read Naturally and Read Naturally Live (fluency builders)
- Great Leaps (fluency builders)
- Six Minute Solution (fluency)
- Visualize/Verbalize (comprehension)
- Word-Warm Ups (develops automaticity in decoding one and two syllable words)
- Phonics for Reading (builds sight word fluency, decoding and comprehension skills)
- STAMS (Strategies to Achieve Mathematics Success)
- STAMS Solve (reinforces math concepts taught)
- Mastering Math Facts/ Rocket Ship Math (fact practice)
- Basic grammar/paragraph writing (PCI Education)
- Other programs determined necessary by an individual student's IEP Team

Assessments:

- Students with IEPs participate in statewide assessments through the PSSA, unless an alternate assessment, the PASA, is indicated in their IEP.
- Students with IEPs participate in district wide assessments such as Classroom Diagnostic Tool (CDT) and AimsWebPlus benchmarking, as per the whole school assessment schedule, unless an alternate local assessment is indicated in their IEP.
- Students with IEPs may have special accommodations for testing purposes.
- Progress is monitored in order to determine progress on individualized IEP goals and to drive instruction; these assessments include AimsWeb Plus and other data collection tools as indicated by individual student's IEPs.

Report of Progress:

- Students with IEPs receive reports on the progress of their IEP goals on a quarterly basis.
- Academic progress on grades will be reported on the same schedule as all students at LTEC.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Students with a disability that do not require specially designed instruction may receive accommodations or services under Section 504. The Section 504 regulations define a

“physical or mental impairment” as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

Neurological, musculoskeletal, special sense organs, respiratory, speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hemic/lymphatic, skin/endocrine, or any mental/psychological disorder such as mental retardation, organic brain syndrome, emotional illness, mental illness, specific learning disability not included in IDEA, or another.

To fall within the protection of Section 504, a student’s physical or mental impairment must have substantial limitation (permanent or temporary) on one of more major life activities:

☐ Caring for oneself	☐ Performing manual tasks
☐ Walking	☐ Seeing
☐ Hearing	☐ Speaking
☐ Breathing	☐ Learning
☐ Working	☐ Other*

SUICIDE AWARENESS AND PREVENTION EDUCATION:

Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources. Lessons shall:

1. Contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.
2. Inform students about broader behavioral health issues such as depression and substance abuse, as well as specific risk factors, protective factors and warning signs for suicide.
3. Encourage students to seek help for themselves or their peers, including when concerns arise via social media or other online forums, and to avoid making promises of confidence when they are concerned about the safety of a peer.
4. Adhere to safe and effective messaging guidelines, avoid graphic testimonials, and include reputable suicide prevention resources.
5. Promote a healthy school climate where students feel connected to and can identify trusted adults in the building.
6. Be conducted in the classroom, not as a large group assembly.

General Education Assessments

(may include but are not limited to):

- Classroom Diagnostic Tools (CDT): The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment; 3 times per year to students in grades 3-6
- Aimsweb Plus: Assesses the acquisition of early literacy, reading, and mathematics skills; All students grades K-4 September, January, May
- AIMSweb Plus: Provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills; Can be utilized for all students in Kindergarten through Grade 8
- Pennsylvania State System of Assessments (PSSA) ELA; Annually to all students in grades 3-6
- Pennsylvania State System of Assessments (PSSA) Mathematics; Annually to all students in grades 3-6
- Pennsylvania State System of Assessments (PSSA) Science; Annually to all students in 5th grade
- Boehm Test of Concepts-3: evaluates basic concepts essential for school success; All students in Kindergarten Fall and Spring
- Local Assessments
- Curriculum Based Assessments

General Education Curriculum Materials:

English Language Arts:

- *Wonders* ©2023 is an evidence-based K–6 ELA program that empowers students to take an active role in learning and exploration. Best-in-class differentiation and ELL resources support strong outcomes for all learners, and meaningful, authentic literature invites students to explore our world and learn more about themselves and each other in the process.
- *Fundations © 2012 Wilson Language:* Fundations® is a multisensory and systematic phonics, spelling, and handwriting program; Kindergarten - 3rd
- Novel Units to supplement *Journeys*: 5th and 6th

Mathematics:

- *Big Ideas Math: Math & You, © 2024, Larson Texts, Inc:* Math & You uses a Universal Design for Learning approach with built-in Response to Intervention. The program focuses on development of strong conceptual understanding of mathematics and is purposefully designed to accelerate learning for all students. Kindergarten-6th.

Science/Health:

- *Scholastic News, Scholastic Inc.:* 1st Grade (May also be used in other grades)
- *Science*, © 2005, Macmillan/McGraw-Hill: Macmillan/McGraw-Hill Science employs a unique lesson plan that develops science concepts three ways - through purposeful, hands-on activities, compelling reading content, and dynamic visuals and graphics; 2nd-6th Grade

Social Studies:

- *Scholastic News, Scholastic Inc.:* 1st Grade (May also be used in other grades)
- *Communities © 2009, McGraw-Hill Group:* 3rd Grade
- *Our Country and It's Regions*, © 2009, McGraw-Hill/Macmillan: 4th Grade
- *Social Studies*, © 2002, Scott Foresman: 5th Grade
- *The World*, © 2008, Scott Foresman: 6th Grade

Social Emotional Learning:

The Lackawanna Trail School District will utilize the PATHS/EMOZI and Navigate 360 programs and the Collaborative for Social-Emotional Learning (CASEL) framework to promote students' social, emotional, and academic development across the following competencies:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making
    - *Navigate 360:* Kindergarten-6th
    - *PATHS/Emozi®, 2011, PATHS Programs, LLC:* Kindergarten-6th

College and Career Readiness:

The Lackawanna Trail School District utilizes the Smart Futures software to facilitate College and Career Readiness learning, document progress made by our students toward career exploration, and assist them in making their post-secondary choices. College and Career Readiness is part of the larger Chapter 4 regulations for Career Readiness Indicators. Student indicators for College and Career Readiness are reported annually as part of the Future Ready PA Index and ESSA Accountability. All students in grades K-12 are required to document approximately two (2) artifacts per year. College and career activities culminate in a portfolio review in the student's eighth and eleventh grade year. A completed senior portfolio is also a requirement for graduation. See your school counselor for more information on College and Career Readiness and the Smart Futures software.

