

LACKAWANNA TRAIL ELEMENTARY CENTER



2014-2015 CURRICULUM GUIDE



Lackawanna Trail Elementary Center
P.O. Box 85
Factoryville, PA 18419
Phone: (570) 945-5153 FAX: (570) 945-7559
ltec.lackawanna.schoolfusion.us

Dear Parents and Guardians:

The Lackawanna Trail School District has developed a comprehensive curriculum in order to provide a rigorous academic program for each student. This guide provides an overview of the Elementary Centers Kindergarten through 6th grade courses of study.

You will find information about:

The major content areas:

- Language Arts
- Mathematics
- Science/Health
- Social Studies

The specials areas:

- Art
- Band
- Computers
- Library
- Music
- Physical Education

Specialized services:

- Special Education
- Gifted
- Speech/Language
- Title 1 (Math and Reading)

We hope that this information provides you with an understanding of the wide range of excellent content being taught at the elementary level.

Sincerely,

Brian Kelly

Elementary Principal



FACULTY AND STAFF

Kindergarten:

Gavin, Dana
DeNault, Mary
Naylor, Megan
Vanko, Courtney

First Grade:

Bergey, Betty Jo
Gray, Patrice
Loughney, Kathleen
Wiswell, Crissy

Second Grade:

Jones, Meaghan
Peters, Todd
Shaw, Karen
Wright, Sarah

Third Grade:

Colvin, Holly
Engle, Janet
Vida, DeeAnn

Fourth Grade:

Brown, Kimberli
Curmaci, Debra
Kuchak, Shannon
Yanniello, John

Fifth Grade:

Crawford, Carolyn
Foley, Lois
(Prye, Gail)
Kinback, Laurel
Pricci, Gina

Sixth Grade:

Cresswell, Julie
Franko, Gail
Gerken, Chris
Kerzetski, Marty

Specials:

Alderman, Jenna
Becchetti, James
Burdett, Laurie
Cali, Celeste
Demora, Dan
Kotz, Jim
(McNamara, Lauren)

Special Education:

Becchetti, Rachel
Biglin, Donna
Kropa, Erin
Talarico, Amie
Witinski, Jessica

Speech:

Jones, Ann
Voglino, Jaime

Title I Math:

Ambrose, Judy
Carpenter, Patricia

Title I Reading:

Bossi, Kathy
Haus, Sarah

Gifted:

Carpenter, Patricia

Guidance:

Lombardi, Leanne

Nurse:

Mahoney, Maureen
(Talluto, Storm)

Paraprofessionals:

Barbolish, Kelly
Bower, Missy
Boyd, Sharon
Dixon, Kathy
Ellsworth, Debby
Huester, Judy
Joseph, Rebecca
Josephite, Debby
Pawelzik, Marie
Peterson, Vicki
Pollock, Natalie
Puerner, Maryanne
Ross, Kathy
Schirg, Jamie
Shaw, Susie

Secretaries:

DelPrete, Maria
Phillips, Pam

Maintenance:

Britton, Diane
Josephite, Anthony
Puerner, Dennis
Smith, Peggy
Smith, Robert

Cafeteria:

Aten, Dawn
Brown, Karen
Evans, Coralee
Ross, Debbie
Reynolds, Debby



General Information	1
Guidance Services	5
Kindergarten	6
Language Arts	6
Mathematics	6
Science	7
Social Studies	7
Curricular Materials	7
Assessments	7
First Grade	8
Language Arts	8
Mathematics	8
Science	9
Social Studies	9
Curricular Materials	9
Assessments	9
Second Grade	10
Language Arts	10
Mathematics	11
Science	12
Social Studies	13
Curricular Materials	14
Assessments	14
Third Grade	15
Language Arts	15
Mathematics	15
Science	16
Social Studies	16
Curricular Materials	16
Assessments	16
Fourth Grade	17
Language Arts	17
Mathematics	17
Science	18

Social Studies	18
Curricular Materials	19
Assessments	19
Fifth Grade	20
Language Arts	20
Mathematics	21
Science	21
Social Studies	22
Curricular Materials	22
Assessments	22
Sixth Grade	23
Language Arts	23
Mathematics	24
Science	25
Social Studies	26
Curricular Materials	27
Assessments	27
Specials	28
Art	28
Band	30
Computers	31
Library	34
Music	36
Physical Education	37
Letter from Special Education Director	39
Special Education	40
Gifted Education	40
Speech and Language	40
Special Education	42
Letter from Director of Curriculum and Resources	44
Title I Services	45
Title I Math	45
Title I Reading	45
Report Cards	Ap



GUIDELINES FOR PROMOTION/RETENTION:

The information on this page is an overall guideline to be read and implemented in conjunction with the following pages pertaining to specific grade level criteria. Decisions regarding promotion/retention will include, but not be limited to, consideration of the following:

Academic Guidelines

- Overall Grades
- Level of functioning

Promotion/Retention Considerations

- Age in relation to placement
- Effort as compared to individual ability
- Social, emotional, and physical maturity
- Attendance

Test Data

- Achievement
- Intelligence

Medical Data

- School Nurse's report
- Other medical information

Other Data

- Has been referred to Child Study
- Has received or is currently receiving Title I services
- Progress towards IEP goals
- Diagnosed with a medical or psychological condition potentially affecting success of the student (documented and on file with LTEC prior to retention)

The classroom teacher has the greatest knowledge of the student's achievement. However, the Retention Committee and the Elementary Principal must approve all retentions. Decisions will be made on an individual basis.

