Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and English Language Proficiency Standards



5th Grade Levels 2-4

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of <u>standards aligned system</u>. The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no <u>achievement gap</u> where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is not a unit plan or collection of daily lesson plans for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Curriculum Timeline

	emes/Unit or World ok 5	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
10 Unit Weeks Welson Weeks 1-10 Unit Extr Unit 1-3 Unit Cop Anii Unit Unit Unit Unit Unit Unit Unit U	ait 0 elcome to or Class oit 1- treme eather oit 2- pycat imals out 3-Music Our World	Social/ Instructional 16.1.4-5 1L-5L 16.1.4-5.1R-5R 16.1.4-5.1S-5S 16.1.4-5.1W- 5W Language Arts Listening: 16.2.4-5.2L-5L Reading: 16.2.4-5.2R-5R Speaking: 16.2.4-5.1S-5S	CC.1.5.5.A CC.1.5.5.C CC.1.2.5.B CC.1.2.5.E CC.1.2.5.H CC.1.2.5.K	-talk about different kinds of extreme weather - describe damage that storms can cause -describe how to prepare for extreme weather -write a personal narrative -describe animals -compare different animals -talk about how animals imitate others -use classification writing -talk about different musical styles and instruments -talk about your musical experiences -compare how people make music -do contrast writing	-Science -Music and the Performing Arts -Visual Arts -Social and Instructional Compare and contrast human and animal senses Ask and answer questions about pictures in a story using a chart. Complete a T Chart about animal and human senses	Vocabulary builders Journals Workbook Workbook audio Selection videos Miscellaneous project materials (jar, water, dishwashing liquid, glitter, glue, crayons, markers, paper, scissors, animal theme related books, tape, aluminum foil, clean recycled materials, etc) Finish Line Language Books	Journal Entries Learn and use vocabulary. Tornado in a Jar Project Collage Project Musical Instrument Project Unit Assessments Unit Quizzes Personal Narrative Writing Classification Writing Contrast Writing Identify topic sentence and details Ask and answer questions Use visuals (i.e. graphs) to help students visualize and compare information. Warm Up/Wrap Up Rubrics

	CC.1.4.5.D	-Give examples	Graphic	Read text and
	CC.1.4.5.J	of patterns in	Organizers	Fill in a chart with both
		nature		human and animal senses
	CC.1.4.5.P		Charts	
Mathematics	CC.1.4.5.Q	-Read about	Mand Davids	Asking questions about the
16.3.4-5.1W- 5W	CC.1.4.5.Q	weather patterns	Word Banks	pictures.
300				
		-write about		Use t charts to describe the
Science		cross-cultural		five senses and describe
16.4.4-5.1R-5R		experiences		how things look, feel, taste,
				smell, and sound.
		Soguence		
Social Studies		Sequence migration stories		
16.5.4-5.2W-		from nonfiction		
5W		texts		
16.5.4-5.1R-5R				
	CC.2.2.5.A.4			
	ST 3.3.5.A5			
	31 3.3.3.A3			
	5.2.5.B			
	5.3.5.G			
	8.2.5.D			
	8.4.5.A			

			8.3.5.D				
			0.0.5.5				
9 Weeks	Unit 4- Life	Social/		-talk about space	-Social and	Vocabulary	Vocabulary Readers
	Out There	Instructional	N/A	and space	Instructional	builders	
Weeks		16.1.4-5 1L-5L	IN/A	exploration			Journal Entries
11-19	Unit 5- Arts	16.1.4-5.1R-5R		-talk about	-Science	Journals	
	Lost and	16.1.4-5.1S-5S		different			Learn and use vocabulary.
Units 4-	Found	16.1.4-5.1W-		possibilities of	-Technology	Workbook	
6		5W		life in space			Model of Life on Another
	Unit 6-			-give your	-Engineering	Workbook	Planet Project
	Amazing			opinions about		audio	
	Plants!			space	-The		Museum of the Future
		L.A.		-persuasive	Humanities,	Selection	Project
		16.2.4-5.2L-5L		writing	Music, and	videos	
				-talk about	the		Local Plant Guide Project
				traditions and	Performing	Miscellaneous	
		16.2.4-5.2R-5R		communities	Arts	project	Unit Assessments
				-talk about		materials	
				different craft		(cardboard,	Unit Quizzes
			664554	and cultural		paper, glue,	
			CC.1.5.5.A CC.1.5.5.C	activities		markers,	Persuasive Writing
		16.2.4-5.1S-5S	CC.1.5.5.C	-understand		computers,	
				changing		objects,	Blog Entry Writing
				traditions		magazines,	
			CC.1.2.5.B	-write a blog		scissors, books	Descriptive Writing
		16.2.4-5.1W-	CC.1.2.5.E	entry		about plants,	
		5W	CC.1.2.5.H	-describe plants		etc.)	
			CC.1.2.5.K	-talk about what			Ask and answer questions
				plants/animals		Finish Line	
				do to help plants		Language	Use visuals (i.e. graphs) to
			CC.1.5.5.A	survive		Books	help students visualize and
			CC.1.5.5.D	-compare how			compare information.
				plants grow and		Graphic	
				adapt		Organizers	Warm Up/Wrap Up
				-descriptive			
				writing		Charts	Rubrics

