

McCurdy Elementary School

2022 Summer School Program

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Table of Contents

Program Dates & Times	3
Structure of the Day	3
Courses Description	3
Springboard to Learning	48
Breakfast/Lunch Schedule	49
Bus Information	49

Program Dates & Times

Session	Dates	Times
1	June 13th- July 14th	8:50-1:00

Structure of the Day

Course	Time
Breakfast	8:30-8:50
ELA	8:50-10:00
Math	10:00-11:00
Social Emotional	11:00-11:30
Lunch	11:30-12:00
Club Hour	12:00-12:50
Dismissal	1:00

All students will participate in Club Hour daily. Students will have the opportunity to choose a Club Hour activity based on their interest. A variety of Clubs will be offered.

Course Descriptions

Kindergarten Course #KAB12

A Brand New World June 13-July 14, 2022 8:50-1:00pm.

KG students will be exposed to intensive structured programs for math, reading, and writing that focuses on the Missouri priority standards. Students will be taught the Choose Love social and emotional curriculum. Appropriate grade level current events reading text will be a part of making our theme-Brand New World come alive! Our Theme will come alive with a weekly focus each week- 1st week- My Family and I; 2nd week- My Community; 3rd week- My World 4th week Project Base Learning. Students will take a pre and post assessment to track students' growth during the 3 week session.

Kindergarten

<p style="text-align: center;">Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p>Reading</p> <p>Focus Reading Strategies Asking questions Making connections Visualizing</p> <p>With assistance, develop and demonstrate comprehension-reading skills in response to read alouds.</p> <ul style="list-style-type: none"> • Asking and responding to questions about texts read aloud • Retelling main ideas or important facts from a read aloud or familiar story. <p>K.R.1.A K.R.1.A.b K.R.1.A.c</p> <p>With assistance, develop an understanding of vocabulary.</p> <ul style="list-style-type: none"> • Distinguishing meaning between verbs describing the same action • Using words and phrases acquired through conversations, reading and being read to, and responding to texts <p>K.R.1.B K.R.1.B.c K.R.1.B.e</p> <p>With assistance, read, infer and draw conclusions using fiction texts including poetry and drama.</p> <ul style="list-style-type: none"> • Retell a main event from a story read aloud and familiar stories <p>K.R.2.A K.R.2.A.b</p> <p>With assistance, read, infer and draw conclusions using text features.</p> <ul style="list-style-type: none"> • Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations <p>K.R.3.A K.R.3.A.a</p> <p>With assistance, read, infer and draw conclusions using text structures.</p> <ul style="list-style-type: none"> • Ask and answer questions to clarify meaning • Name the main topic and recall key details of the text <p>K.R.3.C K.R.3.C.a K.R.3.C.c</p> <p>Develop print awareness in the reading process.</p>
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- Identifying all upper- and lower-case letters
- Demonstrating that books are read left to right, top to bottom
- Demonstrating one-to-one correspondence between spoken words and written words

K.RF.1.A
 K.RF.1.A.a
 K.RF.1.A.c
 K.RF.1.A.f

Develop phonemic awareness in the reading process.

- Identifying sounds in spoken words
- Distinguishing orally presented rhyming pairs of words from non-rhyming pairs
- Blending spoken onsets and rimes to form simple words
- Blending spoken phonemes to form one-syllable words
- Isolating the initial, medial, and final sounds in spoken words
- Segmenting spoken words into two or three phonemes

K.RF.2.A
 K.RF.2.A.a
 K.RF.2.A.c
 K.RF.2.A.e
 K.RF.2.A.f
 K.RF.2.A.g
 K.RF.2.A.h

Develop phonics in the reading process.

- Reading high-frequency words
- Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words

K.RF.3.A
 K.RF.3.A.b
 K.RF.3.A.d

Writing

With assistance, apply research process to use information from a variety of sources.

- Gather evidence from sources

K.W.3.A
 K.W.3.A.c

With assistance, draw/write informative/explanatory texts. K.W.2.B

Language

In written text, apply standard English grammar.

- Use question words in sentences

K.L.1.A

K.L.1.A.e

In written text, apply punctuation, capitalization and spelling.

- Recognize that a sentence ends with punctuation marks
- Capitalize first word in a sentence
- Write and name the printed letters that match the sound
- Use inventive spelling with beginning, final, and medial sounds

K.L.1.B

K.L.1.B.b

K.L.1.B.d

K.L.1.B.f

K.L.1.B.g

Speaking/Listenings

Speak clearly using conventions of language when presenting individually or with a group.

- Continuing a conversation through multiple exchanges
- Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media

K.SL.3.A

K.SL.3.A b

K.SL.3.A.c

Assessments: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.

Math**Relationships and Algebraic Thinking**

Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.

- Represent addition and subtraction within 10.
- Demonstrate fluency for addition and subtraction within 5.
- Decompose numbers less than or equal to 10 in more than one way.

K.RA.A

K.RA.A.1

K.RA.A.2

K.RA.A.3

	<p>(Investigations Unit 4)</p> <p>Geometry and Measurement (Shapes) Reason with shapes and their attributes.</p> <ul style="list-style-type: none"> • Describe several measurable attributes of objects. • Compare the measurable attributes of two objects. <p>K.GM.A K.GM.A.1 K.GM.A.2</p> <p>(Investigations Unit 4)</p> <p>Geometry and Measurement (Time and Money) Work with time and money.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of concepts of time and devices that measure time. • Name the days of the week. • Identify pennies, nickels, dimes and quarters. <p>K.GM.B K.GM.B.4 K.GM.B.5 K.GM.B.6</p> <p>Assessment: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engageNY assessment.</p>
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Social/Emotional Curriculum-Kindergarten	
<p style="text-align: center;">Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p><u>Unit 1 Courage</u></p> <p><u>Lesson 1: Choose Love</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Repeat/recite/recognize the four core ingredients of the Choose Love Formula. ➤ Label (name) several emotions by facial expressions and body language. ➤ Identify how they and others feel and label the feeling. ➤ Recognize facial expressions and body language of characters and

determine how they may be feeling.

Standard-PS.1 Personal/Social

Lesson 2: The 4 ingredients of Choose Love

Learning target:

Students will be able to:

- Identify the four ingredients of the Choose Love formula in literature.
- Recognize facial expressions and body language of characters and determine how they may be feeling.
- Make a Choose Love Journal.

