

Big Ideas: Sequence	Essential Vocabulary			
ELA – The Writing Process	Writing Process Beginning Middle End Closure Temporal words First Next Then Last Sequencing Informative text Explanatory text	Fraction Numerator Denominator Part Whole Half	Vibration Waves Water Light Seismic waves Sound Earthquakes Tectonic plates	Self-advocacy Choices Change Vote society Parties Governor Mayor Branches of government Legislative Executive Judicial Constitution SGA Common good
Math – Fractions				
Science – Waves: Water, Light, Seismic, Sound				
Social Studies – Civics and Governance: Understanding social changes				
Learning Targets What do students need to be able to know / do?	Assessment / Data			
Students will apply knowledge of sequencing across the curriculum.				

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Use supporting information in writing:</u> 6.1. Write* a claim and support it with two or more reasons or other relevant evidence. 6.2. Write* an informative or	<u>Understand fractions:</u> 6.1. Compare the relationships between the unit fractions ($1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$, $1/10$). 6.2. Add fractions with like	<u>Understand that energy produces waves:</u> EX.6.P.1.1 Recognize that vibrations produce waves. EX.6.P.1.2 Identify types of	<u>Understand rights and responsibilities:</u> EX.7.C&G.1.1 Understand groups can agree on rules for the "common good" of society.

<p>explanatory text.</p> <ol style="list-style-type: none"> a. Write* the topic. b. Develop the topic with two or more facts or concrete details. c. Provide a closing. <p>6.3. Write* a narrative about personal or imagined experiences or events.</p> <ol style="list-style-type: none"> a. Write* about multiple events and use temporal words (e.g., next, then) to signal event order. b. Include one or more characters. c. Provide a closing. <p>7.1. Write* a claim and support it with two or more reasons or other relevant evidence.</p> <p>7.2. Write* an informative or explanatory text.</p> <ol style="list-style-type: none"> a. Write* the topic. b. Develop the topic with two or more facts or concrete details. c. Use domain specific vocabulary. d. Provide a closure. <p>7.3. Write* a narrative about personal or imagined experiences or events.</p> <ol style="list-style-type: none"> a. Write* about multiple events and use temporal words to signal event order. b. Include one or more characters. c. Use words or phrases to describe the character(s). d. Provide a closing. <p>8.1. Write* a claim.</p> <ol style="list-style-type: none"> a. Support claim with two or more reasons or other relevant evidence. 	<p>denominators to make a whole (halves, thirds, fourths, fifths, sixths, eighths, and tenths).</p> <p><u>Operations with fractions and whole numbers:</u></p> <p>7.1. Subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) by modeling with fraction bars.</p> <p>7.2. Use all operations to solve problems with whole numbers (0-100).</p>	<p>waves (e.g. water, light, seismic, sound).</p>	<p>EX.7.C&G.1.2 Apply problem solving models to generate ideas (e.g., rules, goals, sequence, etc.) to benefit the "common good".</p> <p>EX.7.C&G.1.3 Determine what ideas and opinions in a group are different from an individual's.</p> <p>EX.7.C&G.1.3 Communicate when an individual disagrees with decisions made by others.</p>
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b. State one opposing or counterclaim
8.2. Write* an informative or explanatory text.

a. Write* the topic.

b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.

c. Develop the topic with two or more facts or concrete details.

d. Use domain specific vocabulary.

e. Provide a closing.

8.3. Write* narratives about personal or imagined experiences or events.

a. Write* about multiple events and use temporal words to signal event order.

b. Include one or more characters.

c. Use dialogue as appropriate.

d. Use words or phrases to describe the character(s).

e. Provide a closing.

Produce and publish extended text:

6.4. Produce writing* that addresses a particular task or purpose.

6.5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.

6.6. Use technology to produce and publish writing*.

7.4. Produce writing* that addresses a particular task, purpose, or audience.

7.5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.

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7.6. Use technology to produce and publish writing*.

8.4. Produce writing* that addresses a particular task, purpose, or audience.

8.5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.

8.6. Use technology to produce and publish writing*.

Gather and report information in writing:

6.7. Write* to answer a question based on one or more sources of information.

6.8. Select quotes from one or more print or digital sources that provide important information about a topic.

6.9. Write* about information gathered from literary or informational texts.

a. Apply *grade 6 Extended Reading standards* to literature (e.g., Compare two texts with the same theme or topic).

b. Apply *grade 6 Extended Reading standards* to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

7.7. Write* to answer a question based on two or more sources of information.

7.8. Select quotes from two or more print or digital source that provide important information about a topic.

7.9. Write* about information gathered from literary or informational texts.

a. Apply *grade 7 Extended Reading*

standards to literature (e.g., Compare two texts with the same theme or topic).

b. Apply *grade 7 Extended Reading standards* to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

8.7. Write* to answer and pose questions based on two or more sources of information.

8.8. Select quotes from two or more print or digital source that provide important information about a topic.

8.9. Write* about information gathered from literary or informational texts.

a. Apply *grade 8 Extended Reading Standards* to literature (e.g., *Write* key details that support the theme*).

b. Apply *grade 8 Extended Reading Standards* to literary nonfiction (e.g., *List in writing* conflicting information presented across two texts*).

Adjust writing approach to meet task, purpose and audience:

6.10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

7.10. Write* over extended time frames (adding to the same text over multiple

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8.10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

UDL Suggestions

See Google Docs

Resources & Materials

See Google Docs

ITES**Research Process**

6.RP.1 Apply a research process for collaborative or individual research.

7.RP.1 Apply a research process to complete given tasks.

Life Skills

Decision Making: Right and Wrong

