

Ganado Unified School District (Middle School Lifeskills Classroom) Math Grades 6-8

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Ma#strix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 1-4 Week 1-9</p> <p>Touch Math Singapore Math Judy Clock Money Tray Base Ten Blocks Calculators Calendar Rulers</p>	<p>6.NS.C.5, 6 GA.1 7 NS.C.5, 7 GA.1 8.F.B.4, 8GC.9</p> <p>Previous skills: K.CC.A.1,2,3 K.CC.B4 (a,b,c), 5,6,7 2NBT.A.1,2,3,4, 2NBT.B.5,6,7, MD.C.7,8</p> <p>As students progress, their curriculum may be altered to match their pace of instruction in these skills. Some students are working on numbers 0-15 at present. Step one is independently placing numbers in the correct order without a model. Step 2 is tracing the numbers on a dotted line independently. Step 3 is writing the numbers from a model and then independently. Step 4 is identifying each numeral and matching the correct number of objects to the numeral.</p>	<p>Remember (#s and processes), understand what each number represents and how to do the processes. Apply knowledge to real life situations.</p>	<p>Count by 1s, 2s, 5s, 10s, 100s to 1000. Represent numbers using models with base 10 blocks or objects. Add and Subtract one digit numbers using drawings, base ten blocks or numerals. Represent addition and subtraction on a horizontal and vertical number line diagram. Record as an equation.</p> <p>Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations and /or the relationship between addition and subtraction.</p> <p>Tell time and write time from analog and digital clocks to the nearest five minutes using am/pm. Solve word problems involving dollar bills, quarters, dimes,</p>	<p>Number, Add, Count, Subtract, Trace, Less More, Write, How many left, Pass, collect, Take away Before, after, first second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth Carry, borrow, regroup, order, place value, equal, skip count, penny, nickel, dime, quarter, hour, minute, whole, half. value, cents, dollar, minute hand, hour hand, inches, feet, centimeter, meter, millimeter, pound, ounce</p>

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	<p>Nonverbal students will be using ASL or gestures to answer questions.</p> <p>K.MD.A1</p> <p>K.G.A.1,2,3</p> <p>K.MD.B.3</p>	<p>Categorize</p> <p>Classify</p>	<p>nickels and pennies using dollar and cents signs appropriately.</p> <p>Understand calendar time, days in a week, year, month. What is a decade, century, seasons, names of months, holidays.</p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside in front of, behind and next to.</p> <p>Classify objects or people into given categories: count the numbers in each category and sort the categories by count.</p> <p>Copy a pattern, follow a pattern, and initiate a pattern of their own using shapes, colors, letters or numbers.</p>	<p>Year, leap year, January, February, March, April, May, June, July, August September, October, November, December, summer, spring, winter fall, decade, century</p> <p>Circle, oval, square, rectangle, triangle, star, heart, octagon, diamond, above, below, beside front, behind, next, back,. facing</p> <p>Food, toys, vehicles, people clothes, animals, furniture, shapes, colors</p> <p>Pattern, repeat, same, different, shape, color, size, small, medium, large</p>

Ganado Unified School District

Written Language 6th-8th grades

PACING Guide SY 2015-2016

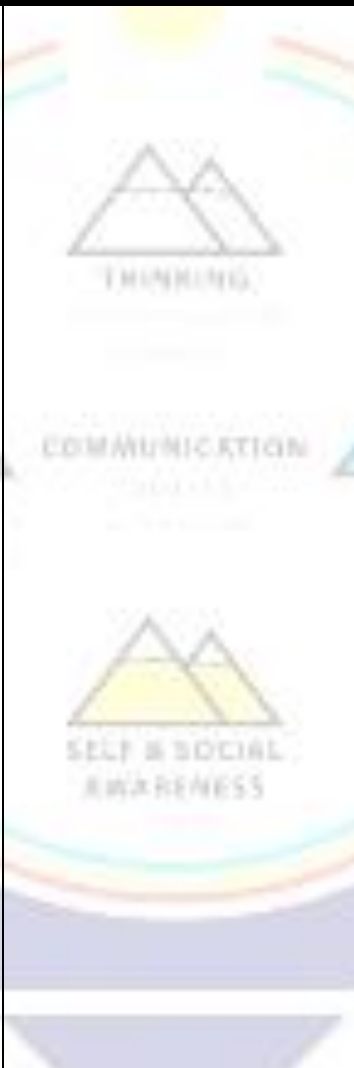
	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1-4 Week 1-9	<p>6W.3,7W.3, 8W.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>6L1, 7L.1, 8L.1 6SL.1, 7SL.1, 8SL.1</p> <p>Prior Skills: KW.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>KL.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Remember: Recall recognize and reproduce</p> <p>Understand: Who, what, where, when how</p> <p>Apply: word relationships and meanings</p>	<p>Place the letters of first and last names in the correct order without a model.</p> <p>Trace the letters of first and last name.</p> <p>Write the letters of first and last name with a model.</p> <p>Write the letters of first and last name without a model.</p> <p>Match upper and lower case letters of the alphabet.</p> <p>Print upper and lower case letters.</p> <p>Use frequently occurring nouns and verbs.</p> <p>Form regular plural nouns orally by adding s/es.</p> <p>Understand and use question words.</p>	<p>Letter, name word, write, match, trace</p> <p>Upper case</p> <p>Lower case</p> <p>Alphabet</p> <p>Who, what where, when , why, how</p>