K-2 READING STAGES	MARKING CODES		
A = Advanced B = Benchmark S = Strategic I = Intensive	+ = Consistently Displayed ✓ = Progressing -- = Needs Improvement O = Of Concern	A = 93-100 B = 85-92 C = 77-84 D = 70-76 F = Below 70 INC = Incomplete	E = Excellent S = Satisfactory I = Improving N = Needs Improvement U = Unsatisfactory

KINDERGARTEN:

Students who have not made significant progress in reading and/or math will be recommended for retention.

Not making significant progress in reading is defined as the child receiving 3 “O’s” (Of concern) in each marking period at the Intensive Level.

Not making significant progress in math is defined as the child receiving 2 "O's" (Of concern) in each marking period in *Recognizes Numerals Correctly*, *Writes Numerals Correctly* and/or *Identify Shapes*. Not making significant progress also includes earning 1 "O" (Of concern) in *Demonstrates Beginning Addition Concepts* (which is only assessed in the 3rd and 4th marking periods).

Parental consent is required for retention in kindergarten.

1ST GRADE:

Students who have not made significant progress in reading and/or math will be recommended for retention.

Not making significant progress in reading is defined as the child receiving 2 “O’s” (Of concern) in the first and second marking periods or 3 “O’s” (Of concern) in the third and fourth marking periods at the Intensive Level.

Not making significant progress in math is defined as the child receiving 3 "O's" (Of concern) of 8 possible in *Addition Facts* and/or *Subtraction Facts* across all marking periods.

2ND GRADE:

Students who have not made significant progress in reading and/or math will be recommended for retention.

Not making significant progress in reading is defined as the child receiving “O’s” (Of concern) in Fluency and Comprehension (with Vocabulary as a secondary consideration) consistently each marking period at the Intensive Level.

Not making significant progress in math is defined as an overall average of less than 70%.

3RD GRADE:

Students who have not made significant progress in at least two of the following content areas will be recommended for retention:

- Reading
- Language
- Mathematics
- Social Science

Not making significant progress is defined as an overall average of less than 70%.

4TH GRADE:

Students who have not made significant progress in at least two of the following content areas will be recommended for retention:

- Reading
- Language
- Mathematics
- Science

Not making significant progress is defined as an overall average of less than 70%.

5TH and 6TH GRADES:

Students who have not made significant progress in at least two of the following content areas will be recommended for retention:

- Reading
- Language
- Mathematics
- Science/Health
- Social Studies

Not making significant progress is defined as an overall average of less than 70%.

Retention/Promotion Procedures

The Retention Committee is comprised of the following:

- Elementary Principal
- Guidance Counselor
- Grade Level Teachers
- Special Education Director / Special Education Teachers
- Title I (Reading and Math) Teachers
- School Psychologist

At the end of the second and third marking periods:

1. Teachers in Grades 3, 4, 5, and 6 will notify the Elementary Principal of students who have received grades of 75% or below in two or more subjects.
2. The Elementary Principal will submit the list of names to the Guidance Counselor and meet with the Retention Committee to discuss the academic progress of these students.
3. The Elementary Principal will send a letter of concern to parents/guardians. These letters will be signed by the parents/guardians and returned to the Elementary Principal.
4. The Elementary Principal and the Guidance 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. Members of the Retention Committee will closely monitor all students being considered for retention.

Before the end of the school year:

The Retention Committee will schedule meetings 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.



Lackawanna Trail Elementary Center utilizes a comprehensive, standards based developmental guidance 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 guidance 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 guidance counselor serves students using four delivery methods. All students have the opportunity to participate in guidance activities through classroom guidance lessons. Responsive services meet the specific needs of students through small group guidance, individual counseling, consultation with teachers, and referrals to outside agencies. Individual planning involves helping students follow through on individual goals or academic progress. Finally, the counselor manages the program, consults with teachers, does community outreach through system support.



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.



LANGUAGE ARTS:

Our language arts curriculum is aligned to the Core State Standards. The reading program is organized into eight different themed units throughout the school year. Each unit lasts four weeks. The focus in kindergarten is to ensure all students learn reading strategies through whole and small group instruction. Small group instruction is differentiated allowing students to progress at their varied levels of abilities.

Topics studied:

- Oral Language Development
- Phonological Awareness
- Phonemic Awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- High Frequency Words
- Kid Writing

Unit Themes Presented:

- Identity: *All About Me*
- Everyday Science: *Around Me*
- Geography and Economics: *Home and Family*
- Earth Science: *Outdoor Explorers*
- History and Culture: *Let's Celebrate*
- Life Science: *Life All Around*
- Government and Citizenship: *Action and Words*
- Challenges: *Working Together*



MATHEMATICS:

The focus of kindergarten mathematics is the development of an understanding of numbers and the ability to use numbers up to 20. Other important topics studied are the following:

- Counting & Cardinality
- Comparing Numbers and Objects
- Place Value
- Geometry
- Measurement
- Addition and Subtraction
- Adding/Subtracting Fluently within 5



SCIENCE/HEALTH:

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



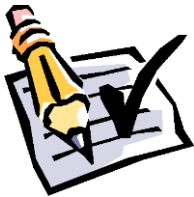
SOCIAL STUDIES:

Social studies concepts are introduced and taught through the themed language arts units.



CURRICULAR MATERIALS (may include but are not limited to):

- *LEAD 21*, © 2011, The McGraw-Hill Companies
- *My Math*, © 2013, The McGraw-Hill Companies



ASSESSMENTS (may include but are not limited to):

- Boehm Test of Basic Concepts—Fall and Spring
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)—September, January, May
- Local Assessments



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.



LANGUAGE ARTS:

The focus of First 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.

Topics studied:

- Oral Language Development
- Phonological Awareness
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Spelling
- Grammar
- Writing

Unit Themes Presented:

- 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:

The math curriculum provides a rich, connected learning experience for students while adding coherence to the Core State Standards. Alignment and coherence of these three elements--curriculum, standards, and assessments--are critically important foundations of mathematics education.