KINDERGARTEN

Kindergarten students come to school with varied levels of abilities. Through literature based activities, math, science, social studies, and writing, children are actively involved in hands-on instruction. We develop the academic and social foundations children need to become life-long learners.

ENGLISH LANGUAGE ARTS (ELA):

DOMAINS:

Reading: Literature (Making Meaning: Texts):

- Identify details
- Ask/answer questions
- Retell/summarize
- Visualize
- Understand cause and effect
- Understand sequence of events
- Use text/illustrations
- Understand characters
- Identify author/illustrator
- Activate prior knowledge

Reading: Foundational Skills:

- Print Concepts
    - Parts of a book
    - Identify letters, words, and sentences
    - Identify capitalization/punctuation
    - Space between words
    - Phonological/Phonemic Awareness
    - Sounds of letters
    - Initial, medial, and ending sounds
    - Blend phonemes to make words or sentences
    - Segment phonemes in words
    - Identify/produce rhyming words
    - Track syllables

- Phonics/Word Recognition
    - Alphabetic Principles
    - Math consonant and short vowel sounds
    - Long vowel sounds in words
    - Blend sounds from letters and letter patterns into words
    - Vowel teams diphthongs, and final -e
    - Initial/medial/ending consonants
    - Digraphs
    - Recognize common high frequency words

Writing:

- Journal (Kid writing)
- Friendly letter
- Opinion writing
- Response to literature
- Information facts/details of a topic
- Descriptive sentences

Speaking/Listening:

- Speaking and listening standards are integrated across content areas throughout the year

UNITS/THEMES:

Unit One: Helping Hands
Unit Two: Imagine It
Unit Three: Nature's Wonders
Unit Four: The World to Explore
Unit Five: As We Grow
Unit Six: Do Your Best

MATHEMATICS:

Math curriculum in kindergarten is all about becoming familiar with the basics and setting a strong foundation for future learning. Students will learn to count, compare and recognize numbers, identify 2D and 3D shape attributes, add and subtract numbers, and classify objects. Big Ideas Math: Math & You and manipulatives are utilized for instruction. Hands-on projects are also used to reinforce concepts.

DOMAINS:

Counting and Cardinality:

- Know number names and write and recite the count sequence 0 to 20
- Apply one-to-one correspondence to count the number of objects

Operations and Algebraic Thinking:

- Extend the concepts of putting together and taking apart to add and subtract within 10

Numbers and Operations: Base Ten:

- Use place value to compose/decompose numbers within 19

Measurement and Data:

- Describe and compare attributes of everyday objects

Geometry

- Identify and describe 2D and 3D shapes
- 3D shapes

SCIENCE/HEALTH/SOCIAL STUDIES:

Science/Health/Social Studies concepts are introduced and taught through the themed language arts units.

FIRST GRADE

FIRST GRADE

First grade is a community of learning that appreciates creativity and diversity. As we learn, we are committed to bringing out the best of one another through accountability, encouragement, and respect.

ENGLISH LANGUAGE ARTS (ELA):

The focus of 1st grade Language Arts is to ensure that all students not only learn reading basics, but also are proficient in the strategies and skills readers and thinkers need. Our language arts curriculum is aligned to the Core State Standards.

DOMAINS:

Reading: Literature and Informational Text

- Identify details
- Identify main idea and details
- Analyze/evaluate text
- Make inferences and predictions
- Monitor and clarify understanding
- Ask and answer questions
- Retell/summarize
- Visualize
- Understand cause and effect
- Understand compare and contrast
- Draw conclusions
- Understand sequence of events
- Understand story structure
- Use text and illustrations/graphic features
- Understand characters
- Identify/describe narrative elements
- Recognize common text types
- Identify author/illustrator
- Activate prior knowledge
- Identify sensory words
- Read prose and poetry

Reading: Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.

Phonological/Phonemic Awareness:

- Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. Add or substitute individual sounds (phonemes) in one syllable words to make new words.

Phonics and Word Recognition

- Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words.
- Decoding: Structural Analysis

Fluency

- Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<u>Writing:</u>

- Opinion/Argumentative: Form an opinion by choosing among given topics; Support the opinion with reasons related to the opinion; Create an organizational structure that includes reasons and provides some sense of closure.
- Informative/Explanatory: Identify and write about one specific topic; Develop the topic with two or more facts; Group information and provide some sense of closure.
- Narrative: Establish who and what the narrative will be about; Include thoughts and feelings to describe experiences and events; Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure

<u>Language:</u>

- Sentences
- Grammar
- Punctuation
- Capitalization
- Spelling
- Handwriting
- Vocabulary Acquisition and Use

<u>Speaking and Listening:</u> Speaking and listening standards are integrated across content areas throughout the year

<u>UNITS/THEMES:</u>

- Identity: *Friends and Family*
- Everyday Science: *On the Move*

- Geography and Economics: *In My Neighborhood*
- Earth Science: *Earth's Treasures*
- History and Culture: *Stories of Our Past*
- Life Science: *A Perfect Place to Live*
- Government and Citizenship: *Good Citizens*
- Challenges*: Getting Along*

MATHEMATICS:

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
DOMAINS:
Operations & Algebraic Thinking

- Represent and solve problems involving addition and subtraction within 100
- Use mental strategies to add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication

Numbers & Operations: Base Ten

- Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers
- Use place-value concepts to read, write, and skip count to 1000
- Use place-value understanding and properties of operations to add and subtract within 1000

Measurement and Data

- Measure and estimate lengths in standard units using appropriate tools
- Tell and write time to the nearest five minutes using both analog and digital clocks
- Solve problems and make change using coins and paper currency with appropriate symbols
- Represent and interpret data using line plots, picture graphs, and bar graphs
- Extend the concepts of addition and subtraction to problems involving length

Geometry

- Analyze and draw two and three-dimensional shapes having specified attributes
- Use the understanding of fractions to partition shapes into halves, quarters, and thirds

SCIENCE:

The Science concepts are introduced and taught through the following language arts theme questions:

- How does our world change?
- How do we use and keep Earth's treasures?
- What makes a perfect place to live?
- Seasonal topics: Pumpkins, bats, spiders, penguins, butterflies, turkeys, migration/adaptation, dental health and awareness

Scholastic News and trade books are used to enhance calendar-based themes.

