

# LACKAWANNA TRAIL ELEMENTARY CENTER

2018-2019

## CURRICULUM GUIDE

Lackawanna Trail Elementary Center

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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 Center's Kindergarten through 6th grade courses of study.

You will find information about:

The major content areas:

- English/Language Arts (ELA)
- Mathematics
- Science/Health
- Social Studies

The specials areas:

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

Specialized services:

- Special Education
- Gifted
- Speech/Language
- Title I School wide Program

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 Kearney

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# **KINDERGARTEN**

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

## **LANGUAGE ARTS**

Our language arts curriculum is aligned to the Core State Standards. The reading program is organized into six different themed units throughout the school year. Each unit consists of four lessons. Each of the lessons addresses a different essential question. 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

## **Multi-Tiered Systems of Support (MTSS):**

The purpose of this program is to improve student achievement using research based interventions and activities with our students. Each student receives thirty minutes of intervention (MTSS) time per day based on their individual needs. For more information, please see our MTSS/Pride Time Handbook located on our website.

## **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 as follows:

- 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):**

- Journeys, © 2017, Houghton Mifflin Harcourt Publishing Co.
- 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

## FIRST GRADE

1st 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 1st grade Language Arts is to ensure that all students not only learn reading basics, but also are proficient in the strategies and skills readers and thinkers need. Our language arts curriculum is aligned to the Core State Standards. The Journeys program is made up of 6 unit themes, each theme including five lessons. Each lesson has a different essential question being discussed.

#### *Theme Topics include:*

- Around the Neighborhood

(Friendship, Weather, School, Neighborhoods, At the Zoo)

- Sharing Time

(Traditional Stories, Animal Communication, Music, Writing, Feelings)

- Nature Near and Far

(Marine Habitats, Jungle Animals, Seasons, Citizenship, Animals)

- Exploring Together

(Astronauts, Ways to Travel, Agriculture, History, Feelings)

- Watch Us Grow

(Gardens, Animals, Pets, Life Cycle, Learning about Our Country)

- Three Cheers for Us

(Visual Arts, Trying Hard, Weather, Insects, Teamwork)

#### *Topics studied:*

- Oral Language Development
- Phonological Awareness
- Phonemic Awareness
- Phonics
- Fluency

- Vocabulary
- Comprehension
- Spelling
- Grammar
- Writing
- Challenges: Getting Along

### **Multi-Tiered Systems of Support (MTSS):**

The purpose of this program is to improve student achievement using research based interventions and activities with our students. Each student receives thirty minutes of intervention (MTSS) time per day based on their individual needs. For more information, please see our MTSS/Pride Time Handbook located on our website.

### **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?
- Seasonal topics: Pumpkins, bats, spiders, penguins, butterflies, turkeys, migration/adaptation, dental health and awareness

### **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):**

- Journeys, © 2017, Houghton Mifflin Harcourt Publishing Co.
- 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

2nd 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 six 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:

- Neighborhood Visit

(Animal Traits, Family Time, Getting Along with Others, Places Around Town)

- Nature Watch

(Animal Homes, Agriculture, Weather, Traditional Tales, Ocean Life)

- Tell Me About It!

(Animal and Human Interactions, Music, School Differences, Special Ways to Communicate, Personal Safety)

- Heroes and Helpers!

(Helping Others, Never Give Up, Reading and Writing, Signs, What Heroes Do)

- Changes, Changes Everywhere

(Animal Development, Following Directions, Visual Arts, Traditional Stories, Life Cycles)

- What a Surprise!

(Life Cycles, Fossils, Traditional Stories, Historical Figures and Documents)

### *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/Argumentative
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

#### **Multi-Tiered Systems of Support (MTSS):**

The purpose of this program is to improve student achievement using research based interventions and activities with our students. Each student receives thirty minutes of intervention (MTSS) time per day based on their individual needs. For more information, please see our MTSS/Pride Time Handbook located on our website.

#### **MATHEMATICS:**

The focus of 2nd 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. Each chapter also begins with an, “Am I Ready” prep and chapter vocabulary. 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 2nd 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.