Standard-PS.1 Personal/Social

Lesson 3; Courage and the Brave breath

Learning target:

Students will be able to:

- Define courage and tell about how they show courage.
- Identify six basic emotions (happy, sad, angry, afraid, disgust, surprise).
- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.

Standard-PS.1 Personal/Social

Lesson 4: Courage and Feelings-I can be brave

Learning Target

Students will be able to:

- Create a Brave Pose to feel more confident and courageous.
- Define courage and tell about how they show courage.
- Identify six basic emotions (happy, sad, angry, afraid, disgust, surprise).
- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.

Standard-PS.1 Personal/Social

Lesson 5:Feelings

Learning targets

Students will be able to:

- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.

Standard-PS.1 Personal/Social

Lesson 6: Difficult Feelings

Learning targets

Students will be able to:

- Identify a range of basic emotions.
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.

Standard-PS.1 Personal/Social

Lesson 7: Strong Feelings

Learning targets

Students will be able to:

- Identify a range of emotions.
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.

Standard-PS.1 Personal/Social

Lesson 8: We are not our feelings

Learning targets

Students will be able to:

	<ul style="list-style-type: none"> ➤ Identify ways to handle difficult, uncomfortable, or strong feelings. ➤ Practice diaphragmatic breathing and focused awareness. ➤ Practice sharing feelings with others. ➤ Practice “I feel” statements. ➤ Identify how belly breathing can help us deal with strong feelings like anger. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 9: We are courageous</u> <u>Learning targets</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Identify ways to demonstrate courage at school and at home. ➤ Practice diaphragmatic breathing and focused awareness. ➤ Practice a Mountain Pose, to feel calm, safe, and strong. ➤ Practice saying affirmations. ➤ Identify a Courage Goal. <p>Standard-PS.1 Personal/Social</p>
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First Grade-Course #1AB12

A Brand New World June 13-July 14, 2022 8:50-1:00pm.

First grade students will be exposed to intensive structured programs for math, reading, and writing that focuses on the Missouri priority standards. Students will be taught the Choose Love social and emotional curriculum. Appropriate grade level current events reading text will be a part of making our theme-Brand New World come alive! Our Theme will come alive with a weekly focus each week- 1st week- My Family and I; 2nd week- My Community; 3rd week- My World. Students

will take a pre and post assessment to track students' growth during the 3 week session.

1st Grade	
<p>Session 1 Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p>Reading</p> <p>Focus Reading Strategies Asking questions Making connections Visualizing</p> <p>Develop and demonstrate comprehension skills in response to reading texts and read-alouds.</p> <ul style="list-style-type: none"> • Seeking clarification and locating facts and details about stories and other texts • Retelling main ideas in sequence including key details <p>1.R.1.A 1.R.1.A.c 1.R.1.A.d</p> <p>Develop an understanding of vocabulary.</p> <ul style="list-style-type: none"> • using common affixes to figure out the meaning of a word • identify words that name actions and words that name persons, places, or things <p>1.R.1.B 1.R.1.B.a 1.R.1.B.c</p> <p>Read, infer and draw conclusions using fiction texts including poetry and drama.</p> <ul style="list-style-type: none"> • Describe characters, setting, problem, solution, and events in logical sequence • Describe the main idea of a story <p>1.R.2.A 1.R.2.A.a 1.R.2.A.b</p> <p>Read, infer and draw conclusions using text features.</p> <ul style="list-style-type: none"> • Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words • Use text features to locate specific information in text <p>1.R.3.A 1.R.3.A.b 1.R.3.A.c</p>

Read, infer and draw conclusions using text structures.

- Identify main ideas and provide supporting details

1.R.3.C

1.R.3.C.b

Develop print awareness in the reading process.

- Recognizing the distinguishing features of a sentence

1.RF.1.A

1.RF.1.A.b

Develop phonemic awareness in the reading process.

- Producing and identifying sounds and syllables in spoken words

Distinguishing between long and short vowel sounds

- Blending spoken phonemes to form one- or two-syllable words including consonant blends

- Segmenting spoken words of three to five phonemes into individual phonemes

1.RF.2.A

1.RF.2.A.a

1.RF.2.A.b

1.RF.2.A.d

1.RF2.A.e

Develop phonics in the reading process.

- Decoding words in context by using letter-sound knowledge

- Using syllabication patterns to decode words

- Reading high-frequency words

- Demonstrating decoding skills when reading

1.RF.3.A

1.RF.3.A.a

1.RF.3.A.f

1.RF.3.A.j

1.RF.3.A.k

Writing

Reread, revise and edit drafts with assistance from adults/peers.

- Respond to questions and suggestions, clarifying meaning by adding details to

sentence construction and strengthening writing

- Edit by leaving spaces between words in sentences

- Edit for language conventions

1.W.1.C

1.W.1.C.a

1.W.1.C.b

1.W.1.C.c

Write informative/explanatory texts. 1.W.2.B

With assistance, apply research process to use information from a variety of sources.

- Gather evidence from sources
- Organize information found during group or individual research, using graphic organizers or other aids

1.W.3.A

1.W.3.A.c

1.W.3.A.d

Language

In written text, apply standard English grammar.

- Produce complete simple and compound sentences

1.L.1.A

1.L.1.A.g

In written text, apply punctuation, capitalization and spelling.

- Use ending punctuation
- Spell words phonetically using phonemic awareness and spelling knowledge

1.L.1.B

1.L.1.B.b

1.L.1.B.f

Speaking and Listening

Speak clearly and to the point using conventions of language when presenting individually or with a group.

- Building on others' talk in conversations by responding to comments of others
- Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

1.SL.3.A

1.SL.3.A.b

1.SL.3.A.c

Assessments: Students will be assessed on a variety of standards using a USA test prep assessment. Students will take the full test consisting of 20 questions at the beginning and end of the three week summer school program. Students will be progress monitored during the middle (end of

week 2) of the summer school program using standards based bell ringer activities.

Math

Relationships and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

Potential evidence:

- Use addition and subtraction within 20 to solve problems
- Solve problems that call for addition of three whole numbers whose sum is within 20.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

1.RA.A

1.RA.A.1

1.RA.A.2

1.RA.A.4

(Investigations Unit 7, and Unit 3)

Understand and apply properties of operations and the relationship between addition and subtraction.

