**2016-17 Elementary School Scope & Sequence Overviews**

**Core:** [Think, Read, Discuss](#TRD) | [Lit](#Lit) | [Close Reading](#CloseReading) | [Independent Reading](#IR) | [Writing](#Writing) | [Math](#Math) | [Science](#Science) | [Social Studies](#SocialStudies)   
**Specials**: [Visual Art](#VisualArt) | [Dance](#Dance) | [Theater](#Theater) | [Music](#Music)

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| **K-1 Think, Read, Discuss** | | | |
| **Grade K** | | | |
| **Unit Order** | **Topic** | | **Notes** |
| *1* | *The Five Senses* | | *This was unit 2 in 2015-16* |
| *2* | *Plants* | | This was unit 3 in 2015-16 |
| 3 | Farms | | This was unit 4 in 2015-16 |
| 4 | Native Americans | | This was unit 5 in 2015-16 |
| 5 | Kings and Queens | | This was unit 6 in 2015-16 |
| 6 | Seasons and Weather | | This was unit 7 in 2015-16 |
| 7 | Columbus and the Pilgrims OR Colonial Towns and Towns People | We need to make space in the curriculum and the options are either to cut one of these two units or combine them. We have selected these as the ones to either cut one or combine because these are the units that are most repetitive in content and some of the concepts in these two units do not lend themselves to D&I as others. | |
| 8 | Taking Care of the Earth | | This was Unit 10 in 2015-16 |
| **Grade 1** | | | |
| **Unit Order** | **Topic** | | **Notes** |
| *1* | *Fables and Stories* | |  |
| *2* | *The Human Body* | |  |
| 3 | *Early World Civilizations* | |  |
| 4 | *A New Nation: American Independence* | | This was unit 5 in 2015-16 |
| 5 | *Frontier Explorers* | | This was unit 6 in 2015-16 |
| 6 | *Astronomy* | | This was unit 7 in 2015-16 |
| 7 | *Animals and Habitats* | | This was unit 9 in 2015-16 |
| 8 | *Charlotte’s Web* | | This was unit 10 in 2015-16 |

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| **Elementary Literature Classic** | | |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Texts** |
| 0 | Expectations, Habits and Routines  Keena Ford and the Second-Grade Mix Up | * Keena Ford and the Second-Grade Mix Up |
| 1 | The Human Body:  A Miraculous Machine | * Young Genius: Brains * Germs Make Me Sick * A Drop of Blood * Hear Your Heart * The Skeleton Inside of You |
| 2 | Exploring Wondrous Insects | * Chirping Crickets * Bee * Mosquito * Bugs and Other Insects |
| 3 | Fairy Tales: A New Look at Old Classics | * The Three Wolves and the Big Bad Pig * The True Story of the Three Little Pigs * The Three Little Javelinas * Adelita * Cendrillon * Mufaro’s Beautiful Daughters |
| 4 | Equity for All: Women Who Changed the World | * If you Lived When Women Won Their Rights * Elizabeth Cady Stanton and the Right to * Mary McLeod Bethune * A Picture Book of Helen Keller |
| 5 | Tales of a Fourth Grade Nothing | * Tales of a Fourth Grade Nothing |
| 6 | Titanic: Lost and Found | * I Survived the Sinking of the Titanic, 1912 * Titanic: The disaster that shocked the world! * Finding the Titanic |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Texts** |
| 0 | Expectations, Habits and Routines  Clementine | * Clementine |
| 1 | The Hundred Dresses | * What are Camouflage and Mimicry? * How Do Animals Adapt? * How Do Animals Find Food? * Island, A Story of the Galapagos |
| 2 | The Amazing World of Adapting Animals! | * What are Camouflage and Mimicry? * How Do Animals Adapt? * How Do Animals Find Food? * Island, A Story of the Galapagos |
| 3 | Virtues, Vices & A Fantastical Chocolate Factory | * Charlie and the Chocolate Factory |
| 4 | Close Reading Crescendo | Texts: N/A |
| 5 | Slavery and the Civil War | * If You Lived When There Was Slavery in America * If You Traveled on the Underground Railroad * Harriet Tubman: A Woman of Courage * Fields of Fury * Seven Miles to Freedom: The Robert Smalls Story * The Underground Railroad * If you Lived at the Time of the Civil War * Henry’s Freedom Box |
| 6 | Research: The Eye-Opening World of Ocean Life | Texts: TBD |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Texts** |
| 0 | Superfudge | * Superfudge |
| 1 | Because of Winn-Dixie | * Because of Winn-Dixie |
| 2 | Kakapo Rescue | * Kakapo Rescue |
| 3 | Perspectives of Freedom | * A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet * George vs George * Crispus Attucks: Black Leader of Colonial Patriots |
| 4 | From a Seed to a Flower during the Great Depression: Bud, Not Buddy | * Bud, Not Buddy * Kit’s World |
| 5 | Close Reading Crescendo | Texts: N/A |
| 6 | In War the Dead Pay the Debt for the Living: My Brother Sam is Dead | * My Brother Sam is Dead |
| 7 | Research: Inventions Throughout Time | Texts: TBD |