Topics studied:

- Addition Concepts – Addition Strategies to 20
- Subtraction Concepts – Subtraction Strategies to 20
- Place Value
- Two-Digit Addition and Subtraction
- Organize and Use Graphs
- Measurement and Time
- Two-Dimensional Shapes and Equal Shares
- Three-Dimensional Shapes



SCIENCE/HEALTH:

The social studies 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?

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

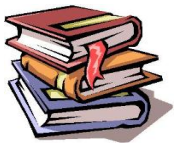


SOCIAL STUDIES:

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.



CURRICULAR MATERIALS (may include but are not limited to):

- *LEAD 21*, © 2011, The McGraw-Hill Companies
- *My Math*, © 2013, The McGraw-Hill Companies



ASSESSMENTS (may include but are not limited to):

- Local Assessments
- Curriculum Based Assessments
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)—September, January, May



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.



LANGUAGE ARTS:

Our reading program is organized into eight different themed units throughout the school year. Each four week unit begins with a theme question. Each week will also have a focus question that with both whole and small group instruction, as well as independent practice, is analyzed and discussed. The small groups are differentiated, where students are given more intense instruction on their independent level. Our reading series demonstrates the foundational literacies needed for development and includes the Core State Standards (CCSS) throughout each lesson. The unit themes include:

1. My Roles
2. All Around Town
3. Community Life
4. Seasons and Weather
5. Now and Then
6. Growing Up
7. Local Leaders
8. Physical Feats

Vocabulary

- Use context clues, dictionary, picture clues, and a thesaurus
- Identify descriptive language
- Recognize homophones, synonyms, antonyms, multiple meaning words, and analogies
- Classify words
- Use similes, idioms, and metaphors

Comprehension

- Determine important information from a text
- Make inferences, predictions, and connections
- Summarize a text
- Ask and answer questions
- Monitor comprehension
- Visualize

Phonics/Word Study/Spelling:

The phonics program aligns directly with weekly spelling lists. The focus is on the phonological skills necessary for both decoding words with fluency, and spelling words correctly. Although each concept encompasses several components, the major skills covered include:

- Short and long vowels
- Three letter blends
- R-controlled vowels
- Inflection endings
- Digraphs
- Blends
- Contractions
- Prefixes and suffixes
- Syllables

Writing

- Use the writing process: prewriting, drafting, revising, editing, publishing, and presenting
- Use the seven traits in writing pieces: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation
- Each quarter, students will be asked to write a final draft using each different type of writing
 1. Narrative
 2. Expository
 3. Persuasive
 4. Report

Grammar

- Use and understand collective nouns, irregular plural nouns, reflexive pronouns, past tense of irregular verbs, adjectives, and adverbs
- Understand simple and complex sentences



MATHEMATICS:

The focus of second grade mathematics is the mastery and application of addition and subtraction facts. Students engage in each chapter by beginning with an Essential Question that each lesson is focused on answering. The Core State Standards (CCSS) are interwoven throughout our series to develop the student's understanding of math and enhance their procedural skills. Each lesson /chapter supports various standards. Areas of concentration are:

Operations and Algebraic Thinking:

- Number Patterns
- Adding/Subtracting Two digit numbers

Number and Operations in Base Ten:

- Place Value to 1,000
- Adding Three digit numbers
- Subtracting Three digit numbers

Measurement and Data:

- Money
- Data Analysis
- Time
- Customary and Metric Lengths

Geometry:

- Geometric Shapes and Equal Shares

Rocket Math: One of the major goals throughout the year in second grade mathematics is for students to learn their addition and subtraction facts with automaticity. To help students achieve this mastery level, we do a “Rocket Ship Math” program daily. In this program, students practice facts on their independent level and then are given a one minute timed period to correctly answer their targeted goal. As they meet their goals and proceed through the levels (A-Z), they acquire the skills needed to compute addition and subtraction facts quickly and accurately.

Math Journal: Each day students are exposed to a math word problem in which they are encouraged to use strategies such as working backwards, guessing and checking, drawing a picture, using manipulatives, solving an equation, finding a pattern, or to simply use their critical thinking skills. The students read the problem, determine a strategy to use, solve the problem and then write a short journal explaining the process they use to solve the word problem. This activity truly helps students develop the skills necessary to apply math skills to everyday life and expand their reasoning of how problems can be solved in a variety of ways.

**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; cumulous, stratus, and cirrus
- 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.

States

This unit provides an overview of the 50 American states. During this unit Second 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.



CURRICULAR MATERIALS (may include but are not limited to):

- *LEAD 21*, © 2011, The McGraw-Hill Companies
- *My Math* © 2013, The McGraw-Hill Companies, Inc.
- *Science*, © 2005, Macmillan/McGraw-Hill



ASSESSMENTS (may include but are not limited to):

- In View—Spring
- Terra Nova—Spring
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)—September, January, May
- Local Assessments



This year 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’ll be introducing another goal too: working independently.” This goal will become part of the third grade curriculum in all facets including mathematics and social sciences.



LANGUAGE ARTS:

Third grade uses Wright Group *LEAD 21* (McGraw Hill Inc., 2011) reading program. This program is a comprehensive core literacy program that offers unique and practical solutions to the challenges in classrooms today. It is also correlated to the Core State Standards. All students will be supported and challenged at their appropriate reading levels. This program includes whole group interactive reading, small group differentiated reading, and independent application and practice. Students will build on what they learned through cross text sharing and inquiry projects. Students will also learn grammar and mechanics and fully participate in all aspects of the writing process.