- Use properties as strategies to add and subtract.
- Demonstrate that subtraction can be solved as an unknown-addend problem.

1.RA.B

1.RA.B.5

1.RA.B.6

(Investigations Unit 5)

Add and subtract within 20

- Demonstrate fluency with addition and subtraction within 10.

1.RA.C

1.RA.C.8

(Investigations Unit 7)

Number Sense and Operations in Base Ten

Understand place value of two-digit numbers.

- Understand two-digit numbers are composed of ten(s) and one(s).
- Compare two two-digit numbers using the symbols $>$, $=$ or $<$.
- Count by 10s to 120 starting at any number.

1.NBT.A

1.NBT.A.2

1.NBT.A.3

1.NBT.A.4

(Investigations Unit 7)

	<p>Use place value understanding to add and subtract</p> <ul style="list-style-type: none"> • Add or subtract a multiple of 10 from another two-digit number, and justify the solution. <p>1.NBT.B 1.NBT.B.7 (Investigations Unit 7)</p> <p>Assessment: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.</p>
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Social/Emotional Curriculum-1st grade

<p>Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p><u>Unit 1 Courage</u></p> <p><u>Lesson 1: Choose Love</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Repeat/recite/recognize the four core ingredients of the Choose Love Formula. ➤ Label (name) several emotions by facial expressions and body language. ➤ Identify how they and others feel and label the feeling. ➤ Recognize facial expressions and body language of characters and determine how they may be feeling. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 2: Feelings</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize that feelings change. ➤ Recognize that people can have different feelings about the same thing. ➤ Practice diaphragmatic breathing and focused awareness.
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Standard-PS.1 Personal/Social

Lesson 3; The 4 ingredients of Choose Love

Learning target:

Students will be able to:

- Identify the four ingredients of the Choose Love formula in literature.
- Recognize facial expressions and body language of characters and determine how they may be feeling.
- Create a Choose Love Journal.

Standard-PS.1 Personal/Social

Lesson 4: Difficult Feelings

Learning Target

Students will be able to:

Students will be able to:

- Identify a range of basic emotions.
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.

Standard-PS.1 Personal/Social

Lesson 5: Courage and the Brave Breath

Learning targets

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Recognize that Brave Breaths and Rest and Relax activities relax their bodies, calm their emotions, and focus their minds.
- Define Courage.

- Recognize how their brains respond to fear.
- Identify the somatic cues of fear.

Standard-PS.1 Personal/Social

Lesson 6: Strong Feelings and the Brave Breath Pose
Learning targets

Students will be able to:

- Identify a range of emotions.
- Create a Brave Pose.
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.
- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.

Standard-PS.1 Personal/Social

Lesson 7: We are not our Feelings
Learning targets

Students will be able to:

- Identify ways to handle difficult, uncomfortable, or strong feelings.
- Practice diaphragmatic breathing and focused awareness.
- Practice sharing feelings with others.
- Practice I feel statements.
- Identify how belly breathing can help us deal with strong feelings like anger.

Standard-PS.1 Personal/Social

Lesson 8: Listening and Being Courageous
Learning targets

Students will be able to:

- Identify listening skills.
- Practice diaphragmatic breathing and focused awareness.

	<ul style="list-style-type: none"> ➤ Recall and share stories of when they acted Courageously. ➤ Predict times when they could act courageously again. ➤ Identify how they feel after acting courageously. ➤ Practice somatic awareness. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 9: Everyday and Extraordinary Acts of Courage</u></p> <p><u>Learning targets</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Practice listening. ➤ Practice identifying feelings. ➤ Practice affirmations to help them relax and calm down. ➤ Understand that everyday acts of courage are important. ➤ Practice diaphragmatic breathing and focused awareness. ➤ List everyday and extraordinary acts of courage. <p>Standard-PS.1 Personal/Social</p>
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2nd Grade-Course #2AB12

A Brand New World June 13-July 14, 2022 8:50-1:00 pm

Second grade students will be exposed to intensive structured programs for math, reading, and writing that focuses on the Missouri priority standards. Students will be taught the Choose Love social and emotional curriculum. Appropriate grade level current events reading text will be a part of making our theme-Brand New World come alive! Our Theme will come alive with a weekly focus each week- 1st week- My Family and I; 2nd week- My Community; 3rd week- My World. Students will take a pre and post assessment to track students’ growth during the 3 week session.

2nd Grade

<p>Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p>Reading</p> <p>Focus Reading Strategies Determining Importance Inferring</p> <p>Develop and demonstrate comprehension-reading skills in response to text.</p> <ul style="list-style-type: none"> • Seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text • Retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral <p>2.R.1.A 2.R.1.A.c 2.R.1.A.d</p> <p>Develop an understanding of vocabulary.</p> <ul style="list-style-type: none"> • Using prefixes, root words, and suffixes to determine the meaning of words • Using conversational, general academic and domain-specific words and phrases <p>2.R.1.B 2.R.1.B.a 2.R.1.B.h</p> <p>Read, infer and draw conclusions using fiction texts including poetry and drama.</p> <ul style="list-style-type: none"> • Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson • Describe cause and effect relationships <p>2.R.2.A 2.R.2.A.a 2.R.2.A.d</p> <p>Read, infer and draw conclusions using text features.</p> <ul style="list-style-type: none"> • Identify the main idea of sections of text and distinguish it from the topic • Demonstrate understanding by locating facts to answer and/or ask questions <p>2.R.3.A 2.R.3.A.a 2.R.3.A.b</p>
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Read, infer and draw conclusions using text structures.

- Describe the connection between events and retell the sequence of events

- Describe the connection between and identify problems and solutions

2.R.3.C

2.R.3.C.b

2.R.3.C.c

Develop print awareness in the reading process.

- Understanding that sentences are organized into paragraphs to convey meaning

2.RF.1.A

2.RF.1.A.a

Develop phonics in the reading process.

- Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs

- Reading irregularly spelled high-frequency words

- Demonstrating decoding skills when reading new words in a text

2.RF.3.A

2.RF.3.A.a

2.RF.3.A.i

2.RF.3.A.j

Writing

Reread, revise and edit drafts with assistance from adults/peers.