SOCIAL STUDIES:

The social studies concepts are introduced and taught through the following language arts theme questions:

- How are my friends and family connected to me?
- What is a community?
- What does history teach us?
- What does it mean to be a good citizen?
- Why do people need to get along, even when it's difficult?

Scholastic News and trade books are used to enhance calendar-based themes.

SECOND GRADE

Second grade is a bridging year from being introduced to concepts to really understanding and applying them. Teachers focus on guiding students through all aspects of the curriculum and challenge them to not only grow in an upward direction, but to broaden their learning outward as well.

ENGLISH LANGUAGE ARTS (ELA):

DOMAINS:

Reading: Literature and Informational Text

- Identify Main Idea and Details
- Ask and Answer Questions
- Analyze/ Evaluate Text
- Making Inferences and Predictions
- Monitor and Clarify Understanding
- Retell/Summarize
- Visualize
- Understand Cause and Effect
- Understand Compare and Contrast
- Draw Conclusions
- Understand Sequence of Events
- Understand Story Structure
- Use Text and Illustrations/Graphic Features
- Understand Characters
- Identify/describe narrative elements
- Recognize common text types
- Identify author/illustrator
- Identify Sensory words
- Read prose and poetry
- Distinguish between fact and opinion
- Read and comprehend literature
- Understand author's purpose

Reading: Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade appropriate irregularly spelled words
- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- Informative/Explanatory: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- Opinion/Persuasion: Write opinion pieces on familiar topics or texts
- Narrative: Write narratives to develop real or imagined experiences or events.
- Research: Participate in individual/shared research and writing projects.

Language:

- Sentence Structure
- Grammar
- Punctuation
- Capitalization
- Spelling
- Handwriting
- Vocabulary Acquisition and Use

Speaking and Listening:

- Speaking and Listening standards are integrated across content areas throughout the year.

UNITS/THEMES:

- Unit 1: Neighborhood Visit
- Unit 2: Nature Watch
- Unit 3: Tell Me About it
- Unit 4: Heroes and Helpers
- Unit 5: Changes, Changes Everywhere
- Unit 6: What a Surprise

MATHEMATICS:

2nd grade mathematics is focused on four critical areas: extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes.

DOMAINS:

Operations & Algebraic Thinking

- Number Patterns
- Adding/Subtracting Two-digit numbers
- Represent and solve problems involving addition and subtraction within 100
- Use mental strategies to add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication.

Numbers & Operations: Base Ten

- Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers
- Use place-value concepts to read, write, and skip count to 1000
- Use place-value understanding and properties of operations to add and subtract within 1000 using 3-digit numbers

Measurement and Data

- Measure and estimate lengths in standard units using appropriate tools
- Tell and write time to the nearest five minutes using both analog and digital clocks
- Solve problems and make change using coins and paper currency with appropriate symbols
- Represent and interpret data using line plots, picture graphs, and bar graphs
- Extend the concepts of addition and subtraction to problems involving length

Geometry

- Analyze and draw two and three-dimensional shapes having specified attributes
- Use the understanding of fractions to partition shapes into halves, quarters, and thirds

SCIENCE/HEALTH:

Plants and Animals: In this unit, students will explore the similarities between plants and animals. Through experiences, students are introduced to the following concepts:

- Life cycles
- Organisms have basic needs; such as food, water, air, space, and shelter
- Organisms grow, change, and die over time
- Animal adaptations
- Animal habitats- Students will each have the opportunity to do a report on a specific animal and create a diorama to represent that animal's natural habitat.

Weather: The Weather unit focuses on a variety of different weather characteristics and how weather affects our everyday lives. Through experiences, students are introduced to the following concepts:

- The Water Cycle
- Identifying water as a solid, liquid, or gas
- The cloud types
- The different types of precipitation; rain, snow, sleet, and hail
- Collecting data using weather tools and charting it over time
- Making predictions of weather
- Storm characteristics and safety precautions; tornadoes, hurricanes, blizzards, floods, droughts, and thunder and lightning storms

Forces, Motion, and Simple Machines: In this unit, students' observations and activities expand their awareness of properties of objects and materials. From their experiences, they are introduced to the following concepts:

- The properties of balance, weight, and mass
- The attributes of motion (spinning, rolling, flipping, pushing, pulling, sliding)
- Friction and Inertia
- How simple machines such as a lever, pulley, ramp, and wheel work and make jobs easier.

Nutrition: In this unit, we reinforce the overall theme of how students can take care of their bodies including:

- Understanding the food pyramid
- How to make healthy food choices
- The benefits of regular exercise
- Personal hygiene

SOCIAL STUDIES:

Communities: This in depth study of communities provides the definition of community and explores the many elements of a community including:

- Rural, urban, and suburban communities
- Government
- Community workers
- Community Jobs

Traditions Around the World: In this unit we discover different ways in which other countries celebrate the winter holidays. The students will develop an appreciation for other cultures and their holiday customs. Each student will research a country and its traditions. Oral presentations, as well as a report, are assessed for this unit.

United States of America: This unit provides an overview of the 50 American states. During this unit 2nd grade students will explore the location of states, region in which they are located, along with an early view of how the United States was established. Students will complete this study with an individual report on one state. Students will present the reports upon completion.

THIRD GRADE

THIRD GRADE

Third grade students move from “learning to read” to “reading to learn,” and from “learning to write” to “writing to communicate.” Teachers will still guide them closely, but they will be introducing another goal too, working independently. This goal will become part of the 3rd grade curriculum in all facets including mathematics and social sciences.