The third grade *Handwriting* (Zaner-Bloser, Inc., 2012) program guides students through an easy step-by-step process for learning good, legible handwriting that will last a lifetime. It promotes automaticity and reinforces reading and writing skills inside and outside the classroom.

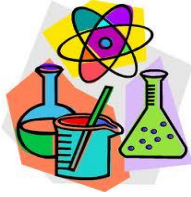


MATHEMATICS:

Third grade uses *My Math* (McGraw Hill, Inc., 2013) Mathematics program. Mathematical Practices are embedded throughout the program, especially present in the hands on modeling approach, strong problem solving emphasis in all lessons, and higher order thinking exercises. It is also correlated to the Core State Standards.

Units covered include:

- Number and Operations in Base Ten
- Operations and Algebraic Thinking
- Number and Operations – Fractions
- Measurement and Data
- Geometry



SCIENCE/HEALTH:

The MacMillan-McGraw Hill (2005, MacMillan-McGraw Hill, Inc.) Science program is an active way of learning about the natural world around us. Students acquire knowledge about the natural world through the process of inquiry.

Units covered include:

- Matter
- Earth and Space
- Earth's Resources and Landforms
- Looking at Plants

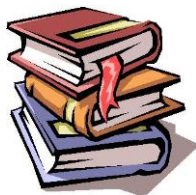


SOCIAL STUDIES:

MacMillan-McGraw Hill Timelines; Communities (2009, MacMillan-McGraw Hill, Inc.) focuses on social studies skills, map and glob skills, chart and graph skills, and curriculum connections to Language Arts, Math and Science.

Units covered include:

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Communities at Work
- Communities and Government



CURRICULAR MATERIALS (may include but are not limited to):

- *LEAD 21*, © 2011, McGraw Hill
- *My Math*, © 2013, McGraw-Hill
- *Science*, © 2005, The McGraw-Hill Group
- *Timelinks*, © 2009, The McGraw-Hill Companies
- *Handwriting*, © 2012, Zaner-Bloser, Inc.



ASSESSMENTS (may include but are not limited to):

- Pennsylvania State System of Assessments (PSSA) Reading—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- 4Sight Common Core Benchmark Assessment (Reading and Math)—Beginning of school year & Quarterly to all students
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)—September, January, May
- Local Assessments



Our aim is for 4th grade students to expand their skills and knowledge without losing the fun and excitement of learning. As the curriculum becomes more challenging and abstract, we feel it is important to encourage students to make the learning process their own.



LANGUAGE ARTS:

The Fourth Grade Language Arts instruction will be guided by the Core State Standards. The 5 Core State Standards are: Foundational Skills, Reading Informational Text, Reading Literature, Writing, Speaking and Listening. Fourth grade will begin using the Wright Group *LEAD 21* reading program this school year.

Topics studied:

- Oral Language Development
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing and Language Arts

Unit Themes Presented:

- Identity: *Life Stories*
- Everyday Science: *A Green Future*
- Geography and Economics: *A Nation's Beginnings*
- Earth Science: *Patterns in the Sky*
- History and Culture: *America's Heartland*
- Life Science: *Nature's Neighborhoods*
- Government and Citizenship: *The Wide-Open West*
- Challenges: *Achieving Dreams*

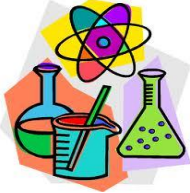


MATHEMATICS:

In Grade 4, 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.

The 5 Core 4th Grade Math Domains Are:

- Number and Operations in Base Ten
- Operations and Algebraic Thinking
- Number and Operations- Fractions
- Measurement and Data
- Geometry
- Probability



SCIENCE/HEALTH:

Fourth grade students cover the following topics in science:

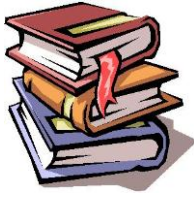
1. Animals as Living Things
 - Describing animal characteristics
2. Life Processes
 - Organ Systems
 - Development and Reproduction
 - Animal Survival
3. Earth's Weather
 - Air, Wind, and the Atmosphere
 - Weather and Climate
4. Matter
 - Properties of Matter
 - Measuring Matter
 - Physical Changes
 - Chemical Changes
5. Forms of Energy
 - Motion, Forces, and Energy
 - Energy and Tools
 - Heat
 - Light
 - Sound
6. Electricity and Magnetism
 - Static Electricity
 - Current Electricity
 - Electricity and Magnetism



SOCIAL STUDIES:

Students will learn about 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. Fourth grade social studies units include:

- Map skills
- US Regions
- Pennsylvania



CURRICULAR MATERIALS (may include but are not limited to):

- *LEAD 21*, © 2011, McGraw Hill
- *My Math*, © 2013, The McGraw-Hill Companies, Inc.
- *Science*, © 2005, The McGraw-Hill Group
- *Timelinks*, © 2009, The McGraw-Hill Companies
- *Map Skills for Today*, © 2011, Keith Garten
- *Our Country and It's Regions*, © 2009, McGraw-Hill/Macmillan
- *Reading Adventures, 2012*, Houghton Mifflin Harcourt
- *Common Core Writing Handbook*, Houghton Mifflin Harcourt



ASSESSMENTS (may include but are not limited to):

- Pennsylvania State System of Assessments (PSSA) Reading—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Science—Annually to all students
- 4Sight Common Core Benchmark Assessment (Reading and Math)—Beginning of school year & Quarterly to all students
- Local Assessments



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



LANGUAGE ARTS:

Themes: (aligned with the PA Core Standards) Look Inside, Team Work, A Changing Planet, Express Yourself, American Adventure and School Rules.