- Strengthen writing as needed by revising

- Edit for language conventions

2.W.1.C

2.W.1.C.a

2.W.1.C.b

Write informative/explanatory texts. 2.W.2.B

Apply research process to use information from a variety of sources.

- Gather evidence from available sources, literary and informational

- Record basic information from literary and informational text in simple visual

format

2.W.3.A

2.W.3.A d

2.W.3.A.e

Language

In speech and written form, apply standard English grammar.

- Produce simple declarative, imperative, exclamatory, and interrogative sentences

2.L.1.A

2.L.1.A.h

In written text, apply punctuation, capitalization and spelling.

- Use dialogue that contains quotation marks
- Spell words using irregular spelling patterns

2.L.1.B

2.L.1.B.b

2.L.1.B.f

Spell words using irregular spelling patterns

2.L.1.B

2.L.1.B.b

2.L.1.B.f

Speaking/Listening

Speak clearly and to the point using conventions of language when presenting individually or with a group.

- Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions

2.SL.3.A

2.SL.3.A.b

Assessments: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.

Math

Understand place value of three digit numbers

- Understand three-digit numbers are composed of hundreds, tens and ones.
- Understand that 100 can be thought of as 10 tens – called a “hundred”.
- Count within 1000 by 1s, 10s and 100s starting with any number.

• Read and write numbers to 1000 using number names, base-ten numerals and expanded form.

• Compare two three-digit numbers using the symbols $>$, $=$ or $<$.

2.NBT.A

2.NBT.A.1

2.NBT.A.2

2.NBT.A.3

2.NBT.A.4

2.NBT.A.5

(Investigations Unit 5 and Unit 8)

Use place value understanding and properties of operations to add and subtract.

Demonstrate fluency with addition and subtraction within 100.

• Add or subtract within 1000, and justify the solution.

• Use the relationship between addition and subtraction to solve problems.

• Add or subtract mentally 10 or 100 to or from a given number within 1000.

2.NBT.B

2.NBT.B.6

2.NBT.B.8

2.NBT.B.9

2.NBT.B.10

(Investigations Unit 5 and Unit 8)

Represent and solve problems involving addition and subtraction

• Write and solve problems involving addition and subtraction within 100.

2.NBT.C

2.NBT.C.11

(Investigations Unit 5 and Unit 8)

Understand place value of three digit numbers

• Understand three-digit numbers are composed of hundreds, tens and ones.

• Understand that 100 can be thought of as 10 tens – called a “hundred”.

• Count within 1000 by 1s, 10s and 100s starting with any number.

• Read and write numbers to 1000 using number names, base-ten numerals and expanded form.

	<ul style="list-style-type: none"> • Compare two three-digit numbers using the symbols $>$, $=$ or $<$. <p>2.NBT.A 2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.A.5 (Investigations Unit 5 and Unit 8)</p> <p>Use place value understanding and properties of operations to add and subtract. Demonstrate fluency with addition and subtraction within 100.</p> <ul style="list-style-type: none"> • Add or subtract within 1000, and justify the solution. • Use the relationship between addition and subtraction to solve problems. • Add or subtract mentally 10 or 100 to or from a given number within 1000. <p>2.NBT.B 2.NBT.B.6 2.NBT.B.8 2.NBT.B.9 2.NBT.B.10 (Investigations Unit 5 and Unit 8)</p> <p>Represent and solve problems involving addition and subtraction</p> <ul style="list-style-type: none"> • Write and solve problems involving addition and subtraction within 100. <p>2.NBT.C 2.NBT.C.11 (Investigations Unit 5 and Unit 8)</p> <p>Assessment: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.</p>
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Social/Emotional Curriculum-2nd grade	
<p style="text-align: center;">Session 1</p> <p>Theme: Brand New World</p>	<p><u>Unit 1 Courage</u></p> <p><u>Lesson 1: The four ingredients of Choose Love</u></p> <p><u>Learning target:</u></p>

Week 1: My Family and I

Week 2: My Community

Week 3: The World

Week 4: Project Base
Learning

Students will be able to:

- Identify the four ingredients of the Choose Love formula in literature.
- Recognize facial expressions and body language of characters and determine how they may be feeling.
- Create a Choose Love Journal.
- Use the verbiage of choosing love.
- Begin to identify times when they need to hold onto their personal power.

Standard-PS.1 Personal/Social

Lesson 2: Choosing Love with words and Actions

Learning target:

Students will be able to:

- Repeat/recite/recognize the four core ingredients of the Choose Love Formula.
- Label several emotions by facial expressions and body language.
- Identify how they and others feel and label those feelings.
- List helpful/harmful behaviors.
- Identify how they will be able to keep their personal power intact and handle conflict.
- Recognize why certain acts are courageous and what makes them courageous.

Standard-PS.1 Personal/Social

Lesson 3: Courage Feelings and Friendships

Learning target:

Students will be able to:

- Identify a range of emotions (happiness, sadness, gratitude, loneliness, compassion).
- Recognize that feelings change.
- Recognize that people can have different feelings about the same thing.

- Practice diaphragmatic breathing and focused awareness.
- Identify ways to handle difficult, uncomfortable, or strong feelings.
- Identify character traits of good friends.

Standard-PS.1 Personal/Social

Lesson 4: Courage-Holding onto our personal Power

Learning Target

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Recognize that Brave Breaths and Rest and Relax activities relax their bodies, calm their emotions, and focus their minds.
- Define Courage.

Standard-PS.1 Personal/Social

Lesson 5:Everyday and Extraordinary Acts of Courage

Learning targets

Students will be able to:

- Recall and share stories of when they acted courageously.
- Predict times that they could act courageously in school.
- Describe how they felt after acting courageously.
- Practice Brave Poses.
- Identify the benefits of practicing courage.
- Practice diaphragmatic breathing and focused awareness.
- Identify everyday and extraordinary acts of courage in literature.
- Identify a courage goal.
- Practice saying affirmation

Standard-PS.1 Personal/Social

Lesson 6: I have the Courage to be me

Learning targets

Students will be able to:

- Practice embodied courage and affirmations to calm themselves.
- Practice paying attention and using listening skills.
- Understand that small acts of courage are important.
- Practice diaphragmatic breathing and focused awareness.
- Begin to develop an understanding of perspective and diversity.