ENGLISH LANGUAGE ARTS (ELA):

DOMAINS:

Reading: Literature and Informational Text

- Identify Main Idea and Details
- Analyze/ Evaluate Text
- Making Inferences and Predictions
- Monitor and Clarify Understanding
- Ask and Answer Questions
- Retell/Summarize
- Visualize
- Understand Cause and Effect
- Understand Compare and Contrast
- Draw Conclusions
- Understand Sequence of Events
- Understand Story Structure
- Use Text and Illustrations/Graphic Features
- Understand Characters
- Identify/describe narrative elements
- Recognize common text types
- Identify author/illustrator
- Identify Sensory words
- Read prose and poetry
- Distinguish between fact and opinion
- Read and comprehend literature
- Understand author’s purpose
- Understand theme
- Make generalizations

Reading: Foundational Skills

- Phonics and Word Recognition
- Decoding: Structural Analysis

- Fluency

Writing:
- Opinion/Persuasion: Support an opinion with reasons linked in a logical order with a concluding statement
- Informative: Includes information connected logically with a concluding statement
- Narrative: Organize an event sequence that unfolds naturally and provides closure
- Research: Conduct short research projects that build knowledge about a topic

Language:
- Sentence Structure
- Grammar
- Punctuation
- Capitalization
- Spelling
- Handwriting
- Vocabulary Acquisition and Use

Speaking and Listening:
- Speaking and Listening standards are integrated across content areas throughout the year.

Cursive
- Pennsylvania has enacted a new law (Act 2 of 2026) requiring public and private schools to teach cursive handwriting to elementary students.

UNITS/THEMES:
- Unit 1: Good Citizens
- Unit 2: Look and Listen
- Unit 3: Lesson Learned
- Unit 4: Natural Wonders
- Unit 5: Going Places

MATHEMATICS:

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes

DOMAINS:

Operations & Algebraic Thinking
- Represent and solve problems involving multiplication and division.

- Understand properties of multiplication and the relationship between multiplication and division.
- Demonstrate multiplication and division fluency
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Memorize multiplication facts

Numbers & Operations: Base Ten

- Apply place value understanding and properties of operations to perform multi-digit arithmetic.
- Use place value to round numbers to the nearest 10 and 100
- Fluently add and subtract using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Numbers & Operations: Fractions

- Explore and develop an understanding of fractions as numbers

Measurement and Data

- Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length
- Tell and write time to the nearest minute and solve problems by calculating time intervals.
- Solve problems and make change involving money using a combination of coins and bills.
- Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
- Determine the area of a rectangle and apply the concept to multiplication and to addition.
- Solve problems involving perimeters of polygons and distinguish between linear and area measures.

Geometry

- Identify, compare, and classify shapes and their attributes.
- Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

SCIENCE/HEALTH:

UNITS/THEMES:

- Unit A: Looking at Plants and Animals
- Unit B: Where Plants and Animals Live
- Unit C: Our Earth
- Unit D: Cycles on Earth and in Space
- Unit E: Forces and Motion
- Unit F: Looking at Matter and Energy

SOCIAL STUDIES:

UNITS/THEMES:

- Unit 1: Communities and Geography
- Unit 2: Communities Change
- Unit 3: Many Cultures, One Country
- Unit 4: Communities at Work
- Unit 5: Communities and Government

FOURTH GRADE

FOURTH GRADE

ENGLISH LANGUAGE ARTS (ELA):

DOMAINS:
Reading: Literature and Informational Text

- Identify details
- Identify main idea and details
- Analyze/evaluate text
- Make Inferences and predictions
- Monitor and clarify understanding
- Ask and answer questions
- Retell/Summarize
- Visualize
- Understand Cause and Effect
- Understand Compare and Contrast
- Draw Conclusions
- Understand sequence of events
- Understand Story structure
- Use text and illustrations/ graphic features
- Understand characters
- Identify/describe narrative elements
- Recognize common text types
- Identify author/illustrator
- Activate prior knowledge
- Identify sensory words
- Read and prose poetry
- Distinguish fact from opinion
- Read and Comprehend literature
- Understand author's purpose
- Understand theme
- Make generalizations

Reading: Foundational Skills

- Phonics and Word Recognition
- Decoding: Structural Analysis
- Fluency

Writing:

- Opinion writing
- Opinion writing forms
- Informative writing
- Informative writing forms
- Narrative writing
- Narrative writing forms
- Writing Traits
- Production and Distribution
- Research

Language:

- Sentences
- Grammar
- Punctuation
- Spelling
- Handwriting
- Language Knowledge
- Vocabulary Acquisition and Use

Speaking and Listening:

- Speaking and Listening standards are integrated across content areas throughout the year.

Cursive

- Pennsylvania has enacted a new law (Act 2 of 2026) requiring public and private schools to teach cursive handwriting to elementary students.

UNITS/THEMES:

- Unit 1: Reaching Out
- Unit 2: Tell Me More
- Unit 3: Inside Nature
- Unit 4: Unbreakable Spirit
- Unit 5: Change It Up
- Unit 6: Paths of Discovery

MATHEMATICS:

In 4th grade, instructional time focuses on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an

understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) 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.

DOMAINS:

Operations & Algebraic Thinking

- Chapter 7 - Patterns and Sequences
    - CC.2.2.4.A.4 - Generate and analyze patterns using one rule.

Numbers & Operations: Base Ten

- Chapter 1 - Place Value
- Chapter 2 - Add and Subtract Whole Numbers
- Chapter 3 - Understanding Multiplication and Division
- Chapter 4 - Multiply with One-Digit numbers
- Chapter 5 - Multiply with Two-Digit numbers
- Chapter 6 - Divide by a One-Digit numbers
    - Use place-value understanding and properties of operations to perform multi-digit arithmetic.
    - Apply place-value concepts to show an understanding of multi-digit whole numbers.
    - Develop and/or apply number theory concepts to find factors and multiples.
    - Represent and solve problems involving the four operations

Numbers & Operations: Fractions

- Chapter 8 - Fractions
- Chapter 9 - Operations with Fractions
- Chapter 10 - Fractions and Decimals
    - Extend the understanding of fractions to show equivalence and ordering.
    - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
    - Connect decimal notation to fractions, and compare decimal fractions

Measurement and Data

- Chapter 11 - Customary Measurement
- Chapter 12 - Metric Measurement
- Chapter 13 - Area and Perimeter
    - Solve problems involving measurement and conversions from a larger unit to a smaller unit.
    - Translate information from one type of data display to another.
    - Represent and interpret data involving fractions using information provided in a line plot.
    - Measure angles and use properties of adjacent angles to solve problems

Geometry

- Chapter 14 - Geometry
    - Draw lines and angles and identify these in Two-dimensional figures.