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| **Elementary Close Reading** | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Reading for Central Idea:  Using Genre Based Thinking Jobs to Read and Articulate Ideas | * Just Central Idea * A+B Structure * Day "B" is fixing up your central idea and strengthening your short response * Short Responses Only * Same genre all week |
| 2 | Considering Craft and Structure:  Building a Repertoire | * Day A: Central Idea * Day B: Craft and Structure * Short Responses Only * Same genre all week |
| 3 | Considering Craft and Structure:  Building Independence | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| 4 | Paired Texts:  Drawing Connections and Comparisons | * Day A: Paired Text Central Idea * Day B: Paired Text Craft and Structure * Days 3+4: More independent * Mix of genres |
| 5 | Considering Craft and Structure:  Refining Your Skills for Next Grade Level | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Reading for Central Idea:  Using Genre Based Thinking Jobs to Read and Articulate Ideas | * Just Central Idea * A+B Structure * Day "B" is fixing up your central idea and strengthening your short response * Short Responses Only * Same genre all week |
| 2 | Considering Craft and Structure:  Building a Repertoire | * Day A: Central Idea * Day B: Craft and Structure * Short Responses Only * Same genre all week |
| 3 | Considering Craft and Structure:  Building Independence | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| 4 | Paired Texts:  Drawing Connections and Comparisons | * Day A: Paired Text Central Idea * Day B: Paired Text Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| 5 | Considering Craft and Structure:  Refining Your Skills for Next Grade Level | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| *1* | Reading for Central Idea:  Using Genre Based Thinking Jobs to Read and Articulate Ideas | * Just Central Idea * A+B Structure * Day "B" is fixing up your central idea and strengthening your short response * Short Responses Only * Same genre all week |
| *2* | Considering Craft and Structure:  Building a Repertoire | * Day A: Central Idea * Day B: Craft and Structure * Short Responses Only * Same genre all week |
| 3 | Considering Craft and Structure:  Building Independence | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * 2 MC per day (2 answer choices) * Mix of genres * CT: Hot Questions on paper * RI: Part A and Part B |
| 4 | Paired Texts:  Drawing Connections and Comparisons | * Day A: Paired Text Central Idea * Day B: Paired Text Craft and Structure * Days 3+4: More independent * Mix of genres * 2 MC per day (3 answer choices) and 1 Short Response * CT: Hot Questions on paper * RI: Part A and Part B |
| 5 | Considering Craft and Structure:  Refining Your Skills for Next Grade Level | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Reading for Central Idea:  Using Genre Based Thinking Jobs to Read and Articulate Ideas | * Just Central Idea * A+B Structure * Day "B" is fixing up your central idea and strengthening your short response * Short Responses Only * Same genre all week * Approximate Timing: 4 Weeks |
| 2 | Considering Craft and Structure:  Building a Repertoire | * Day A: Central Idea * Day B: Craft and Structure * Short Responses Only * Mix of genres * Approximate Timing: 4 Weeks |
| 3 | Considering Craft and Structure:  Building Independence | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Mix of genres * 2 MC per day (2 answer choices) * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 4 Weeks |