Standard-PS.1 Personal/Social

Lesson 7: Courage and the Brain

Learning targets

Students will be able to:

- Identify what happens to their brains when they're experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify situations where they feel fear and the somatic responses.
- Practice diaphragmatic breathing and focused awareness.

Standard-PS.1 Personal/Social

Lesson 8: Problem Solving

Learning targets

Students will be able to:

- Define positive relationships.
- List friendship skills.
- Understand that friends might have different thoughts, feelings, and wants.

	<ul style="list-style-type: none"> ➤ Discuss the problem-solving model, CALM. ➤ Define cooperation. List ways to cooperate in class. ➤ Review listening skills. ➤ Practice diaphragmatic breathing and focused awareness. ➤ Practice using the C in the CALM Discussion Rubric. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 9: Courage helps us stay calm</u> <u>Learning targets</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Review listening skills. ➤ Review courage skills. ➤ Practice using the CALM Discussion Rubric. ➤ Recognize points of agreement and disagreement during problem-solving. ➤ Practice diaphragmatic breathing and focused awareness. <p>Standard-PS.1 Personal/Social</p>
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3rd Grade-Course #3AB12

A Brand New World June 13-July 14, 2021 8:50-1:00 pm.

Third grade students will be exposed to intensive structured programs for math, reading, and writing that focuses on the Missouri priority standards. Students will be taught the Choose Love social and emotional curriculum. Appropriate grade level current events reading text will be a part of making our theme-Brand New World come alive! Our Theme will come alive with a weekly focus each week- 1st week- My Family and I; 2nd week- My Community; 3rd week- My World. Students will take a pre and post assessment to track students’ growth during the 3 week session.

3rd Grade

<p>Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p>Reading</p> <p>Focus Reading Strategies Determining Importance Inferring</p> <p>Develop and demonstrate comprehension-reading skills in response to texts.</p> <ul style="list-style-type: none"> • Drawing conclusions and support with textual evidence • Summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral <p>3.R.1.A 3.R.1.A.b 3.R.1.A.c</p> <p>Develop an understanding of vocabulary.</p> <ul style="list-style-type: none"> • Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words • Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words • Using conversational, general academic, and domain-specific words and phrases <p>3.R.1.B 3.R.1.B.a 3.R.1.B.b 3.R.1.B.i</p> <p>Read, infer and draw conclusions using fiction texts including poetry and drama.</p> <ul style="list-style-type: none"> • Summarize and sequence the events/plot and explain how past events impact future events • Paraphrase the big idea/themes and supporting details of texts <p>3.R.2.A 3.R.2.A.a 3.R.2.A.d</p> <p>Read, infer and draw conclusions using text features.</p> <ul style="list-style-type: none"> • Identify the details or facts that support the main idea • Use text and graphic features to locate information and to make and verify predictions <p>3.R.3.A 3.R.3.A.b 3.R.3.A.c</p> <p>Read, infer and draw conclusions using literary techniques.</p>
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- Distinguish fact from opinion
- Distinguish point of view from what the author is trying to persuade the reader to think or do

3.R.3.B

3.R.3.B.b

3.R.3.B.c

Read, infer and draw conclusions using text structures.

- Describe relationships among events, ideas, concepts, and cause and effect in texts

- Compare and contrast the most important points and key details presented in texts on the same topic

3.R.3.C

3.R.3.C.a

3.R.3.C.e

Develop phonics in the reading process.

- Decoding multisyllabic words in context and independent of context by applying common spelling patterns

- Reading irregularly spelled high-frequency words

3.RF.3.A

3.RF.3.A.a

3.RF.3.A.f

Writing

Reread, revise and edit drafts with assistance from adults/peers.

- Develop and strengthen writing by revising
- Edit for language conventions

3.W.1.C

3.W.1.C.a

3.W.1.C.b

Write informative/explanatory texts. 3.W.2.B

Apply research process to use information from a variety of sources.

- Determine the accuracy and relevance of the information related to a selected question

- Take simple notes in own words and sort evidence into provided categories or organizer

3.W.3.A

3.W.3.A.e

3.W.3.A.f

Language

In speech and written form, apply standard English grammar.

- Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences

3.L.1.A

3.L.1.A.f

In written text, apply punctuation, capitalization and spelling.

- Demonstrate and use commas and quotation marks in dialogue
- Capitalize dialogue correctly
- Use spelling patterns and generalizations to spell compound words

3.L.1.B

3.L.1.B.c

3.L.1.B.d

3.L.1.B.h

Speaking/Listening

Develop and apply effective listening skills and strategies in formal and informal settings.

- Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

3.SL.1.A

3.SL.1.A.b

Assessments: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.

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Math

ZEARN is a research backed-curriculum with digital lessons. The instructional model includes teacher-led instruction, independent digital lessons, a rotational classroom model and weekly schedule along with embedded assessments.

3rd Grade:

3.DS.A.2- Week 1

3.NF.A.4- Week 2

3.NBT.A.2- Week 3

	<p>3.RA.B.6- Week 4</p> <p>3.GM.A.1- Week 4</p> <p>Assessment: Students will be assessed on a variety of standards using Engage New York. Students will begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.</p>
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Social/Emotional Curriculum-3rd grade

<p>Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p><u>Unit 1 Courage</u></p> <p><u>Lesson 1: The four ingredients of Choose Love</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Identify the four ingredients of the Choose Love formula in literature. ➤ Recognize facial expressions and body language of characters and determine how they may be feeling. ➤ Create a Choose Love Journal. ➤ Use the verbiage of choosing love. ➤ Begin to identify times when they need to hold onto their personal power. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 2: Courage and Friendships</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Identify a range of emotions (happiness, sadness, gratitude, loneliness, compassion). ➤ Recognize that feelings change. ➤ Recognize that people can have different feelings about the same thing. ➤ Practice diaphragmatic breathing and focused awareness. ➤ Identify ways to handle difficult, uncomfortable, or strong feelings. ➤ Identify character traits of good
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friends.

Standard-PS.1 Personal/Social

Lesson 3; Everyday and Extraordinary Acts of COurage

Learning target:

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Recognize that Brave Breaths and Rest and Relax activities help relax their bodies, calm their emotions, and focus their minds.
- Define courage.
- Identify somatic cues for fear.
- List examples of courageous behavior.