Learning to Read Independently

- Purposes for Reading
- Word Recognition Skills
- Vocabulary Development
- Comprehension and Interpretation
- Fluency

Reading Critically in All Content Areas

- Detail
- Inferences
- Fact from Opinion
- Comparing, Contrasting and Summarizing
- Analysis and Evaluation

Reading, Analyzing, and Interpreting Literature

- Literary Elements
- Literary Devices
- Poetry
- Drama

Type of Writing

- Narrative
- Informational
- Persuasive

Quality of Writing

- Focus
- Content
- Organization
- Style
- Conventions

Speaking and Listening

- Listening Skills
- Speaking Skills
- Discussion
- Presentation

Characteristics and Function of the English Language

- Word Origins
- Variations
- Application

Research

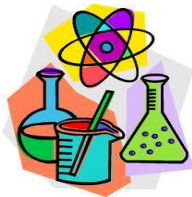
- Selection
- Location of Information
- Organization



MATHEMATICS:

In grade 5, we will be following the PA Core Standards. Students will focus the following mathematical practices: (1) make sense of problems and persevere in solving them; (2) reason abstractly and quantitatively; (3) construct viable arguments and critique the reasoning of others; (4) model with mathematics; (5) use appropriate tools strategically; (6) attend to precision; (7) look for and make use of structure; and (8) look for and express regularity in repeated reasoning. Our math concepts are organized by the following domains:

- Number and Operations in Base Ten
- Operations and Algebraic Thinking
- Number and Operations – Fractions
- Measurement and Data
- Geometry



SCIENCE/HEALTH:

In 5th grade science, a combination of Life Science, Earth Science and Physical Science is covered.

Life Science

- Interactions of Living Things
- Ecosystems

Earth Science

- Landforms, Rocks and Minerals
- Air, Water, and Energy

Physical Science

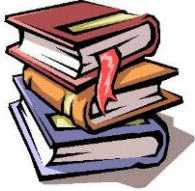
- Forms of Matter and Energy
- Newton's Law of Motion



SOCIAL STUDIES:

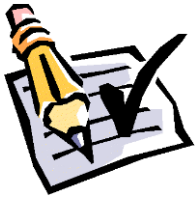
Fifth graders study the events of American History beginning with the 13 colonies and continuing through to the Civil War.

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



CURRICULAR MATERIALS (may include but are not limited to):

- *Trophies*, © 2005, Harcourt, Inc.
- *My Math*, © 2013, McGraw-Hill
- *McGraw-Science*, © 2002, Macmillan/McGraw Hill
- *The United States*, © 2011, Scott Foresman



ASSESSMENTS (may include but are not limited to):

- Pennsylvania State System of Assessments (PSSA) Reading—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- 4Sight Common Core Benchmark Assessment (Reading and Math)—Beginning of school year & Quarterly to all students
- Local Assessments



The goal of the 6th grade curriculum is to prepare students to enter the junior-senior high school with a strong work ethic, solid educational background, and understanding of pride and achievement in their academic and social choices.



LANGUAGE ARTS:

Themes: Personal Best, Friends to the Rescue, Unlocking the Past, Creative Solutions, Making a Difference, Expanding Words

Additional Activities: Novels and Projects

Learning to Read Independently

- Purposes for Reading
- Word Recognition Skills
- Vocabulary Development
- Comprehension and Interpretation
- Fluency

Reading Critically in All Content Areas

- Detail
- Inferences
- Fact from Opinion
- Comparing, Contrasting and Summarizing
- Analysis and Evaluation

Reading, Analyzing, and Interpreting Literature

- Read and understand works of literature
- Analyze the use of literary elements
- Analyze the effect of various literary devices
- Identify poetic forms
- Analyze drama
- Read and respond to nonfiction and fiction

Type of Writing

- Narrative
- Informational
- Persuasive

Quality of Writing

- Focus
- Content
- Organization
- Style
- Conventions

Speaking and Listening

- Listening Skills
- Speaking Skills
- Discussion
- Presentation

Characteristics and Function of the English Language

- Word Origins
- Variations
- Application

Research

- Selection
- Location of Information
- Organization



MATHEMATICS:

The focus of 6th grade mathematics is in the Mastery of Core Standards listed below.

Units/ Chapters

Unit 1. Ratios and Proportional Relationships

Chapter 1. Ratios and Rates

Chapter 2. Fractions, Decimals, and Percents

Unit 2. The Number System

Chapter 3. Compute with Multi-Digit Numbers

Chapter 4. Multiply and Divide Fractions

Chapter 5. Integers and the Coordinate Plane

Unit 3. Expressions and Equations

Chapter 6. Expressions

Chapter 7. Equations

Chapter 8. Functions and Inequalities

Unit 4. Geometry

Chapter 9. Area

Chapter 10. Volume and Surface Area

Unit 5. Statistics and Probability

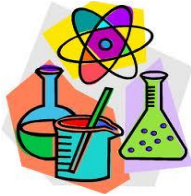
Chapter 11. Statistical Measures

Chapter 12. Statistical Displays

Math Standards Assessed:

- **CC.2.1.6.D.1:** Understand ratio concepts and use ratio reasoning to solve problems.
- **CC.2.1.6.E.1:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- **CC.2.1.6.E.2:** Identify and choose appropriate processes to compute fluently with multi-digit numbers.

- **CC.2.1.6.E.3:** Develop and/or apply number theory concepts to find common factors and multiples.
- **CC.2.1.6.E.4:** Apply and extend previous understandings of numbers to the system of rational numbers.



SCIENCE:

Understanding science content and the process of scientific inquiry through structured lessons, teacher guided activities, and student led inquiries. Investigations in the life sciences, Earth sciences, and physical sciences are covered.