| 4 | Paired Texts:  Drawing Connections and Comparisons | * Day A: Paired Text Central Idea * Day B: Paired Text Craft and Structure * Days 3+4: More independent * Mix of genres * 2 MC per day (3 answer choices) and 1 Short Response * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 8 Weeks |
| 5 | Crescendo Part 1:  Navigating Challenge; Unseen and Mixed Genres and Longer Texts | CT/RI: HALF BLOCK  NY: FULL BLOCK (60-70 m):   * Each day new passage, multiple passages * Many MC * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 3 Weeks (February) |
| 6 | Crescendo Part 2:  Building Stamina, Quickness, and Checking Your Work | NY: FULL BLOCK (60-70 m)  CT/RI: HALF BLOCK for 2 weeks; then FULL BLOCK for 2 weeks  Each day new passage, multiple passages   * Many MC and Short Response * Mix of genres * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 4 Weeks (March) |
| 7 | Crescendo Part 3:  PARCC and SBAC Practice | CT/RI: FULL BLOCK (60-70 m):   * Each day new passage, multiple tasks * Mix of genres * Many MC and Short Response * Listening Passages * CT: Hot Questions on paper * RI: Part A and Part B   NY (HALF BLOCK)   * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response   Approximate Timing: 6 Weeks (April) |
| 8 | Considering Craft and Structure:  Refining Your Skills for Next Grade Level | ALL REGIONS: HALF BLOCK   * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response * Mix of genres |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Reading for Central Idea:  Using Genre Based Thinking Jobs to Read and Articulate Ideas | * Just Central Idea * A+B Structure * Day "B" is fixing up your central idea and strengthening your short response * Short Responses Only * Same genre all week * Approximate Timing: 4 Weeks |
| 2 | Considering Craft and Structure:  Building a Repertoire | * Day A: Central Idea * Day B: Craft and Structure * Short Responses Only * Mix of genres * Approximate Timing: 4 Weeks |
| 3 | Considering Craft and Structure:  Building Independence | * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Mix of genres * 2 MC per day (2 answer choices) * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 4 Weeks |
| 4 | Paired Texts:  Drawing Connections and Comparisons | * Day A: Paired Text Central Idea * Day B: Paired Text Craft and Structure * Days 3+4: More independent * Mix of genres * 2 MC per day (3 answer choices) and 1 Short Response * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 8 Weeks |
| 5 | Crescendo Part 1:  Navigating Challenge; Unseen and Mixed Genres and Longer Texts | CT/RI: HALF BLOCK  NY: FULL BLOCK (60-70 m):   * Each day new passage, multiple passages * Many MC * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 3 Weeks (February) |
| 6 | Crescendo Part 2:  Building Stamina, Quickness, and Checking Your Work | NY: FULL BLOCK (60-70 m)  CT/RI: HALF BLOCK for 2 weeks; then FULL BLOCK for 2 weeks  Each day new passage, multiple passages   * Many MC and Short Response * Mix of genres * CT: Hot Questions on paper * RI: Part A and Part B * Approximate Timing: 4 Weeks (March) |
| 7 | Crescendo Part 3:  PARCC and SBAC Practice | CT/RI: FULL BLOCK (60-70 m):   * Each day new passage, multiple tasks * Mix of genres * Many MC and Short Response * Listening Passages * CT: Hot Questions on paper * RI: Part A and Part B   NY (HALF BLOCK)   * Day A: Central Idea * Day B: Craft and Structure * Days 3+4: More independent * Short Response   Approximate Timing: 6 Weeks (April) |