Standard-PS.1 Personal/Social

Lesson 4: The Courage to stand up

Learning Target

Students will be able to:

- Recall and share stories of when they acted courageously.
- Predict times that they could act courageously in school.
- Describe how they felt after acting courageously.
- Practice Brave Poses.
- Identify the benefits of practicing courage.
- Practice diaphragmatic breathing and focused awareness.
- Identify everyday and extraordinary acts of courage in literature.

Standard-PS.1 Personal/Social

Lesson 5: Courage and the Brains

Learning targets

Students will be able to:

- Identify what happens to their brains when they're experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify situations where they feel fear and the somatic responses.
- Practice diaphragmatic breathing and focused awareness.

Standard-PS.1 Personal/Social

Lesson 6: The Courage to begin being you

Learning targets

Students will be able to:

- Identify what happens to their brains when they're experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify situations where they feel fear and the somatic responses.
- Practice diaphragmatic breathing and focused awareness.

Standard-PS.1 Personal/Social

Lesson 7; Strong Relationships and Problem Solving

Learning targets

Students will be able to:

- Define positive relationships.
- List friendship skills.
- Understand that friends might have different thoughts, feelings, and wants.
- Discuss the problem-solving model, CALM.
- Define cooperation. List ways to cooperate in class.

	<ul style="list-style-type: none"> ➤ Review listening skills. ➤ Practice diaphragmatic breathing and focused awareness. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 8: Courage helps us stay CALM</u></p> <p><u>Learning targets</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Review listening skills. ➤ Review courage skills. ➤ Practice using the CALM Discussion Rubric. ➤ Recognize points of agreement and disagreement during problem-solving. ➤ Practice diaphragmatic breathing and focused awareness. <p>Standard-PS.1 Personal/Social</p>
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4th Grade-Course #4AB12

A Brand New World June 13-July 14, 2022 8:50-1:00pm.

Fourth graders students will be exposed to intensive structured program for math, reading, and writing that focuses on the Missouri priority standards. Students will be taught the Choose Love social and emotional curriculum. Appropriate grade level current events reading text will be a part of making our theme-Brand New World come alive! Our Theme will come alive with a weekly focus each week- 1st week- My Family and I; 2nd week- My Community; 3rd week- My World. Students will take a pre and post assessment to track students’ growth during the 3 week session.

4th Grade	
Session 1	Reading

<p>Theme: Brand New World</p>	<p>Focus Reading Strategies Predicting Synthesizing</p>
<p>Week 1: My Family and I</p>	<p>Develop and demonstrate comprehension-reading skills in response to texts.</p>
<p>Week 2: My Community</p>	<ul style="list-style-type: none"> • Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text • Drawing conclusions by providing textual evidence of what the text says explicitly
<p>Week 3: The World</p>	<p>4.R.1.A 4.R.1.A.a 4.R.1.A.b</p>
<p>Week 4: Project Base Learning</p>	<p>Develop an understanding of vocabulary.</p> <ul style="list-style-type: none"> • Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes • Using conversational, general academic, and domain-specific words and phrases <p>4.R.1.B 4.R.1.B.a 4.R.1.B.f</p>
	<p>Read, infer and draw conclusions using fiction texts including poetry and drama.</p> <ul style="list-style-type: none"> • Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme • Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person <p>4.R.2.A 4.R.2.A.a 4.R.2.A.e</p>
	<p>Read, infer and draw conclusions using text features.</p> <ul style="list-style-type: none"> • Use multiple text features to locate information and gain an overview of the contents of text • Interpret and explain factual information presented graphically <p>4.R.3.A 4.R.3.A.a 4.R.3.A.c</p>
	<p>Read, infer and draw conclusions using literary techniques.</p> <ul style="list-style-type: none"> • Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author’s purpose; and support the analysis

- Explain how an author uses language to present information to influence what the reader thinks or does

4.R.3.B

4.R.3.B.b

4.R.3.B.c

Read, infer and draw conclusions using text structures.

- Distinguish facts from opinion in a text and explain how to verify what is a fact

- Compare and contrast a firsthand and secondhand account of the same event or topic

4.R.3.C

4.R.3.C.a

4.R.3.C.d

Develop phonics in the reading process.

- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context

- Reading root words, prefixes, and suffixes and important words from specific content curricula

4.RF.3.A

4.RF.3.A.a

4.RF.3.A.b

Writing

Reread, revise and edit drafts with assistance.

- Develop and strengthen writing by revising
- Edit for language conventions

4.W.1.C

4.W.1.C.a

4.W.1.C.b

Write informative/explanatory texts. 4.W.2.B

Apply research process to use information from a variety of sources.

- Determine the accuracy of the information gathered
- Differentiate between paraphrasing and plagiarism when using ideas of others

4.W.3.A

4.W.3.A.f

4.W.3.A.g

Language

In speech and written form, apply standard English grammar.
• Produce and expand the complete simple and compound four types of sentences

4.L.1.A

4.L.1.A.h

In written text, apply punctuation, capitalization and spelling.

- Punctuate a dialogue between two or more characters
- Use correct capitalization
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

4.L.1.B

4.L.1.B.b

4.L.1.B.e

4.L.1.B.i

Speaking and Listening

Develop and apply effective listening skills and strategies in formal and informal settings.

- Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

4.SL.1.A

4.SL.1.A.b

Assessments: Students will be assessed on a variety of standards using a USA test prep assessment. Students will take the full test consisting of 20 questions at the beginning and end of the three week summer school program. Students will be progress monitored during the middle (end of week 2) of the summer school program using standards based bell ringer activities.

Math

ZEARN is a research backed-curriculum with digital lessons. The instructional model includes teacher-led instruction, independent digital lessons, a rotational classroom model and weekly schedule along with embedded assessments.

4.NBT.A.2-

4.DS.A.3-

4.GM.B.5-

4.NBT.A.1-

4.NF.A.2-

Assessment: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.

Social/Emotional Curriculum-4th grade

Session 1

Theme: Brand New World

Week 1: My Family and I

Week 2: My Community

Week 3: The World

Week 4: Project Base Learning

Unit 1 Courage

Lesson 1: The four ingredients of Choose Love

Learning target:

Students will be able to:

- Identify the four ingredients of the Choose Love formula in literature.
- Recognize facial expressions and body language of characters and determine how they may be feeling.
- Create a Choose Love Journal.
- Use the verbiage of choosing love.
- Begin to identify times when they need to hold onto their personal power.

