

Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and
English Language Proficiency Standards



5th Grade Levels 2-4

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of [standards aligned system](#). The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no [achievement gap](#) where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is not a unit plan or collection of daily lesson plans for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

		<p>Mathematics 16.3.4-5.1W-5W</p> <p>Science 16.4.4-5.1R-5R</p> <p>Social Studies 16.5.4-5.2W-5W</p> <p>16.5.4-5.1R-5R</p>	<p>CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q</p> <p>CC.2.2.5.A.4</p> <p>ST 3.3.5.A5</p> <p>5.2.5.B 5.3.5.G 8.2.5.D 8.4.5.A</p>	<p>-Give examples of patterns in nature</p> <p>-Read about weather patterns</p> <p>-write about cross-cultural experiences</p> <p>Sequence migration stories from nonfiction texts</p>		<p>Graphic Organizers</p> <p>Charts</p> <p>Word Banks</p>	<p>Read text and Fill in a chart with both human and animal senses</p> <p>Asking questions about the pictures.</p> <p>Use t charts to describe the five senses and describe how things look, feel, taste, smell, and sound.</p>
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			8.3.5.D				
9 Weeks Weeks 11-19 Units 4-6	Unit 4- Life Out There Unit 5- Arts Lost and Found Unit 6- Amazing Plants!	Social/ Instructional 16.1.4-5.1L-5L 16.1.4-5.1R-5R 16.1.4-5.1S-5S 16.1.4-5.1W-5W L.A. 16.2.4-5.2L-5L 16.2.4-5.2R-5R 16.2.4-5.1S-5S 16.2.4-5.1W-5W	N/A CC.1.5.5.A CC.1.5.5.C CC.1.2.5.B CC.1.2.5.E CC.1.2.5.H CC.1.2.5.K CC.1.5.5.A CC.1.5.5.D	-talk about space and space exploration -talk about different possibilities of life in space -give your opinions about space -persuasive writing -talk about traditions and communities -talk about different craft and cultural activities -understand changing traditions -write a blog entry -describe plants -talk about what plants/animals do to help plants survive -compare how plants grow and adapt -descriptive writing	-Social and Instructional -Science -Technology -Engineering -The Humanities, Music, and the Performing Arts	Vocabulary builders Journals Workbook Workbook audio Selection videos Miscellaneous project materials (cardboard, paper, glue, markers, computers, objects, magazines, scissors, books about plants, etc.) Finish Line Language Books Graphic Organizers Charts	Vocabulary Readers Journal Entries Learn and use vocabulary. Model of Life on Another Planet Project Museum of the Future Project Local Plant Guide Project Unit Assessments Unit Quizzes Persuasive Writing Blog Entry Writing Descriptive Writing Ask and answer questions Use visuals (i.e. graphs) to help students visualize and compare information. Warm Up/Wrap Up Rubrics

		<p>Mathematics 16.3.4-5.1L-5L</p> <p>Science 16.4.4-5.1W-5W</p> <p>Social Studies 16.5.4-5.1L-5L</p>	<p>CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q</p> <p>CC.2.1.5.C.2</p> <p>ST3.2.5.A.1</p> <p>8.2.5.B 8.3.5.B 8.4.5.B</p>	<p>-Listen to and work with multiplication problems</p> <p>-Write about observations of scientific phenomena</p> <p>-Identify tools and artifacts from different time periods</p>		Word Banks	
3 Weeks 20-22 Weeks	WIDA Prep and WIDA test administration	Review Standards					

9 Weeks Weeks 23-31 Units 7- 9	Unit 7- Volcanoes Unit 8- Reduce, Reuse, Recycle Unit 9- Cool Vacations !	Social/ Instructional 16.1.4-5 1L-5L 16.1.4-5.1R-5R 16.1.4-5.1S-5S 16.1.4-5.1W- 5W L.A. 16.2.4-5.2L-5L 16.2.4-5.2R-5R 16.2.4-5.1S-5S 16.2.4-5.1W- 5W	N/A CC.1.5.5.A CC.1.5.5.C CC.1.2.5.B CC.1.2.5.E CC.1.2.5.H CC.1.2.5.K	- discuss volcanoes -describe how a volcano erupts -make predictions -write a process description -discuss the importance of reducing, reusing, and recycling -learn about art from recycled materials -talk about what you can do to help the environment -write a biography -talk about different vacation places -talk about what you would do in	- Social and Instructional -Science -Visual Arts -Language Arts	Vocabulary builders Journals Workbook Workbook audio Selection videos Miscellaneous project materials (cardboard tube, clay, cardboard, tape, newspaper, aluminum foil, sand, paint, glue, baking soda, food coloring, vinegar, bowls,	Journal Entries Learn and use vocabulary. Volcano Project Recycled Art Project Tourist Brochure Project Unit Assessments Unit Quizzes Process Description Writing Biography Writing Travel Review Writing Identify topic sentence and details Ask and answer questions

		<p>Mathematics 16.3.4-5.1R-5R</p> <p>16.3.4-5.1S-5S</p> <p>Science 16.4.4-5.1S-5S</p> <p>16.4.4-5.1L-5L</p> <p>Social Studies 16.5.4-5.1S-5S</p>	<p>CC.1.5.5.A CC.1.5.5.D</p> <p>CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q</p> <p>CC.2.1.5.C1 CC.2.1.5.C2 CC.2.3.5.A.1</p> <p>CC.2.4.5.A.4</p> <p>ST 3.3.5.A1 ST 3.3.5.A2</p>	<p>different situations -express preferences -write a review</p> <p>-Read and work with division problems (ex. recycling items)</p> <p>-Discuss parts of a fraction</p> <p>-Discuss geological forms (ex. Volcanos)</p> <p>- Identify conservation choices and measures</p> <p>-Discuss the responsibilities of government (ex. Importance of laws in different vacation countries)</p>		<p>cups, paper towels, recycled materials, buttons, beads, paper, metal cans, plastic bottles, crayons, markers, etc.)</p> <p>Finish Line Language Books</p> <p>Graphic Organizers</p> <p>Charts</p> <p>Word Banks</p>	<p>Use visuals (i.e. graphs) to help students visualize and compare information.</p> <p>Warm Up/Wrap Up</p> <p>Rubrics</p>
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			EE.4.5.4.A EE 4.5.4.C				
			5.3.5.A				