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:

1. Digging Up the Past
2. Early Civilizations
3. Ancient Egypt and Nubia
4. Ancient China
5. Ancient India and Persia
6. Mesoamerican Civilizations
7. Ancient Greece
8. Ancient Rome



CURRICULAR MATERIALS (may include but are not limited to):

- *Trophies*, © 2005, Harcourt, Inc.
- *MATH* © 2012, The McGraw-Hill Companies
- *Science*, © 2005, Macmillan/McGraw-Hill
- *The World*, © 2008, Scott Foresman



ASSESSMENTS (may include but are not limited to):

- Pennsylvania State System of Assessments (PSSA) Reading—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- 4Sight Common Core Benchmark Assessment (Reading and Math)—Beginning of school year & Quarterly to all students
- Local Assessments



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 grades 5 or 6 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.
- identify and analyze the purposes and functions of artwork in their own culture.

- analyze and compare artworks from different genres using a vocabulary of critical analysis.
- use descriptive and interpretive processes to speculate or theorize about an artist's intent.



BAND:

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

The Fifth 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 thirty minutes of rotating small group instruction during the regular school day and forty minutes of large group instruction every five day cycle during their specials classes. Those students involved in both band and chorus receive forty minutes of large group instruction bi-weekly during specials classes. During the third quarter students engage in one forty minute full band rehearsal weekly in preparation for the spring concert. Students performing above the fifth grade level could be given the opportunity to play in the sixth grade concerts.

Fifth 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 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 Sixth Grade Band curriculum expands on the student's fifth 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 student develop a greater appreciation of music and music performances.

Students receive thirty minutes of rotating small group instruction during the regular school day and forty minutes of large group instruction every five day cycle during their specials classes. Those students involved in both band and chorus receive forty minutes of large group instruction bi-weekly during their specials classes. There are several other opportunities available to the Sixth grade students including help with the fifth 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.

Sixth 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.

Sixth Grade students are given the opportunity to participate in Handbells. 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 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.



COMPUTERS:

Computer Education at the Elementary Center incorporates education in network etiquette, online behavior when interacting with others, cyber-bullying prevention, privacy concerns, and the appropriate and safe use of social networking. Students also learn to use information effectively, identify and locate information according to their educational needs, and to evaluate the information for credibility. The goal of the Computer Education program is to create good digital citizens with the skills students need to succeed in the Elementary Center and beyond.

Kindergarten

- Kindergarten students will become familiarized with using the mouse. Students are taught how to properly hold, click, double click and drag using the mouse.
- Students will learn the major parts of computer hardware, peripheral devices, and the uses of emerging technology such as tablets.
- Students will learn and be able to identify how technology is used in careers and the workplace.
- KidPix 3D is one of the best art programs for students to explore and express their creative artistic side, and this program will be used to help students develop input technology skills.
- Students will use Internet Explorer and learn how to use the back and forward buttons. Students will learn how to click links on the LTEC homepage.
- The free website www.starfall.com is used help students read with phonics. The website has many exciting phonics games and online interactive books.
- Microsoft Word will be used for typing the alphabet, writing words and sentences in Kindergarten. Students will learn when to use the spacebar, shift key, enter key and backspace key.

1st Grade

- Students will learn the major parts of computer hardware, peripheral devices, and the uses of emerging technology such as tablets.
- Students will learn and be able to identify how technology is used in careers and the workplace.
- Microsoft Word will be used for typing the student name, sentences and short poems.
- Internet Explorer will be used to access learning websites like Sumdog, Starfall, Scootpad, ABCya, etc.
- Typing Instructor for Kids will be used to practice proper finger placement for typing. Students will work on finger placement for the home keys (ASDF JKL;)
- KidPix 3D is one of the best art programs for students to explore and express their creative artistic side, and this program will be used to help students develop input technology skills.

2nd Grade

- Students will learn the major parts of computer hardware, peripheral devices, and the uses of emerging technology such as tablets.
- Students will learn and be able to identify how technology is used in careers and the workplace.
- Microsoft Word will be used for typing sentences, short paragraphs and letters. Students will learn to save their documents to the local computer and the difference between the concepts of save and save as.
- Internet Explorer will be used to access learning websites like Sumdog, Starfall, Scootpad, ABCya, etc.
- Typing Instructor for Kids will be used to practice proper finger placement for typing. Students will work on typing the alphabet using the proper fingers.
- KidPix 3D is one of the best art programs for students to explore and express their creative artistic side, and this program will be used to help students develop input technology skills.

3rd Grade

- Students will learn the major parts of computer hardware, both internal computer parts and external, input and output options, peripheral devices, and the uses of emerging technology such as tablets, smart phones, and laptops.
- Students will learn and be able to identify how technology is used in careers and the workplace, and will be able to identify how emerging technology impacts the world of work.
- Students will be instructed in ethical and safe online practices as they refer to social media and online interaction, and will understand how to identify credible websites.
- Students will create a digital project using the Microsoft Office Suite.
- Internet Explorer will be used to access learning websites like Google, Sumdog, Scootpad, etc.

- Microsoft Word will be used for typing sentences, short paragraphs and letters. Students will learn to insert images from Internet into their document.
- Typing Instructor for Kids will be used to practice proper finger placement for typing. Students will work on typing games within Typing Instructor to improve their typing skills.
- KidPix 3D is one of the best art programs for students to explore and express their creative artistic side, and this program will be used to help students develop input technology skills.