### **SCIENCE/HEALTH:**

#### *Plants and Animals*

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

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

#### *Weather*

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

- The Water Cycle
- Identifying water as a solid, liquid, or gas
- The cloud types
- The different types of precipitation; rain, snow, sleet, and hail

- Collecting data using weather tools and charting it over time
- Making predictions of weather
- Storm characteristics and safety precautions; tornadoes, hurricanes, blizzards, floods, droughts, and thunder and lightning storms

### *Forces, Motion, and Simple Machines*

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

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

### *Nutrition*

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

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

### **SOCIAL STUDIES:**

#### *Communities*

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

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

#### *Traditions Around the World*

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

### *States*

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

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

- Journeys, © 2017, Houghton Mifflin Harcourt Publishing Co.
- My Math © 2013, The McGraw-Hill Companies, Inc.
- Science, © 2005, Macmillan/McGraw-Hill

### **ASSESSMENTS (may include but are not limited to):**

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

## THIRD GRADE

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 will be introducing another goal too, working independently. This goal will become part of the 3rd grade curriculum in all facets including mathematics and social sciences.

### **ENGLISH LANGUAGE ARTS:**

3rd grade uses Journeys (Houghton Mifflin Harcourt Publishing Co., 2017) 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. There are 6 unit themes incorporating 5 lessons. Each lesson addresses a different essential question. 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. Students will also learn grammar and mechanics and fully participate in all aspects of the writing process.

#### *Topics studied:*

- Spelling
- Vocabulary
- Phonic
- Fluency
- Comprehension
- Writing and Grammar

#### *Unit Themes Presented:*

- Good Citizens

(Education, The Court System, Volunteers, Engineering, Sports)

- Look and Listen

(Mammals, Visual Arts, Traditions, Performance Arts, Inventions)

- Lesson Learned

(Inventions, Agriculture, American Indian History, People and Animals, Cooking)

- Natural Wonders

(Conservation, Fossils, Trees, Social Relationships, Climate)

- Going Places

(Pioneer Life, Animal Migration, Sending Messages, Volcanoes, Mountains)

- Novel Study

Collins Writing Program: (aligned to the PA Core Standards) Type I-V Writing Assignments

The 3rd grade students will be guided through an easy step-by-step handwriting process for learning legible manuscript and cursive handwriting that will last a lifetime. It promotes automaticity and reinforces reading and writing skills inside and outside of the classroom.

### **MATHEMATICS:**

3rd 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
- Perimeter/Area

### **SOCIAL SCIENCES:**

The MacMillian-McGraw Hill Timelines, Communities (2009, MacMillian-McGraw Hill, Inc.) focuses on social studies skills, map and globe skills, chart and graph skills, and curriculum connections to Language Arts, Mathematics, and Science.

*Units covered include:*

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

- Map Skills

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
- Rocks and Minerals
- Earth's Resources and Landforms
- Looking at Plants

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

- Journeys, © 2017, Houghton Mifflin Harcourt Publishing Co.
- 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) ELA—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)—September, January, May
- Classroom Diagnostic Tools (CDT)
- Local Assessments
- EASY CBM

## **FOURTH GRADE**

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.

### **ENGLISH - LANGUAGE ARTS/SOCIAL STUDIES:**

ELA and Social Studies are combined within a two-hour block each day.

The 4th 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.

Collins Writing Program: (aligned to the PA Core Standards) Type I-V Writing Assignments

### **Multi-Tiered Systems of Support (MTSS):**

The purpose of this program is to improve student achievement using research based interventions and activities with our students. Each student receives thirty minutes of intervention (MTSS) time per day based on their individual needs. For more information, please see our MTSS/Pride Time Handbook located on our website.

*Topics studied:*

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

*Unit Themes Presented:*

- **Reaching Out**

(Helping Others, Civil Rights, Media, Raising Money, Traditional Stories)

- **Tell Me More**

(Performance Arts, Media, Visual Arts, Research, Performance Arts)

- **Inside Nature**

(Hurricanes, Forces of Nature, Interdependence, Insects, The Environment)

- Unbreakable Spirit

(Individual Contributions, Service Animals, Traditional Tales, Agriculture, Native American History)

- Change It Up

(Media, Citizens' Rights, Life Cycles, Animal Behaviors, Inventions)