- Classify two- dimensional figures by properties of their lines and angles.
- Recognize symmetric shapes and draw lines of symmetry.

SCIENCE:

Amplify Science (Grades 4–6)

LTEC will utilize Amplify Science K-5 ©2023 and Amplify Science 6-8 ©2020 as the core science program for students in grades 4th through 6th. Amplify Science is a comprehensive K-8 research-based curriculum designed to engage students in authentic scientific inquiry while building a deep understanding of key scientific concepts aligned to both STEELS and NGSS Standards.

Animals as Living Things
- Describing animal characteristics

Life Processes
- Organ Systems
- Development and Reproduction
- Animal Survival

Earth's Weather
- Air, Wind, and the Atmosphere
- Weather and Climate

Matter
- Properties of Matter
- Measuring Matter
- Physical Changes
- Chemical Changes

Forms of Energy
- Motion, Forces, and Energy
- Energy and Tools
- Heat
- Light
- Sound

Electricity and Magnetism
- Static Electricity
- Current Electricity

- Electricity and Magnetism

SOCIAL STUDIES:

Students will learn about the geography, economy, and culture of the five regions in the United States followed by a more in-depth study of Pennsylvania. They will learn vocabulary and skills needed to communicate information read from maps and globes. 4th grade social studies units include:

- Map skills
- US Regions
- Pennsylvania

FIFTH GRADE

FIFTH GRADE

In fifth grade, students become progressively more independent as they develop academically, socially and emotionally. In math, students continue to expand their problem-solving skills and algebraic thinking. Students learn to read and comprehend increasingly complex fiction and non-fiction texts. By developing skills to critically analyze, revise, and edit their writing, students continue to mature as writers. Students develop reading and writing skills in their social studies course which focuses on concepts related to U.S. history. Through the completion of science investigations students explore life, earth, and physical science principles

ENGLISH LANGUAGE ARTS (ELA):

DOMAINS:

Reading: Literature

Key Ideas and Details

- RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure
- RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
- RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
- RL.5.8: (Not applicable to literature)
- RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details

- RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject Knowledgeably, Range of Reading, and Level of Text Complexity
- RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.5.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- F.5.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4a: Read on-level text with purpose and understanding.
- RF.5.4b: Read on-level prose and poetry orally with accuracy,
- appropriate rate, and expression on successive readings.

- RF.5.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

Text Type and Purpose

- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1b: Provide logically ordered reasons that are supported by facts and details.
- W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1d: Provide a concluding statement or section related to the opinion presented.
- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e: Provide a concluding statement or section related to the information or explanation presented.
- W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e: Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
- W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge
- W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- W.5.9b: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing
- W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<u>Language:</u>

Conventions of Standard English
- L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1c: Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d: Recognize and correct inappropriate shifts in verb tense. *
- L.5.1e: Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.5.2a: Use punctuation to separate items in a series. *
- L.5.2b: Use a comma to separate an introductory element from the rest of the sentence.
- L.5.2c: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
- L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works.
- L.5.2e: Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisitions and Use

- L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a: Interpret figurative language, including similes and metaphors, in context.
- L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

<u>Speaking and Listening:</u>

- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL..5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Cursive

- Pennsylvania has enacted a new law (Act 2 of 2026) requiring public and private schools to teach cursive handwriting to elementary students.

UNITS/THEMES:

- Unit 1: Meet the Challenge
- Unit 2: Wild Encounters
- Unit 3 Revolution
- Unit 4: The Power of Storytelling
- Unit 5: Under Western Skies
- Unit 6: Reading Adventures

MATHEMATICS:

In Grade 5, instructional time should focus on three critical areas: (1) 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); (2) extending division to 2-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 (3) developing understanding of volume.

DOMAINS:

Operations & Algebraic Thinking

- Interpret and evaluate numerical expressions using order of operations
- Analyze patterns and relationships using two rules

Numbers & Operations: Base Ten

- Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals
- Extend an understanding of operations with whole numbers to perform operations including decimals

Numbers & Operations: Fractions

- Use the understanding of equivalency to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Measurement and Data

- Solve problems using conversions within a given measurement system
- Represent and interpret data using appropriate scale
- Solve problems involving computation of fractions using information provided in a line plot
- Apply concepts of volume to solve problems and relate volume to multiplication and to addition

Geometry

- Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems
- Classify two-dimensional figures into categories based on an understanding of their properties

SCIENCE:

Amplify Science (Grades 4–6)

LTEC will utilize Amplify Science K-5 ©2023 and Amplify Science 6-8 ©2020 as the core science program for students in grades 4th through 6th. Amplify Science is a comprehensive K-8 research-based curriculum designed to engage students in authentic scientific inquiry while building a deep understanding of key scientific concepts aligned to both STEELS and NGSS Standards.

Life Science

- Interactions of Living Things
- Ecosystems
- Cycles – water, carbon, nitrogen
- Biome Characteristics
- Ecological Succession
- Plant and Animal Adaptations

Earth Science

- Landforms, Rocks and Minerals
- Layers of Earth
- Rock Cycle
- Earth's Resources
- Air, Water, and Energy
- Watershed
- Meteorology

Physical Science

- Forms of Matter and Energy

- Newton's Law of Motion

SOCIAL STUDIES:

UNITS/THEMES:

- Colonial Life in North America
- The American Revolution
- Life in a New Nation
- A Growing Nation.