Standard-PS.1 Personal/Social

Lesson 2: Choosing Love Constitution

Learning target:

Students will be able to:

- Practice diaphragmatic breathing and focused awareness.
- Recall and reflect on times they acted courageously.
- Reflect on why creating a classroom constitution helps create a positive environment.
- Begin writing a collective Choose Love Constitution.

Standard-PS.1 Personal/Social

Lesson 3; Everyday and Extraordinary Acts of Courage

Learning target:

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Understand that Brave Breaths and Rest and Relax activities help relax their bodies, calm their emotions, and focus their minds.
- Define courage.
- List examples of courageous behavior.
- Identify somatic cues for fear.
- Describe ways to calm emotions.
- Define Grit/Perseverance and identify examples.

Standard-PS.1 Personal/Social

Lesson 4: The Courage to stand up

Learning Target

Students will be able to:

- Recall and share stories of when they acted courageously.
- Predict times that they could act courageously in school.
- Describe how they felt after acting courageously.
- Practice Brave Poses.
- Identify the benefits of practicing courage.
- Practice diaphragmatic breathing and focused awareness.
- Identify everyday and extraordinary acts of courage in literature.
- Identify character traits of grit and perseverance.
- Practice affirmations..

Standard-PS.1 Personal/Social

Lesson 5: Courage and the Brain

Learning targets

Students will be able to:

- Identify what happens to their brains when they're experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify somatic responses to fear.
- Identify situations where they feel fear.
- Practice diaphragmatic breathing and focused awareness.
- Define and identify grit in literature and in themselves and others.

Standard-PS.1 Personal/Social

Lesson 6: The Courage to begin being you

Learning targets

Students will be able to:

- Recognize emotions and feelings in literature.
- Listen for understanding.
- Draw inferences based on literature.
- Practice embodied courage.
- Practice paying attention and using listening skills.
- Recognize judgments in ourselves and others.
- Practice affirmations to help them relax and calm down.
- Practice diaphragmatic breathing and focused awareness.

Standard-PS.1 Personal/Social

Lesson 7: Positive Relationships and Problem Solving

Learning targets

Students will be able to:

- Define positive relationships.

	<ul style="list-style-type: none"> ➤ Understand that friends might have different thoughts, feelings, and wants. ➤ Begin to look at situations from another's perspective. ➤ Discuss the problem-solving model, CALM. ➤ Define and list ways to cooperate in class. Practice cooperating. ➤ Practice listening skills. ➤ Practice diaphragmatic breathing and focused awareness. <p>Standard-PS.1 Personal/Social</p>
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5th Grade-Course #5AB12

A Brand New World June 13-July 14, 2022 8:50-1:00pm.

Fifth grade students will be exposed to intensive structured program for math, reading, and writing that focus on the Missouri priority standards. Students will be taught the Choose Love social and emotional curriculum. Appropriate grade level current events reading text will be a part of making our theme-Brand New World come alive! Our Theme will come alive with a weekly focus each week- 1st week- My Family and I; 2nd week- My Community; 3rd week- My World. Students will take a pre and post assessment to track students’ growth during the 3 week session.

5th	
<p style="text-align: center;">Session 1</p> <p style="text-align: center;">Theme: Brand New World</p> <p style="text-align: center;">Week 1: My Family and I</p>	<p>Reading</p> <p>Focus Reading Strategies Predicting Synthesizing</p> <p>Develop and demonstrate comprehension-reading skills in response to texts.</p>

<p>Week 2: My Community</p>	<ul style="list-style-type: none"> • Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
<p>Week 3: The World</p>	<ul style="list-style-type: none"> • Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
<p>Week 4: Project Base Learning</p>	<p>5.R.1.A 5.R.1.A.a 5.R.1.A.b</p> <p>Develop an understanding of vocabulary.</p> <ul style="list-style-type: none"> • Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context • Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text • Using conversational, general academic, and domain- specific words and phrases <p>5.R.1.B 5.R.1.B.a 5.R.1.B.d 5.R.1.B.g</p> <p>Read, infer and draw conclusions using fiction texts including poetry and drama.</p> <ul style="list-style-type: none"> • Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts • Explain the theme or moral lesson, conflict, and resolution in a story or novel <p>5.R.2.A 5.R.2.A.a 5.R.2.A.b</p> <p>Read, infer and draw conclusions using text features.</p> <ul style="list-style-type: none"> • Use multiple text features and graphics to locate information and gain an overview of the contents of text information <p>5.R.3.A 5.R.3.A.a</p> <p>Read, infer and draw conclusions using literary techniques.</p> <ul style="list-style-type: none"> • Evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim • Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument • Explain the type of evidence used to support a claim in a persuasive text <p>5.R.3.B 5.R.3.B.a</p>

5.R.3.B.d
5.R.3.B.f

Read, infer and draw conclusions using text structures.

- Analyze how the pattern of organization of a text influences the relationships
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

5.R.3.C

5.R.3.C.c

5.R.3.C.e

Develop phonics in the reading process.

- Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- Reading root words, prefixes, suffixes, and important words from all specific content curricula

5.RF.3.A

5.RF.3.A.a

5.RF.3.A.b

Writing

Reread, revise and edit drafts with assistance.

- Develop and strengthen writing by revising
- Edit for language conventions

5.W.1.C

5.W.1.C.a

5.W.1.C.b

Write informative/explanatory texts. 5.W.2.B

Apply research process to use information from a variety of sources.

- Assess relevance, accuracy, and reliability of information in print and digital sources
- Differentiate between paraphrasing and plagiarism when using ideas of others

5.W.3.A

5.W.3.A.e

5.W.3.A.g

Language

In written text, apply punctuation, capitalization and spelling.

- Use quotation marks when writing titles of stories, songs, poems, articles
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

5.L.1.B

5.L.1.B.g

5.L.1.B.j

Speaking and Listening

Develop and apply effective listening skills and strategies in formal and informal settings.

- Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others
- Listening for speaker's message and summarizing main points based on evidence

5.SL.1.A

5.SL.1.A.b

5.SL.1.A.d

Assessments: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.