### **SOCIAL STUDIES:**

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

- Map skills
- US Regions
- Pennsylvania

### **MATHEMATICS:**

In 4th grade, instructional time focuses on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

The 6 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:**

4th 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

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

- Journeys, © 2017, Houghton Mifflin Harcourt Publishing Co.
- My Math, © 2013, The McGraw-Hill Companies, Inc.
- Science, © 2005, The McGraw-Hill Group

- Timelinks, © 2009, The McGraw-Hill Companies Vol. 1-2
- Map Skills for Today, © 2011, Keith Garten
- 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) ELA—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
- Classroom Diagnostic Tools (CDT)
- Local Assessments

## **FIFTH GRADE**

In 5th grade, students become progressively more independent as they develop academically, socially and emotionally. In math, students continue to expand their problem solving skills and algebraic thinking. Students learn to read and comprehend increasingly complex fiction and non-fiction texts. By developing skills to critically analyze, revise, and edit their writing, students continue to mature as writers. Students develop reading and writing skills in their social studies course which focuses on concepts related to U.S. history. Through the completion of science investigations students explore life, earth, and physical science principles

### **ENGLISH-LANGUAGE ARTS/SOCIAL STUDIES:**

ELA and Social Studies are combined within a two-hour block each day.

Collins Writing Program: (aligned to the PA Core Standards) Type I-V Writing Assignments

Novel Units

#### *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
- Sequencing
- Cause and Effect

#### *Reading, Analyzing, and Interpreting Literature*

- Literary Elements

- Literary Devices/Figurative language
- Poetry
- Drama

#### *Type of Writing*

- Narrative
- Informational
- Persuasive/Argumentative

#### *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

### **SOCIAL STUDIES TOPICS (covered within ELA classes):**

5th grade studies the events of American History beginning with the thirteen colonies and continuing through to the Civil War.

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

### **Multi-Tiered Systems of Support (MTSS):**

The purpose of this program is to improve student achievement using research based interventions and activities with our students. Each student receives thirty minutes of intervention (MTSS) time per day based on their individual needs. For more information, please see our MTSS/Pride Time Handbook located on our website.

### **MATHEMATICS:**

In 5th grade we will be following the PA Core Standards. Students will focus on 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
- Cycles – water, carbon, nitrogen
- Biome Characteristics
- Ecological Succession
- Plant and Animal Adaptations

*Earth Science*

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

*Physical Science*

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

**ASSESSMENTS (may include but are not limited to):**

- Pennsylvania State System of Assessments (PSSA) ELA—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- Classroom Diagnostic Tools (CDT)
- Local Assessments

## SIXTH GRADE

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:

#### Units:

- Cultural Connections
- Finding Your Voice
- Exploring the Limits
- Tales From the Past
- Taking Risks
- Reading Adventures

Collins Writing Program: (aligned to the PA Core Standards) Type I-V Writing Assignments

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/Argumentative

### *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

**Multi-Tiered Systems of Support (MTSS):**

The purpose of this program is to improve student achievement using research based interventions and activities with our students. Each student receives thirty minutes of intervention (MTSS) time per day based on their individual needs. For more information, please see our MTSS/Pride Time Handbook located on our website.

**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 Percentages

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
- Acceleration and Momentum

***K'NEX: Design & Technology Curriculum***

- Use of construction kits
- Designing skills
- Understanding Structures
- Understanding simple Machines
- Designing and making products
- Computer control
- Environmental awareness
- Team working skills
- Communication skills
- Self-esteem

### **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):**

- Journeys, © 2017, Houghton Mifflin Harcourt Publishing Co.
- 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) ELA—Annually to all students
- Pennsylvania State System of Assessments (PSSA) Mathematics—Annually to all students
- Classroom Diagnostic Tools (CDT)
- Local Assessments

## **SCHOOL BASED COUNSELING**

Lackawanna Trail Elementary Center utilizes a comprehensive standards based developmental school counseling program. It serves the needs of all children in Kindergarten through 6th grade. Students participate in age appropriate lessons that focus on personal/social development, academic development, and career awareness. The goal of the school counseling program is to help students develop to their full potential and acquire the skills necessary for becoming productive community members as well as life-long learners.