SIXTH GRADE

ENGLISH LANGUAGE ARTS (ELA):

In sixth grade, students become progressively more independent as they develop academically, socially, and emotionally. Students learn to read and comprehend increasingly complex fiction and non-fiction texts. By developing skills to critically analyze, revise, and edit their writing, students continue to mature as writers. Students develop reading and writing skills in their social studies course which focuses on concepts related to U.S. history. ELA and Social Studies are combined within a two-hour block each day.

DOMAINS:

Reading: Literature and Informational Text

- Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Integrate information presented in different media or formats

- Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- Examine how two authors present similar information in different types of text.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
- Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution
- Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

<u>Writing:</u>

- Informative/Explanatory: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
- Opinion/Argumentative: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
- Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another; provide a conclusion that follows from the narrated experiences and events
- Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
- Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
- Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
- Interpret information presented in diverse media and formats
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech to a variety of contexts and tasks.
- Include multimedia components and visual displays in presentations to clarify information.
- Demonstrate command of the conventions of Standard English when speaking based on Grade 6 level and content.

UNITS/THEMES:

- Personal Best
- Friends to the Rescue
- Unlocking the Past
- Creative Solutions
- Making a Difference
- Expanding Words

MATHEMATICS:

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes

negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

DOMAINS:

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems
- Apply and extend previous understandings of numbers to the system of rational numbers

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Identify and choose appropriate processes to compute fluently with multi-digit numbers
- Develop and/or apply number theory concepts to find common factors and multiples

Algebraic Concepts: Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions
- Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems
- Represent and analyze quantitative relationships between dependent and independent variables

Measurement, Data, and Probability

- Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions

Geometry

- Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume

SCIENCE:

Amplify Science (Grades 4–6)

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Organisms and Environments

The Kingdoms of Life

- Classifying living things
- The plant kingdom
- The animal kingdom

    1. Invertebrates
    2. Vertebrates

From Cells to Organisms

- Structure of living things
- Parts of a cell
- Movement and Nutrition in cells
- Reproduction and growth

Observing the Sky

The Earth-Moon System

- The tools of astronomers
- Earth and the sun
- The moon in motion

The Solar System and Beyond

- The inner solar system
- The outer solar system
- Stars
- Galaxies and beyond

The Restless Earth

Earth's Moving Crust:

- The moving plates
- Earthquakes
- Volcanoes
- How the Earth Changes Over Time

How Earth Changes Over Time:

- Making Mountains and Soil
- Erosion and Deposition
- The Rock Cycle

- Geologic Time

Interactions of Matter and Energy

Properties and Changes of Matter
- Physical Properties of Matter
- Elements and Atoms
- Chemical changes

Heat Energy
- Temperature and Heat
- How Heat Affects Matter
- Sources of Energy

Electricity and Magnetism
- Static Electricity
- Circuits
- Electromagnets
- Using Electricity

Motion and Machines
- Objects in Motion
- Speed and Distance
- Forces and Motion
- Acceleration and Momentum

SOCIAL STUDIES:

The World

- Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history. Explain how continuity and change have impacted world history.
- Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Historical Analysis and Skill Development
- Explain continuity and change over time using sequential order and context of events.

- Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

Geography - includes basic geographic literacy, physical characteristics of places and regions, human characteristics of places and regions, and interactions between people and the environment.

Units: Early Civilizations and Cultures, Early Civilizations in Africa and Asia, Ancient India and Persia, Mediterranean Empires, Chapters:

Digging Up the Past
Early Civilizations
Ancient Egypt and Nubia
Ancient China
Ancient India and Persia
Mesoamerican Civilizations
Ancient Greece
Ancient Rome

SPECIALS

SPECIALS

In addition to the core curriculum, Lackawanna Trail is committed to providing a well-rounded education through classes in art, computer, library, music, and physical education. Instruction in these special areas benefits student achievement and gives children the opportunity to explore new ideas and expand their interests. These special classes are offered on a rotating 5-day cycle. Students in 5th or 6th grade who are interested in band may take this course in place of music.

ART:

All elementary students receive art instruction for 40 minutes once during each five-day cycle. Art experiences are aligned with the Pennsylvania State Standards for the Arts and Humanities and Pennsylvania's Core Standards as well as National Standards. Differentiated instruction is used to accommodate various styles of learning and the needs of individual students.

Kindergarten & 1st Grade

Students will

- Engage in a repeated artistic process and explain the benefit of repetition.
- Create art from everyday objects.
- Create works that celebrate special occasions and events.
- View and create works that record aspects of daily life.
- Identify reason(s) for calling a work of art "good."
- Listen to classmates' ideas about an artwork and identify differing opinions.

2nd Grade

Students will

- Document the processes they use to produce art and reflect on how the processes have evolved through time.
- Create a work of art influenced by a personal experience.
- Make art that communicates an idea about a contemporary event.
- Make and analyze art that depicts the customs and traditions of a group of people.
- Describe the individual meaning made about works of art and acknowledge the divergent opinions of their classmates.

3rd Grade

Students will

- Reflect with classmates on an in-process work of art and describe how that reflection affects the final product.
- View, discuss and create works of art that use a limited type or amount of supplies.
- Identify a contemporary work of art that would not have been considered art in another time, and describe the rationale for this choice.
- Analyze the artistic traditions evidenced in the artwork of a variety of cultures, including works by Pennsylvania artists.
- Closely observe a work of art and form a judgment about its quality based on this observation.
- Identify possible meanings of a work of art based on a close observation of the work.

4th Grade

Students will

- Document the evolution of an idea by maintaining a process portfolio.
- Create works that are inspired by masterworks.
- Create works that tell a story.
- Observe a body of work from one artist and analyze the work, citing characteristics that increase understanding of the artist's life.
- Create a detailed description of a work of art and identify aspects of the work that might affect its value.
- View works of art in different settings and describe the effect setting has on their judgment of the work's quality.

5th Grade

Students will

- Document the phases of planning, creating, and refining, and describe the purposes of these steps while engaged in the art-making process.
- Create works of art inspired by both natural and man-made objects.
- Create multiple artworks that share a common theme or idea.
- Analyze a contemporary visual culture artifact for the ideas and experiences it communicates.
- Articulate personal thoughts and defend a position within a critique of their own artwork.
- View the same artwork in different settings and explain how the setting affects viewers' response to the work.