		Mathematics 16.3.4-5.1L-5L Science 16.4.4-5.1W- 5W Social Studies 16.5.4-5.1L-5L	CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q	-Listen to and work with multiplication problems -Write about observations of scientific phenomena -Identify tools and artifacts from different time periods	Word Banks	
			CC.2.1.5.C.2			
			ST3.2.5.A.1			
			8.2.5.B 8.3.5.B 8.4.5.B			
3 Weeks 20-22 Weeks	WIDA Prep and WIDA test administration					

9 Weeks	Unit 7- Volcanoes	Social/ Instructional	N/A	- discuss volcanoes	- Social and Instructional	Vocabulary builders	Journal Entries
Weeks 23-31	Unit 8-	16.1.4-5 1L-5L 16.1.4-5.1R-5R		-describe how a volcano erupts	-Science	Journals	Learn and use vocabulary.
	Reduce,	16.1.4-5.1S-5S		-make			Volcano Project
Units 7-	Reuse, Recycle	16.1.4-5.1W- 5W		predictions -write a process	-Visual Arts	Workbook	Recycled Art Project
				description	-Language	Workbook	
	Unit 9- Cool Vacations!	L.A. 16.2.4-5.2L-5L		-discuss the importance of	Arts	audio	Tourist Brochure Project
				reducing, reusing, and		Selection videos	Unit Assessments
		460450050	CC.1.5.5.A	recycling			Unit Quizzes
		16.2.4-5.2R-5R	CC.1.5.5.C	-learn about art from recycled materials		Miscellaneous project materials	Process Description Writing
				-talk about what		(cardboard	Biography Writing
				you can do to help the		tube, clay, cardboard,	Travel Review Writing
		16.2.4-5.1S-5S		environment		tape,	Traver neview writing
			CC.1.2.5.B	-write a		newspaper,	
		16 2 4 5 1 14	CC.1.2.5.E	biography		aluminum foil,	Identify topic sentence and
		16.2.4-5.1W- 5W	CC.1.2.5.H CC.1.2.5.K	-talk about different		sand, paint, glue, baking	details
			CC.1.2.5.K	vacation places		soda, food	Ask and answer questions
				-talk about what		coloring,	,
				you would do in		vinegar, bowls,	

Mathematics 16.3.4-5.1R-5R 16.3.4-5.1S-5S Science 16.4.4-5.1S-5S	CC.1.5.5.A CC.1.5.5.D CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q	different situations -express preferences -write a review -Read and work with division problems (ex. recycling items) -Discuss parts of a fraction -Discuss geological forms (ex. Volcanos)	cups, paper towels, recycled materials, buttons, beads, paper, metal cans, plastic bottles, crayons, markers, etc.) Finish Line Language Books Graphic Organizers Charts Word Banks	Use visuals (i.e. graphs) to help students visualize and compare information. Warm Up/Wrap Up Rubrics
16.4.4-5.1L-5L	CC.2.1.5.C1 CC.2.1.5.C2 CC.2.3.5.A.1	- Identify conservation choices and measures	Word Banks	
Social Studies 16.5.4-5.1S-5S	CC.2.4.5.A.4 ST 3.3.5.A1 ST 3.3.5.A2	-Discuss the responsibilities of government (ex. Importance of laws in different vacation countries)		

	ST 3.3.5.A3			Ī
	ST 3.3.5.A6			
	EE.4.5.4.A			
	EE 4.5.4.C			
	5.3.5.A			