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

## SPECIALS

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

### ART:

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

#### *Kindergarten & 1st Grade*

##### Students will:

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

#### *2nd Grade*

##### Students will:

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

### *3rd Grade*

#### Students will:

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

### *4th Grade*

#### Students will:

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

### *5th Grade*

#### Students will:

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

### *6th Grade*

#### Students will:

- Manipulate line, shape, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.
- Identify the beliefs and/or values evidenced in the work of a contemporary artist, and create a work of art that communicates one of their own values and/or beliefs.
- Create an artwork that challenges a current practice by promoting a new way/method.
- 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 5th and 6th Band programs are aligned with the National Standards for Music Education for Beginning Band challenging students to demonstrate competence on their chosen instruments.

The 5th grade Band curriculum allows students to explore instrumental music through rhythmic activities, theory, note reading and proper instrumental techniques. Students experience unison and ensemble repertoire at the Beginning Band level. Listening, analyzing, evaluating and understanding the relationship between music and the other arts along with history and culture help students develop a better appreciation of music and musical performances.

Students receive 30 minutes of rotating small group instruction during the regular school day and 40 minutes of large group instruction every 5 day cycle during their specials classes. Those students involved in both band and chorus receive 40 minutes of large group instruction bi-weekly during specials classes. During the 3rd quarter students engage in one 40 minute full band rehearsal weekly in preparation for the spring concert. Students performing above the 5th grade level could be given the opportunity to play in the 6th grade concerts.

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

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

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

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

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

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

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

### **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](http://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 differences 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, 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, 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, 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 Elementary Center 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 1st 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 4th 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. Students will be introduced to critical analysis of news stories, fact checking, and awareness of issues they will face as social media users. Fiction and informational texts focus on self-discovery and reflection.

### **MUSIC:**

The music program at the Elementary Center adheres to the National Standards for Music Education as set forth by NAME (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 5th and 6th grade chorus require a one year commitment to the program due to scheduling. Also, two evening performances (one in the fall and one in the spring) are mandatory and part of the class grade.

## **PHYSICAL EDUCATION:**

### *Kindergarten-2nd Grade*

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

### *Kindergarten-2nd Grade Units of Instruction*

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

### *3rd-6th Grade*

The 3rd-6th grade Physical Education curriculum is designed to establish and build upon skills for a more graceful and coordinated movement. The games utilized throughout the different units 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), Touch ball, Baseball, Kickball, Fitness, and Field Day. There are many different games and activities incorporated into each unit to help students be successful at all different grade levels and ability levels.

## **CHILD EXPLOITATION/SUICIDE AWARENESS**

In accordance with Act 71 of 2014, the Lackawanna Trail Elementary Center has developed a child exploitation awareness education program and a suicide awareness program (6th grade only) and will be incorporating it into the curriculum for the 2016-2017 school year.

The Lackawanna Trail Elementary Center School Counselor, Physical Education Teacher, and Law Enforcement Liaison will be coordinating and implementing the child exploitation and suicide awareness curriculum.

## **PROMOTION/RETENTION**

English, Language Arts and Mathematics development at Lackawanna Trail Elementary Center are the foundation of a student's academic growth, development and achievement. They are essential to a student's overall advancement through school. These three subject areas are given a great deal of weight when considering retention or promotion. In addition to academic achievement and performance, social, emotional and physical factors are also given consideration as part of the Total Evaluation Process for Retention or Promotion.

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

### **At the end of the second and third marking periods:**

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

### **In the middle of the fourth marking period:**

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

### **Before the end of the school year:**

The Principal will schedule a Parent Conference to review all data and make recommendations.

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

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

## **LETTER FROM THE DIRECTOR OF SPECIAL EDUCATION**

Dear Families:

The Lackawanna Trail School District (LTSD) provides Special Education Services for all students that meet the eligibility criteria. LTSD currently provides the following placements within the Elementary Center:

-Itinerant, Supplemental, and Full Time Learning Support

-Itinerant, Supplemental, and Full Time Life Skills Support

-Itinerant Speech and Language Support

Students that require other supports and services receive those services in out of district placements.

LTSD offers related services that include: Occupational Therapy, School Based Social Work, and Physical Therapy. We utilize the NEIU-19 for Vision, Hearing, and Mobility services.