4th Grade

- Students will learn the major parts of computer hardware, both internal computer parts and external input and output options, peripheral devices, and the uses of emerging technology such as tablets, smart phones, and laptops.
- Students will learn and be able to identify how technology is used in careers and the workplace, and will be able to identify how emerging technology impacts the world of work.
- Students will be instructed in ethical and safe online practices as they refer to social media and online interaction, and will understand how to identify credible websites.
- Students will create a digital project using the Microsoft Office Suite, including Word and PowerPoint.
- Students will learn how to use their LTEC student network account. This includes how to login, install printer, save to student account, etc.
- Internet Explorer will be used to access learning websites like Google, Sumdog, Google Earth, Google Maps, etc.
- Gimp will be used for basic photo editing; cropping, lighten, darken, and resize.
- Typing Instructor for Kids will be used to practice proper finger placement for typing. Students will work on typing games within Typing Instructor to improve their typing skills.

5th Grade

- Students will learn the major parts of computer hardware, both internal computer parts and external input and output options, peripheral devices, and the uses of emerging technology such as tablets, smart phones, and laptops.
- Students will learn and be able to identify how technology is used in careers and the workplace, and will be able to identify how emerging technology impacts the world of work.
- Students will be instructed in ethical and safe online practices as they refer to social media and online interaction, and will understand how to identify credible websites.
- Students will create a digital project using the Microsoft Office Suite, including Word, Excel, and PowerPoint.
- Students will learn how to use their LTEC student network account. This

includes how to login, install printer, save to student account, etc.

- Internet Explorer will be used to access learning websites like Google, Sumdog, Google Earth, Google Maps, etc.
- Gimp will be used for intermediate photo editing; layers, changing photo to black and white, etc .
- Typing Instructor for Kids will be used to practice proper finger placement for typing. Students will work on typing games within Typing Instructor to improve their typing skills.

6th Grade

- Students will learn the major parts of computer hardware, both internal computer parts and external input and output options, peripheral devices, and the uses of emerging technology such as tablets, smart phones, and laptops.
- Network communication technologies will be introduced and discussed.
- Students will learn and be able to identify how technology is used in careers and the workplace, and will be able to identify how emerging technology impacts the world of work.
- Students will be instructed in ethical and safe online practices as they refer to social media and online interaction, and will understand how to identify credible websites and bias in online content.
- The proper method for correctly citing online content will be discussed and practiced.
- Students will create a digital project using the Microsoft Office Suite, including Word, Excel, and PowerPoint.
- The difference between coding and encoding will be discussed. Students will have the opportunity to study HTML code from the district website as examples.
- Students will learn how to use their LTEC student network account. This includes how to login, install printer, save to student account, etc.
- Internet Explorer will be used to access learning websites like Google, Sumdog, Google Earth, Google Maps, etc.
- Gimp will be used for intermediate photo editing; creating pop art for student photo, remove redeye, etc.
- Typing Instructor for Kids will be used to practice proper finger placement for typing. Students will work on typing games within Typing Instructor to improve their typing skills.



LIBRARY:

Library media instruction is an essential part of the education of LTEC students. The library curriculum integrates information literacy skills across the content areas and supports instructional objectives aligned to the English Language Arts Core Standards. Recognizing that students learn in distinctive ways, brain-based learning strategies are incorporated into the curriculum to accommodate the various styles of learning and needs of individual students.

Kindergarten

Students learn the basics of good library citizenship, book care, checkout and return procedures and how to locate a self-selected book in the library. Students listen to and respond to a variety of quality picture books. They will know the parts of a book, the role of an author and illustrator, and know the difference between fiction and non-fiction. Students acquire information through observation and listening, identify characters and setting, and can create a story by interpreting pictures in a book. Our literature units and author studies focus on family, friends and community.

1st Grade

Students continue practicing good library citizenship and select fiction picture books, easy readers and non-fiction books for recreational reading. Students listen to and respond to a variety of media including books, periodicals, audio, and video. Story time selections give students the opportunity to practice the reading comprehension strategies of making connections, questioning and visualizing. Our literature units and author studies focus on the natural world around us as well as non-fiction supporting first grade language arts and science curriculum.

2nd Grade

Students become familiar with additional areas of the library including Everybody Fiction, Early Chapter Books, Periodicals and Non-Fiction. Story time selections give students the opportunity to practice the reading comprehension strategies of making connections, questioning, visualizing, inferring, determining importance and synthesizing. Our author studies, literature and informational text units focus on world cultures and our role as citizens of the world.

3rd Grade

Students learn to locate and retrieve information in an automated catalog through title, author, subject and keyword searches. As students practice gathering and using information to gain knowledge and solve problems, they learn to select resource materials. Students are encouraged to select reading material appropriate to their reading level and to read a wider variety of genres, including award-winning children's literature. Fiction and informational texts focus on biographies and life stories that inspire us.

4th Grade

Students explore a variety of genres including biography, mystery, fantasy, graphic-style fiction and non-fiction, historical fiction, poetry and drama. As part of the research process, students learn to identify and select resources on given topics, locate information using parts of a book, maps, tables and graphs, identify main ideas, take notes and differentiate between fact and opinion. Literature and informational texts are used to support fourth grade classroom learning with a focus on stories of long ago, folktales, myths and history non-fiction.

5th Grade

Students demonstrate ability to locate fiction and non-fiction books for both research and recreational reading. Students learn to construct questions to guide the research process. They select, collect and record information from print and digital resources. Students use a variety of search engines and databases, practice keyword searching and evaluate websites. They organize and report findings in oral, written, visual and/or electronic formats including PowerPoint presentations. Fiction and non-fiction reading focuses on creativity and innovation.

6th Grade

Students engage in inquiry learning and practice locating, interpreting, analyzing, synthesizing, evaluating and communicating information. They demonstrate knowledge of skills from prior years as well as new skills such as bibliographical citation, working on small group projects and evaluating sources for reliability and relevancy. They organize and present information in oral, written, visual and/or electronic formats including PowerPoint and digital storytelling. Fiction and informational texts focus on self-discovery and reflection.