6th Grade

Students will

- Manipulate line, shape, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.
- Identify the beliefs and/or values evidenced in the work of a contemporary artist, and create a work of art that communicates one of their own values and/or beliefs.
- Create an artwork that challenges a current practice by promoting a new way/method.

BAND:

Both the 5th and 6th Band programs are aligned with the National Standards for Music Education for Beginning Band challenging students to demonstrate competence on their chosen instruments.

The 5th grade Band curriculum allows students to explore instrumental music through rhythmic activities, theory, note reading and proper instrumental techniques. Students experience unison and ensemble repertoire at the Beginning Band level. Listening, analyzing, evaluating and understanding the relationship between music and the other arts along with history and culture help students develop a better appreciation of music and musical performances.
Students receive 30 minutes of rotating small group instruction during the regular school day and 40 minutes of large group instruction every 5-day cycle during their specials classes. Those students involved in both band and chorus receive 40 minutes of large group instruction bi-weekly during specials classes. During the 3rd quarter students engage in one 40-minute full band rehearsal weekly in preparation for the spring concert. Students performing above the 5th grade level could be given the opportunity to play in the 6th grade concerts.

5th grade Band requires a one-year commitment to the program due to scheduling. Any changes made to the specials schedule must be made before the last day of September.

Students perform in a concert for the student body and the general public in the spring of each year as listed on the school calendar. These performances are mandatory and are part of the class grade.

The 6th grade Band curriculum expands on the students' 5th grade experiences in theory, note reading and instrumental techniques. Enhanced listening, analyzing, evaluating and understanding the relationships between music and the other arts along with history and culture help students develop a greater appreciation of music and music performances.

Students receive 30 minutes of rotating small group instruction during the regular school day and 40 minutes of large group instruction every 5-day cycle during their specials classes. Those students involved in both band and chorus receive 40 minutes of large group instruction bi-weekly during their specials classes. There are several other opportunities available to the 6th grade students including helping with the 5th grade concert when needed and representing Lackawanna Trail at the PMEA Band Fest held in the spring of every year at various school districts in northeast Pennsylvania.

6th grade Band requires a one-year commitment to the program due to scheduling. Any changes made to the specials schedule must be made before the last day of September.

6th grade students are given the opportunity to participate in Hand bells. Groups are determined each year by the number of students interested in the program. Students perform in both the Winter and Spring concerts.

Students perform in a concert for the student body and the general public in the winter and spring of each year as listed on the school calendar. These performances are mandatory and are part of the class grade.

LIBRARY:

Kindergarten

Unit 1 - Introduce the Library - Library Manners, Terms, Organization

Unit 2 - Checking Out Books - Book Care & Procedures

Unit 3 - Book Appreciation - Authors vs. Illustrators; Fiction vs. Nonfiction

Unit 4 - Book Appreciation Continued - summaries; characters & settings; fairy tales

Unit 5 - Nonfiction holiday studies throughout the year

First Grade

Unit 1 - Introduce the Library - Library Manners, Terms

Unit 2 - Checking Out Books - Book Care; Procedures; Choosing "Just Right" books

Unit 3 - Library Organization - ABC Order, Parts of a Book

Unit 4 - Book Appreciation - Authors vs. Illustrators; Fiction vs. Nonfiction; summaries

Unit 5 - Book Awards - Caldecott & studying author/ illustrator purposes

Unit 6 - Nonfiction - holiday studies throughout the year; animal research

Unit 7 - Intro to Genres

Second Grade

Unit 1 - Getting to Know You BTS activities, Purpose, Goals & Expectations

Unit 2 - Choosing "Just Right Books"

Unit 3 - Library Organization - ABC order to the 2nd and 3rd letter; Introduce using Catalog; Dewey Decimal System & Finding Information
Unit 4 - Book Appreciation - Fiction vs. Nonfiction; Genres; Summaries; Book Reports

Unit 5 - Chapter Book Studies - "Somebody Wanted But So Then;" compare and contrast

Unit 6 - Nonfiction - holiday studies throughout the year; Biography research

Third Grade

Unit 1- Getting to Know You BTS activities, Purpose, Goals & Expectations

Unit 2 - Book Care/ Choosing Books

Unit 3 - Library Organization Fiction & Everybody books

Unit 4 - Library Organization Dewey Decimal / Nonfiction Organization/

Unit 5 - Using the Library Online Public Access Catalog (OPAC)

Unit 6 - Literature Genre Characteristics/ Summaries/ Book Reviews/ Youth Media Awards

Unit 7 - Nonfiction - Review Text Features/ Fact vs. Opinions

Unit 8 - Nonfiction - Dictionary/Thesaurus & Online Encyclopedia Skills

Unit 9 - Digital Citizenship

Unit 10 - Research (large group to small group)- Databases & Note Taking Strategies & Citations

Fourth Grade

Unit 1 - Getting to Know You BTS activities, Purpose, Goals & Expectations

Unit 2 - Library Procedures/ Choosing Books

Unit 3 - Review Library Organization - Fiction/Nonfiction & OPAC

Unit 4 - Literature Genre Characteristics/ Book Reviews/ Book Talks/ Youth Media Awards

Unit 5 - Nonfiction - Review Dictionary/Thesaurus/ Online Encyclopedia Skills, Text Features/ Fact vs. Opinions

Unit 6 - Research (small groups) - Note Taking Strategies, Finding Information, Website Evaluation, Choosing & Using Information, Digital Citizenship, Presentation

Fifth Grade

Unit 1 - Getting to Know You BTS activities, Purpose, Goals & Expectations

Unit 2 - Library Procedures/ Choosing Books

Unit 3 - Review Library Organization - Fiction/Nonfiction & OPAC

Unit 4 - Literature - Review Genres/ Book Talks, Create & Present Book Talks / Youth Media Awards

Unit 5 - Nonfiction - Using Reference Materials (digital & physical) review Facts vs. Opinions