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| **Elementary Independent Reading** | | |
| **Grades K-4** | | |
| **Unit Order** | **Topic** | **Notes** |
| **Phase 1: Establish Strong Classroom Culture** | Whole class lessons (not yet IR) to establish strong classroom culture | * Week 0-Week 1 |
| **Phase 2: Launch IR (Stamina and Love)** | Launch IR with inspirational lessons on the power of IR, the love of books, and motivate scholars to increase IR stamina by 1+ minute daily | * Week 2-Week 6 |
| **Phase 3: Strengthen IR**  **(Stamina, Love, and Accountability)** | Strengthen impact of IR by establishing strong accountability systems and continuing to reinforce stamina and love of reading | * Week 7+ |

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| **Elementary Writing** | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Genre Focus** |
| 1 | Small Moments | Introduction to Narrative |
| 2 | Concept Books | Introduction to Informational |
| 3 | What I Like | Introduction to Persuasive |
| 4 | All About Me | Personal Narrative & All About |
| 5 | All About Farms | All About & Persuasive |
| 6 | Giving Advice | How-To & Persuasive |
| 7 | Big Weather | Personal Narrative & Simple Poetry |
| 8 | Taking Care of the Earth | All About, How-To, & Persuasive |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Genre Focus** |
| 1 | Small Moments | Introduction to Narrative |
| 2 | All About Me | Introduction to Informational |
| 3 | Convince Me | Introduction to Persuasive |
| 4 | Important People | All About & Persuasive |
| 5 | Creating Characters | Realistic Fiction |
| 6 | Giving Advice | How-To & Persuasive |
| 7 | Light and Sound | All About & Poetry |
| 8 | Animals and Habitats | All About, Persuasive, & Realistic Fiction |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Genre Focus** |
| 1 | Small Moments | Introduction to Narrative |
| 2 | Intro to Informational: Topic? | Introduction to Informational |
| 3 | Travel the World | Introduction to Persuasive |
| 4 | Happily Ever After? | Literary Response & Realistic Fiction |
| 5 | People of Influence | Persuasive & Fairy Tales |
| 6 | Compelling Characters | Biography & Persuasive |
| 7 | Hurricane Katrina | Informational, Persuasive, & Realistic Fiction |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Genre Focus** |
| 1 | Small Moments | Introduction to Narrative |
| 2 | Bullying | Introduction to Informational |
| 3 | Survival of the Fittest | Introduction to Persuasive |
| 4 | First Factories | Short Research & Realistic Fiction |
| 5 | Writing from Sources | Informational, Persuasive, & Literary Response |
| 6 | Endangered Animals | Informational, Persuasive, & Fantasy |
| 7 | Fighting for Rights | Biography, Persuasive, & Poetry |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Genre Focus** |
| 1 | Small Moments | Personal Narrative |
| 2 | Writing About Reading | Literary Response & Literary Analysis |
| 3 | Conservation | Informational & Persuasive |
| 4 | Writing from Source | Informational, Persuasive, & Biography |
| 5 | Story Craft | Informational, Persuasive, & Literary Response |
| 6 | Harlem Renaissance | Informational, Historical Fiction, & Poetry |
| 7 | American Revolution | Informational, Persuasive, & Science Fiction |