At Lackawanna Trail Elementary Center we value the abilities of our students and strive to provide them with appropriate supports in the Least Restrictive Environment in order to maximize their abilities.

Sincerely,

Amie Talarico

Director of Special Education

## **SPECIAL EDUCATION**

The Special Education Department of the Lackawanna Trail School District provides a number of services to students. Below are descriptions of the programs provided by LTSD.

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

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

- **Articulation:** The way sounds are pronounced when spoken.
- **Phonology/Phonemic Awareness:** The ability to rhyme, discriminate individual speech sounds, blend, and segment sounds in the context of other sounds to enable children to use letter-sound correspondences to read and spell words.
- **Receptive/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 is recommended, or are indirectly serviced by consultation between the classroom teacher and speech pathologist with skills being monitored for continued growth with the possibility of direct services at a later time.

If a parent has concerns at any grade level, they may contact their child's teacher to request consideration by the Child Study team. The CELF-4 (Clinical Evaluation of Language Fundamentals) Screening Test and an articulation screener utilizing developmental norms may be used by the child study team to determine if there are concerns.

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

#### *Early Intervening/Intervention Speech Program:*

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

## **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)
- Unique Curriculum
- Circles (Social Skills Program)
- Stop and Think (Social Skills Program)

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

- Read Naturally (fluency builders)
- Great Leaps (fluency builders)
- Six Minute Solution (fluency)
- Visualize/Verbalize (comprehension)
- Word-Warm Ups (develops automaticity in decoding one and two syllable words)
- Phonics for Reading (builds sight word fluency, decoding and comprehension skills)
- STAMS (Strategies to Achieve Mathematic Success)
- STAMS Solve (reinforces math concepts taught)
- Mastering Math Facts/ Rocket Ship Math (fact practice)
- Basic grammar/paragraph writing (PCI Education)
- Wilson Reading System (decoding, encoding, and fluency)
- Wilson Just Words (decoding, encoding and fluency)
- Wilson Foundations (decoding, encoding, and fluency)
- Touch Math (math computation and application)

**Assessments:**

- Students with IEPs participate in the same state wide and local testing that regular education students participate in such as PSSAs and CDT ELA and Math tests (grades 3-6), Terra Nova assessments (grade 2), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (grade K-4).
- Students with IEPs may have special accommodations for testing purposes.
- Progress is monitored in order to determine progress on individualized IEP goals and to drive instruction; these assessments include AimsWeb Reading CBM, Test of Early Literacy, Test of Early Math, MAZE, M-COMP, and M-CAP. Other tools may be used on an individual basis.

**Report of Progress:**

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

**SECTION 504 OF THE REHABILITATION ACT OF 1973**

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

The Section 504 regulations define a “physical or mental impairment” as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

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

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

- |   |  |
|---|--|
| <input type="checkbox"/> Caring for oneself | <input type="checkbox"/> Performing manual tasks |
| <input type="checkbox"/> Walking            | <input type="checkbox"/> Seeing                  |
| <input type="checkbox"/> Hearing            | <input type="checkbox"/> Speaking                |
| <input type="checkbox"/> Breathing          | <input type="checkbox"/> Learning                |
| <input type="checkbox"/> Working            | Other*   |

## **TITLE 1 PROGRAM**

Title I is a federal program that provides funds to schools with high percentages of children who are disadvantaged to support a variety of services. 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. Lackawanna Trail Elementary Center utilizes a Title I School wide Program.

School wide programs serve ALL children in a school. All staff, resources, and classes are part of the overall school wide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through high quality instruction, comprehensive reform strategies and methods that are based on the use of scientifically based research, strategies and methods to improve teacher quality and professional development and consolidated use of funds.

In order for our school to operate a school wide program a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement had to be conducted. Our school then developed a comprehensive school wide program plan that describes how we will achieve the goals identified as a result of the needs assessment. Finally, our school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

The Title I School wide Plan for Lackawanna Trail Elementary Center is posted on the Title I Fusion webpage for review.

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

**TITLE 1 READING:**

*Assessments (may include but are not limited to):*

DIBELS—September, January, May

GRADE—September, May

4-Sight Common Core Benchmark Assessment

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

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