MUSIC:

The music program at Lackawanna Trail 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 or general music specials class.

Both fifth and sixth 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 nonmanipulative 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 3-6 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 on 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 I incorporate into each unit to help students be successful at all different grade levels and ability levels.

In an effort to provide children with a qualitative education that prepares all students for the challenges of tomorrow, the Lackawanna Trail School District sets high academic expectations for everyone attending the district which includes students eligible for special education supports and services. Therefore, it is with great pride that the Lackawanna Trail School District offers a continuum of special education supports and services to meet the individual needs of learners within the district in compliance with federal and state laws.

Students with disabilities are supported in the least restrictive environment to the maximum extent appropriate. This is accomplished through differentiated instruction, and more importantly, a collaborative partnership between families and the Lackawanna Trail School District.

If you are the parent of a child with a disability and have questions or concerns or if you suspect that your child may have a disability, please do not hesitate to contact the school and schedule a conference to discuss your child's academic needs.

Sincerely,

Stephenie Russell

Stephenie L. Russell,
Special Education Director



Students who have special academic needs may receive supports in the areas of gifted education, speech and language, and special education K-6. Below are more detailed descriptions of those areas.



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.

ASSESSMENTS:

- Scholastic Math Inventory—September, January, May
- Wordly Wise 3000, 2nd ed.
- McGraw-Hill Math Assessments
- Project Specific Rubrics



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, most children 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/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/Expressive Language Skills:** The ability to understand and use spoken language with age appropriate grammar and vocabulary.
- **Stuttering:** The ability to speak fluently without hesitating, 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 would be 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 CELF-4 (Clinical Evaluation of Language Fundamentals) 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 would be 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. 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, needs and strengths.

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 intervening 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.



SPECIAL EDUCATION:

Regular Classroom with Accommodations/Modifications

In grades K-6, the Learning Support student receives instruction 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.

Learning Support Classroom

In grades K-6, the Learning Support student is pulled out of the regular education classroom to the Learning Support Resource Room for either small group or individualized instruction in order to receive intervention in the areas of need (i.e. reading, math or written expression). The amount of time the student leaves the classroom each day is based on the student's needs.

Core programs used include (but not limited to):

- Reading Mastery Plus (SRA Publishers)
- Corrective Reading Decoding Strategies (SRA Publishers)
- Corrective Reading Comprehension Strategies (SRA Publishers)
- High Noon Reading (Academic Therapy Publication)
- Reasoning and Writing (SRA Publishers)
- Expressive Writing (SRA Publishers)
- High Performance Writing (SRA Publishers)
- Spelling Mastery (SRA Publishers)
- Saxon Math (Harcourt Education)

Supplemental materials/interventions include (but not limited to):

- Read Naturally (fluency builders)
- Great Leaps (fluency builders)
- Six Minute Reader (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 Mathematic Success)
- STAMS Solve (reinforces math concepts taught)
- Mastering Math Facts/ Rocket Ship Math (fact practice)
- Basic grammar/paragraph writing (PCI Education)

Assessments:

- IEP students participate in the same state wide and local testing that regular education students participate in such as PSSA's and 4 Sight Reading and Math tests (grades 3-6) and Terra Nova assessments (grade 2).
- IEP students may have special accommodations for testing purposes.
- IEP students are progress monitored on a weekly basis in order to monitor progress on goals and drive instruction; these assessments include leveled reading passages (Aimsweb and DIBELS fluency assessments), leveled Math computation and application assessments (Fuchs & Fuchs).

Report of Progress:

- IEP students receive progress reports on annual goals with their quarterly report cards for each marking period.
- Progress reports are also sent home halfway between each marking period.

In my new role as Director of Curriculum and Resources of the Lackawanna Trail School District, I will be providing leadership in the development, implementation and coordination of the district's curriculum. In the Elementary Center, this includes overseeing the Title I Program.

The purpose of the Title I Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. With the Title I funds the district receives, the Elementary Center employs two Title I Reading Specialists and two Title I math teachers. These teachers collaborate with classroom teachers to make sure that students in grades K-6 who are struggling with reading and/or math get the support they need, tailored to the lessons that are presented in the classrooms, to help them realize academic success.

Sincerely,

Tania Stoker

Tania Stoker, Ph.D.
Director of Curriculum and Resources



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



TITLE I MATH:

Assessments (may include but are not limited to):

Scholastic Math Inventory (2-3 times a year) Grades 2-6

GMADE

AIMSweb (K-1)

4Sight Common Core Benchmark Assessment

Computer Programs (may include but are not limited to):

FastMath

Fraction Nation

Go Solve



TITLE I READING:

Assessments (may include but are not limited to):

DIBELS—September, January, May

GRADE—September, May

4Sight Common Core Benchmark Assessment

Reading Progress Indicator—Beginning and end of each level of the Fast ForWord program

Curricular Materials (may include but are not limited to):

Road to the Code

Great Leaps

Fast ForWord

Visualize Verbalize

Reading Secrets

Read Naturally

LACKAWANNA TRAIL ELEMENTARY CENTER

Lackawanna Trail School Board

Dr. Mark Lombardi, President

Mr. Ned Clarke, Vice President

Mr. Kevin Mulhern, Secretary

Dr. Michael Mould, Treasurer

Mr. Adrian Bianchi

Mrs. Carol Selwood

Mr. Phillip Stark

Mr. Joseph Strauch

Mr. David Thorne

Mr. Matthew Rakauskas, Superintendent

Mr. Brian Kelly, Elementary Principal

Ms. Stephenie Russell, Special Education Director

Dr. Tania Stoker, Director of Curriculum and Resources