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| **Elementary Math** | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Sorting and Counting |  |
| 2 | Geometry |  |
| 3 | Counting |  |
| 4 | Measurement |  |
| 5 | Counting & Comparing |  |
| 6 | Addition & Subtraction | Previously titled “Story Problem” Unit in 15-16 |
| 7 | Compose & Decompose Numbers |  |
| 8 | Exemplars |  |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Counting |  |
| 2 | Geometry |  |
| 3 | Story Problems 1 |  |
| 4 | Data |  |
| 5 | Addition and Subtraction |  |
| 6 | Fractions & Time |  |
| 7 | Measurement |  |
| 8 | Story Problems 2 |  |
| 9 | Two-Digit Numbers 1 |  |
| 10 | Two-Digit Numbers 2 |  |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Addition and Subtraction within 100 |  |
| 2 | Measurement – Length |  |
| 3 | Story Problems |  |
| 4 | Data |  |
| 5 | Measurement – Length, Money, Graphing and Time |  |
| 6 | Place Value – Three-Digit Numbers |  |
| 7 | Addition & Subtraction within 1,000 |  |
| 8 | Geometry – Arrays |  |
| 9 | Geometry – Fractions |  |
| 10 | Geometry – Shapes |  |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Multiplication, Division, & Area 1 |  |
| 2 | Graphing |  |
| 3 | Addition, Subtraction, & Time |  |
| 4 | Measurement |  |
| 5 | Fractions |  |
| 6 | Length & Perimeter |  |
| 7 | Multiplication, Division, & Area 2 |  |
| 8 | Story Problems |  |
| 9 | Geometry |  |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Multiplication & Division 1 |  |
| 2 | Place Value |  |
| 3 | Addition & Subtraction |  |
| 4 | Multiplication & Division 2 |  |
| 5 | Story Problems 1 |  |
| 6 | Fractions |  |
| 7 | Decimals |  |
| 8 | Story Problems 2 |  |
| 9 | Geometry |  |
| 10 | Angle Measurement |  |

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| **Elementary Science** | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 0 | Week Zero: Habits of Scientists | *Begins in late January* |
| 1 | Forces & Motion |  |
| 2 | Patterns of Weather |  |
| 3 | Organisms and Ecosystems |  |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 0 | Week Zero: Habits of Scientists | *Begins in late January* |
| 1 | Patterns & Cycles in the Sky |  |
| 2 | Light & Sound |  |
| 3 | Structure & Function in Plants & Animals |  |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 0 | Week Zero: Habits of Scientists | *Begins in late January* |
| 1 | Properties of Matter |  |
| 2 | Changes in Matter |  |
| 3 | Changes to Earth’s Surface |  |
| 4 | Investigating Plant & Animal Relationships in Habitats |  |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 0 | Week Zero: Habits of Scientists |  |
| 1 | Plant Growth & Development |  |
| 2 | Animal Growth & Development |  |
| 3 | Life Cycles of Plants & Animals |  |
| 4 | Understanding Forces & Interactions at a Distance |  |
| 5 | Patterns of Motion |  |
| 6 | Weather & Climate |  |
| 7 | Engineering Design Challenge |  |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 0 | Week Zero: Habits of Scientists |  |
| 1 | Energy & Motion |  |
| 2 | Conversion & Transfer of Energy |  |
| 3 | Waves & Information |  |
| 4 | Structure & Function in Organisms |  |
| 5 | Information Processing |  |
| 6 | Earth’s Landscape & Features |  |
| 7 | Engineering Design Challenge |  |

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| **Elementary Social Studies** | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Intro to Civics |  |
| 2 | Intro to Economics |  |
| 3 | Intro to Geography |  |
| 4 | Investigations of Culture |  |
| 5 | Improving Our Community |  |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Geography of US Communities |  |
| 2 | Goods, Services, and Economic Decisions |  |
| 3 | Community Leaders, Past, Present, and Future |  |
| 4 | Taking Action to Help our Community |  |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Global Geography |  |
| 2 | Global Economics |  |
| 3 | Countries Investigations |  |
| 4 | Global Citizenship |  |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Intro to Regional Study |  |
| 2 | The Northeast |  |
| 3 | The Southeast |  |
| 4 | The Midwest |  |
| 5 | The Southwest |  |
| 6 | The West |  |
| 7 | State Research Project |  |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | American Indians |  |
| 2 | Colonial America |  |
| 3 | American Revolution |  |
| 4 | The Constitution |  |
| 5 | Cultures Meeting in the West |  |
| 6 | The Civil War |  |
| 7 | Research Project: A Growing Nation |  |