Unit 6 - Research (partners) - Review Note Taking Strategies, Finding Information, Website Evaluation, Choosing & Using Information, Digital Citizenship; Create Multimedia Presentation

Sixth Grade

Unit 1 - Getting to Know You BTS activities, Purpose, Goals & Expectations

Unit 2 - Library Procedures/ Choosing Books

Unit 3 - Review Library Organization - Fiction/Nonfiction & OPAC / Design a library

Unit 4 - Literature - Review Genres, Book Talks, Create & Present Book Trailers or Book Tastings/ Youth Media Awards

Unit 5 - Research (partners or individuals) - Review Note Taking Strategies, Finding Information, Website Evaluation, Choosing & Using Information, Digital Citizenship; Create Multimedia Presentation ***PRIMARY vs. SECONDARY resources

MUSIC:

The music program at the Elementary Center adheres to the National Standards for Music Education as set forth by NAfME (The National Association for Music Education). The repertoire taught includes music representing diverse genres and styles from various periods and cultures, including classical, folk, traditional children's music literature, and modern genres such as jazz and rock. As they progress through the grade levels, students begin to understand the relationship of music to other disciplines

outside of the arts, as well as other cultures around the world. Students in every grade level are also taught to make connections between music and other areas of the curriculum, such as reading, math, science, history, and the other fine arts.

Students in every grade level sing, play, move, and respond to many styles of music. They also listen to different pieces and forms of music, and learn to describe what they hear. Classroom activities at all levels include:

- musical performance through singing and instruments
- listening to and analyzing music
- cultural and holiday pieces at key times throughout the school year
- videos, CD's, books and worksheets relating to the works of great composers

In addition, these are some special distinctions between the grade levels, that make their particular music experience unique to their age and developmental level:

Kindergarten – 2nd Grade
Music classes at this level are focused on the pure enjoyment of singing, dancing, and rhythmic activities. Students in these grades participate much more in movement activities than any other level. There are many games, dances, and activities that relate to a basic understanding of musical concepts, including but not limited to: counting, the musical alphabet, call-and-answer vocal exercises, note values, and musical "opposites" (fast/slow, high/low, loud/soft, etc.)

3rd Grade
In addition to everything previously stated, students in the 3rd grade have the unique opportunity of playing recorders for a large unit at the beginning of the school year. Playing recorders helps to reinforce and emphasize simple music reading, rhythm counting, and performance skills. The students build confidence as they progress from simple to more complex musical arrangements.

4th-6th Grade
In addition to everything previously stated, students in grades 4-6 complete a unit using Suzuki Choir Chimes. Through this unit, they receive hands-on instruction regarding elements of melody and harmony, and learn to perform simple chord progressions and scales.

All Grades
All students complete a unit which encompasses Orff curriculum and instruments. The students experience singing, chanting, playing, movement, and body percussion while playing a wide variety of pitched and non-pitched percussion instruments.

5th/6th Grade CHORUS
Students in 5th and 6th grade may elect to participate in the school chorus program. The chorus performs twice a year, in the winter and spring concerts, and sings 2-part selections from all genres, including traditional, patriotic, popular, spirituals, and

show tunes. Chorus classes meet every other week and rotate with the student's band schedule.

Both 5th and 6th grade chorus require a one-year commitment to the program due to scheduling. Also, two evening performances (one in the fall and one in the spring) are mandatory and part of the class grade.

PHYSICAL EDUCATION:

Kindergarten-2nd Grade:
The K-2 Physical Education curriculum is designed to introduce children to creative movements, fine and gross motor skills, spatial awareness, locomotor movements, manipulative skills and non-manipulative skills. Following directions, a sense of belonging, social skills, fair play, cooperation, teamwork, and enjoyment of physical activities is also addressed.

Kindergarten-2nd Grade Units of Instruction:
Locomotor Movements (skip, hop, slide, etc.), Balancing, Manipulative Movements (throw, catch, kick, etc.), Parachute, Scooters, Cooperative Games, Volleying, Striking (baseball and soccer), Obstacle Course, and Field Day. During the end of the school year we will use several classes to review concepts learned earlier in the year. These units of instruction are designed to encourage students to become active, learn new skills, and enjoy sports and physical activity.

3rd-6th Grade:
The 3rd-6th grade Physical Education curriculum is designed to establish and build upon skills for a more graceful and coordinated movement. The games utilized throughout the different units of instruction become more complex so that students experience proper skill development, skill enhancement, self-reliance, and self-worth. Cooperation, inclusion, teamwork, communication, sportsmanship, concept of practice, fair play and benefits of physical activity are addressed. The Presidential Fitness Test is conducted at the 5th and 6th grade level. This test is optional. Overall health and fitness is stressed throughout the school year.

3rd-6th Grade Units of Instruction:
Football (throwing and catching), Soccer (Outdoors and Line Soccer), Speed Ball, Fitness Games, Basketball (dribbling, passing, and shooting), Scooters, Kin Ball (volley), Cooperative Games, Floor Hockey, Obstacle Course, Physical Fitness Testing (Grades 5 and 6), 600 Yard Run (Grades 5 and 6), Tchoukball, Baseball, Kickball, Fitness, and Field Day. There are many different games and activities incorporated into each unit to help students be successful at all different grade levels and ability levels.

STEM/STEELS

Lackawanna Trail Elementary Center STEM learning will be integrated into the K-6 chromebook classes. The STEM/Chromebook class will be part of the elementary specials rotation. These classes will develop confident, college and career-oriented learners equipped to solve the problems of the future. In this class, students will see how science, technology, engineering, math and computer science can work together to help build problem solving skills for the future. Students will be using chromebooks, drones, 3-D printer, robots, and other relevant materials to promote STEM academics through fun and engaging classroom lessons.

The STEM education will often be hands-on, allowing students to interact with the STEELS standards-based curriculum on a deeper level. The hands-on learning method will allow students to apply what they are learning to the world around them. The ability for students to apply concepts outside of the classroom shows a higher level of comprehension. Because the students are exercising this skill early in their education, we are setting them up to have increased retention and comprehension of future lessons.

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