Math

5.GM.D.9-

5.GM.A.2

5.NF.A.1

5.NF.B.6

5.RA.C.5

Number Sense and Operations in Fractions

Understand the relationship between fractions and decimals (denominators that are factors of 100).

- Understand that parts of a whole can be expressed as fractions and/or decimals.

5.NF.A

	<p>5.NF.A.1 (Investigations Unit 7)</p> <p>Perform operations and solve problems with fractions and decimals.</p> <ul style="list-style-type: none"> • Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution. <p>5.NF.B 5.NF.B.6</p> <p>Assessment: Students would begin with a pre-test over the model standards. Assessments will be generated from engage NY. Assessments include about 4-6 questions with a scoring guide. At the end of the module students will take a post-test using a revised version of the engage NY assessment.</p>
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Social/Emotional Curriculum-5th grade

<p>Session 1</p> <p>Theme: Brand New World</p> <p>Week 1: My Family and I</p> <p>Week 2: My Community</p> <p>Week 3: The World</p> <p>Week 4: Project Base Learning</p>	<p><u>UNIT 1 COURAGE</u></p> <p><u>Lesson 1: The four ingredients of Choose Love</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ repeat/recite/recognize the four core ingredients of the Choose Love Formula. ➤ label several emotions by facial expressions and body language. ➤ identify how they and others feel and label those feelings. ➤ list helpful/harmful behaviors. ➤ identify how they will be able to keep their personal power intact and handle conflict ➤ recognize why certain acts are courageous and what makes them courageous. <p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 2: Choosing Love Constitution</u></p> <p><u>Learning target:</u> Students will be able to:</p> <ul style="list-style-type: none"> ➤ Practice diaphragmatic breathing and focused awareness. ➤ Recall and reflect on times they acted courageously. ➤ Reflect on why creating a classroom
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constitution helps create a positive environment.

- Begin writing a collective Choose Love Constitution.

Standard-PS.1 Personal/Social

Lesson 3: Everyday and Extraordinary Acts of Courage

Learning target:

Students will be able to:

- Practice Brave Breaths (diaphragmatic breathing) and focused awareness.
- Practice Rest and Relax activities.
- Understand that Brave Breaths and Rest and Relax activities help relax their bodies, calm their emotions, and focus their minds.
- Define courage.
- List examples of courageous behavior.
- Identify somatic cues for fear.
- Describe ways to calm emotions.
- Define Grit/Perseverance and identify examples.

Standard-PS.1 Personal/Social

Lesson 4: The Courage to stand up

Learning Target

Students will be able to:

- Recall and share stories of when they acted courageously.
- Predict times that they could act courageously in school.
- Describe how they felt after acting courageously.
- Practice Brave Poses.
- Identify the benefits of practicing courage.
- Practice diaphragmatic breathing and focused awareness.
- Identify everyday and extraordinary acts

of courage in literature.

- Identify character traits of grit and perseverance.
- Practice affirmations..

Standard-PS.1 Personal/Social

Lesson 5: Courage and the Brain

Learning targets

Students will be able to:

- Identify what happens to their brains when they're experiencing strong feelings.
- Recognize how Brave Breaths help their brains calm down.
- Recognize that they have a choice about how to respond to fear.
- Practice affirmations.
- Identify somatic responses to fear.
- Identify situations where they feel fear.
- Practice diaphragmatic breathing and focused awareness.
- Define and identify grit in literature and in themselves and others.

Standard-PS.1 Personal/Social

Lesson 6: The Courage to begin being you

Learning targets

Students will be able to:

- Recognize emotions and feelings in literature.
- Listen for understanding.
- Draw inferences based on literature.
- Practice embodied courage.
- Practice paying attention and using listening skills.
- Recognize judgments in ourselves and others.
- Practice affirmations to help them relax and calm down.
- Practice diaphragmatic breathing and focused awareness.

	<p>Standard-PS.1 Personal/Social</p> <p><u>Lesson 7; Positive Relationships and Problem Solving</u></p> <p><u>Learning targets</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Define positive relationships. ➤ Understand that friends might have different thoughts, feelings, and wants. ➤ Begin to look at situations from another's perspective. ➤ Discuss the problem-solving model, CALM. ➤ Define and list ways to cooperate in class. Practice cooperating. ➤ Practice listening skills. ➤ Practice diaphragmatic breathing and focused awareness. <p>Standard-PS.1 Personal/Social</p>
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Springboard to Learning

Students attending our summer extended learning program will receive an enriching experience through arts education. McCurdy will partner with Springboard to Learning to provide residency art partner programs at each grade level.

Kindergarten: Wolf Trap Early Learning Through the Arts (5 Day Residency)

Wolf Trap Institute brings professional performing artists – musicians, dancers, actors, or puppeteers trained in the Institute model as Wolf Trap Teaching Artists – into preschool and Kindergarten classrooms to provide innovative and effective arts-integrated strategies that align with curriculum objectives.

1st Grade: We Are The World (5 Day Residency)

Students travel each session to a different country with storyteller Linda Kram. Students learn the differences and similarities between cultures as they greet each other and learn to count in another country’s language, explore its artifacts, and participate in music and art activities. Each lesson ends with a multicultural snack.

2nd and 3rd Grade: Smiling At Diversity (6 Day Residency)

During this socially-minded arts program students will design a community billboard proposal. Lessons in drawing, color theory, painting, bookmaking and collage will prepare students with visual and conceptual tactics that can be used in all categories of learning.

Student led conversations will encourage each student to recognize who they are in the context of a world filled with diversity. Brainstorms about our differences and similarities will support a greater understanding of the connections between us as human beings and aim to dismantle intolerance.

4th and 5th Grade: Becoming Visible Through Our Stories: (6 Day Residency)

Folktales reflect the intrinsic values, traditions, and cultures from which they come, so they are the perfect vehicle for students to explore and share pride in their cultural identities. In this in-person residency, students will research their cultural heritage, then identify a folktale from that culture by analyzing and evaluating information from a variety of online sources. Sherry, co-author of *Supporting Diversity and Inclusion with Story* (Libraries Unlimited, 2020) will lead students in interactive exercises, working collaboratively to develop the storytelling skills of body language, movement, and character voices for students to share their stories in a class Heritage Celebration.

Breakfast/Lunch Schedule

- 8:30-8:50 Breakfast
- Lunch

Bus Information

- Based on student needs