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| **Elementary Visual Art**  The network recommendation is that scholars receive equal instruction time in three different specials disciplines, with the rotation through these content areas decided by school (daily, weekly or biweekly, or by trimester). The Scope and Sequences for all Elementary Specials are therefore organized according to number of instruction days, rather than calendar dates. Teachers should follow the numbered days of instruction as they fit with their schedules, and may progress through a Scope and Sequence at a different pace than other teachers in the network. | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Drawing | Visual Art unit topics are the same for K-4 Visual Art, but the tasks within each unit are differentiated according to grade level. |
| 2 | Painting |
| 3 | Sculpture/3-D |
| 4 | Crafts |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Drawing | Visual Art unit topics are the same for K-4 Visual Art, but the tasks within each unit are differentiated according to grade level. |
| 2 | Painting |
| 3 | Sculpture/3-D |
| 4 | Crafts |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Drawing | Visual Art unit topics are the same for K-4 Visual Art, but the tasks within each unit are differentiated according to grade level. |
| 2 | Painting |
| 3 | Sculpture/3-D |
| 4 | Crafts |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Drawing | Visual Art unit topics are the same for K-4 Visual Art, but the tasks within each unit are differentiated according to grade level. |
| 2 | Painting |
| 3 | Sculpture/3-D |
| 4 | Crafts |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Drawing | Visual Art unit topics are the same for K-4 Visual Art, but the tasks within each unit are differentiated according to grade level. |
| 2 | Painting |
| 3 | Sculpture/3-D |
| 4 | Crafts |

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| **Elementary Dance**  The network recommendation is that scholars receive equal instruction time in three different specials disciplines, with the rotation through these content areas decided by school (daily, weekly or biweekly, or by trimester). The Scope and Sequences for all Elementary Specials are therefore organized according to number of instruction days, rather than calendar dates. Teachers should follow the numbered days of instruction as they fit with their schedules, and may progress through a Scope and Sequence at a different pace than other teachers in the network. | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Classroom Routines/Warm up/Health and wellness | Dance unit topics are the same for K-4, but the tasks within each unit are differentiated according to grade level. |
| 2 | Classical Technique and Skills |
| 3 | Modern Skills/ Choreography |
| 4 | Hip-Hop Skills/Choreography/Performance |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Classroom Routines/Warm up/Health and wellness | Dance unit topics are the same for K-4, but the tasks within each unit are differentiated according to grade level. |
| 2 | Classical Technique and Skills |
| 3 | Modern Skills/ Choreography |
| 4 | Hip-Hop Skills/Choreography/Performance |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Classroom Routines/Warm up/Health and wellness | Dance unit topics are the same for K-4, but the tasks within each unit are differentiated according to grade level. |
| 2 | Classical Technique and Skills |
| 3 | Modern Skills/ Choreography |
| 4 | Hip-Hop Skills/Choreography/Performance |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Classroom Routines/Warm up/Health and wellness | Dance unit topics are the same for K-4, but the tasks within each unit are differentiated according to grade level. |
| 2 | Classical Technique and Skills |
| 3 | Modern Skills/ Choreography |
| 4 | Hip-Hop Skills/Choreography/Performance |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Classroom Routines/Warm up/Health and wellness | Dance unit topics are the same for K-4, but the tasks within each unit are differentiated according to grade level. |
| 2 | Classical Technique and Skills |
| 3 | Modern Skills/ Choreography |
| 4 | Hip-Hop Skills/Choreography/Performance |

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| **Elementary Theater**  The network recommendation is that scholars receive equal instruction time in three different specials disciplines, with the rotation through these content areas decided by school (daily, weekly or biweekly, or by trimester). The Scope and Sequences for all Elementary Specials are therefore organized according to number of instruction days, rather than calendar dates. Teachers should follow the numbered days of instruction as they fit with their schedules, and may progress through a Scope and Sequence at a different pace than other teachers in the network. | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | What is Theater?: Collaboration and Physical Vocabulary |  |
| 2 | Stories in Action: Physical Characterizations and Storytelling Essentials |  |
| 3 | Theatre in the World: Physical Characterizations and Storytelling Essentials |  |
| 4 | Playmaking: Cognitive Commitment and Creativity |  |
| 5 | Where The Wild Things Are (Page-to-Stage): Storytelling, Literacy and Actor Tools in Action |  |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Creating an Ensemble: Collaboration and Physical Vocabulary |  |
| 2 | The Tortoise and the Hare: Physical & Vocal Characterizations; Storytelling Essentials |  |
| 3 | John Henry: Creating Atmosphere and Connecting with an Audience |  |
| 4 | DIY Fables: Devising, Rehearsing and Performing |  |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | “Improvisation 101”: Creativity and Spontaneity |  |
| 2 | “1st Rule of Improv: Always Agree”: Agreement and Collaboration |  |
| 3 | “2nd Rule of Improv: Yes, And. . .”: Momentum and Imagination |  |
| 4 | “3rd Rule of Improv: Make Statements!”: Impulse and Commitment |  |
| 5 | “Platform Work: 4Ws + 1H”: Character Motivation and Analysis |  |
| 6 | “The World of Clown”: Character and Motivation, Heightened Characterizations and Collaboration, Performance and Audience Interaction |  |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Setting the Scene: The Life of Shakespeare and Why He’s Performed Today |  |
| 2 | A Midsummer Night's Dream: Imagery and Rhythm |  |
| 3 | Twelfth Night: Character and Motivation |  |
| 4 | O For a Muse of Fire: Text in Rehearsal and Performance |  |

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| **Elementary Music**  The network recommendation is that scholars receive equal instruction time in three different specials disciplines, with the rotation through these content areas decided by school (daily, weekly or biweekly, or by trimester). The Scope and Sequences for all Elementary Specials are therefore organized according to number of instruction days, rather than calendar dates. Teachers should follow the numbered days of instruction as they fit with their schedules, and may progress through a Scope and Sequence at a different pace than other teachers in the network. | | |
| **Grade K** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Steady Beat |  |
| 2 | Fast v. Slow |  |
| 3 | Quiet V. Loud/4 Voices |  |
| 4 | High V. Low |  |
| 5 | Long and Short Sounds |  |
| 6 | Sound and Silence |  |
| **Grade 1** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Sound and Silence (Review)/Building Strong Musician Habits and Routines |  |
| 2 | Instrument Sound Families/Sound and Silence Practice |  |
| 3 | Quarter Note and Quarter Rest |  |
| 4 | Eighth Notes and Beat vs. Rhythm |  |
| 5 | Reading Music on Two Lines: So-Mi |  |
| 6 | So-Mi Composition Project |  |
| **Grade 2** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Rhythms and Routines |  |
| 2 | Expanding Solfege: Do |  |
| 3 | Expanding Solfege: La and Pentatonic |  |
| 4 | Reading and Writing on a Three-Line Staff |  |
| 5 | Expanding Solfege: Re (with Dynamics) |  |
| 6 | Solfege Composition Project (Do-Re-Mi-So-La) |  |
| **Grade 3** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Solfege and Routines |  |
| 2 | Expanded Rhythms: Sixteenth Notes, Split Eighths and Eighth Rest |  |
| 3 | Half note and Whole Note |  |
| 4 | Recorder Introduction and Technique |  |
| 5 | Recorder B, A, G, and Introduction to Blues |  |
| 6 | Recorder Improvisation, and Performance |  |
| **Grade 4** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Review Rhythms /Lines and Spaces/Eighth Sixteenth Combined |  |
| 2 | Eighth and two sixteenths combined (cont), Syncopation, Low La |  |
| 3 | Mr. Everybody’s Musical Apartment with Keyboard Instruments |  |
| 4 | Reading from 5 line staff, High C and D |  |
| 5 | Recorder “Basement” Notes/ Blues Improv |  |
| 6 | Recorder Composition and Performance, African Rhythms and Bucket Drumming, Three Part Harmony |  |