	<p>Students who are nonverbal will be responding with ASL, gestures, pointing, and picture support. Students at functioning level are working on writing their first and last names and letters of the alphabet, simple words and personal information. They will progress at their own rate.</p> <p>KSL.1 Participate in collaborative conversations with diverse partners about topics and text with peers and adults in small and large groups.</p>	 <p>THINKING</p> <p>COMMUNICATION</p> <p>SELF & SOCIAL AWARENESS</p>	<p>Use most frequently occurring prepositions.</p> <p>Produce and expand complete sentences in shared language activities.</p> <p>Capitalize the first word in a sentence and the pronoun I.</p> <p>Recognize and name end punctuation.</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Follow agreed-upon rules for discussions. Continue a conversation through multiple exchanges.</p>	<p>cause, effect</p> <p>Capitalize</p> <p>Punctuation</p> <p>Sentence</p> <p>Question mark</p> <p>Exclamation point, period, comma, quotation mark, apostrophe, possession, paragraph</p> <p>Indent</p> <p>Grammar</p> <p>Tense</p> <p>Verb</p> <p>Noun</p> <p>Article</p> <p>Pronoun</p> <p>Adverb</p> <p>Adjective</p> <p>Adverb</p> <p>conjunction</p>
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Ganado Unified School District (Middle School Lifeskills Classroom) Reading Grades 6-8

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 1-4 Week 1-9</p> <p>Success for all Learners Reading System Books</p> <p>Linda Mood Bell System</p> <p>Brigance Functional Word list</p> <p>Reading Horizons Program</p>	<p>6RL.3 Determine a theme or central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgements.</p> <p>7RL.3: 8RL.3 Determine a theme or central idea of a text and analyze development over the course of the text, including its relationship to the character, setting and plot: provide an objective summary of the text.</p> <p>Prior skills: KRF.1 Demonstrate understanding of the organization and basic features of print. KRF.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes) KRF.3 Know and apply grade level phonics and word analysis skills in decoding words.</p>	<p>Remember, Recall, recognize, and reproduce a story, word, character, action, sound, letters, rules, details and sequencing of events.</p> <p>Understand: Phonics rules, first, next, last, cause, effect.</p>	<p>Follow words from left to right, top to bottom, and page by page. Recognize that spoken words and represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper</p>	<p>Infer Title Author Main idea Characters Setting Plot Summary First Next Last Conclusion</p> <p>silent e Blend Pronounce Sound out Syllable Vowel Consonant Rhyme Details</p>

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	<p>KRF.4 Read emergent reader texts with purpose and understanding.</p> <p>KRL.1,2,3 With prompting and support ask and answer questions about key details in a text, retell familiar stories, including key detail, and identify character, settings, and major events in a story.</p> <p>*Nonverbal students are learning to recognize their names and familiar functional words associated with pictures.</p> <p>ASL is utilized for communication as well as gestures, pointing and other learning devices tailored to the individual. They progress at their own individual pace according to their IEP.</p>		<p>and lower case letters of the alphabet. Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial and medial vowel, and final sounds (phonemes) in three phoneme consonant-vowel-consonant words. Add or substitute individual sounds in simple one syllable words to make new words. Demonstrate Basic knowledge of one-to-one letter sound correspondences by producing the primary sounds of many of the most frequent sounds for each consonant. Associate the long and short sounds with common spelling for the five major vowels. Read common high frequency words by sight. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Events Retell Visualize Sight words Silent gh Silent t Double vowel rule ph sound ed rule es rule Double consonant rule</p>

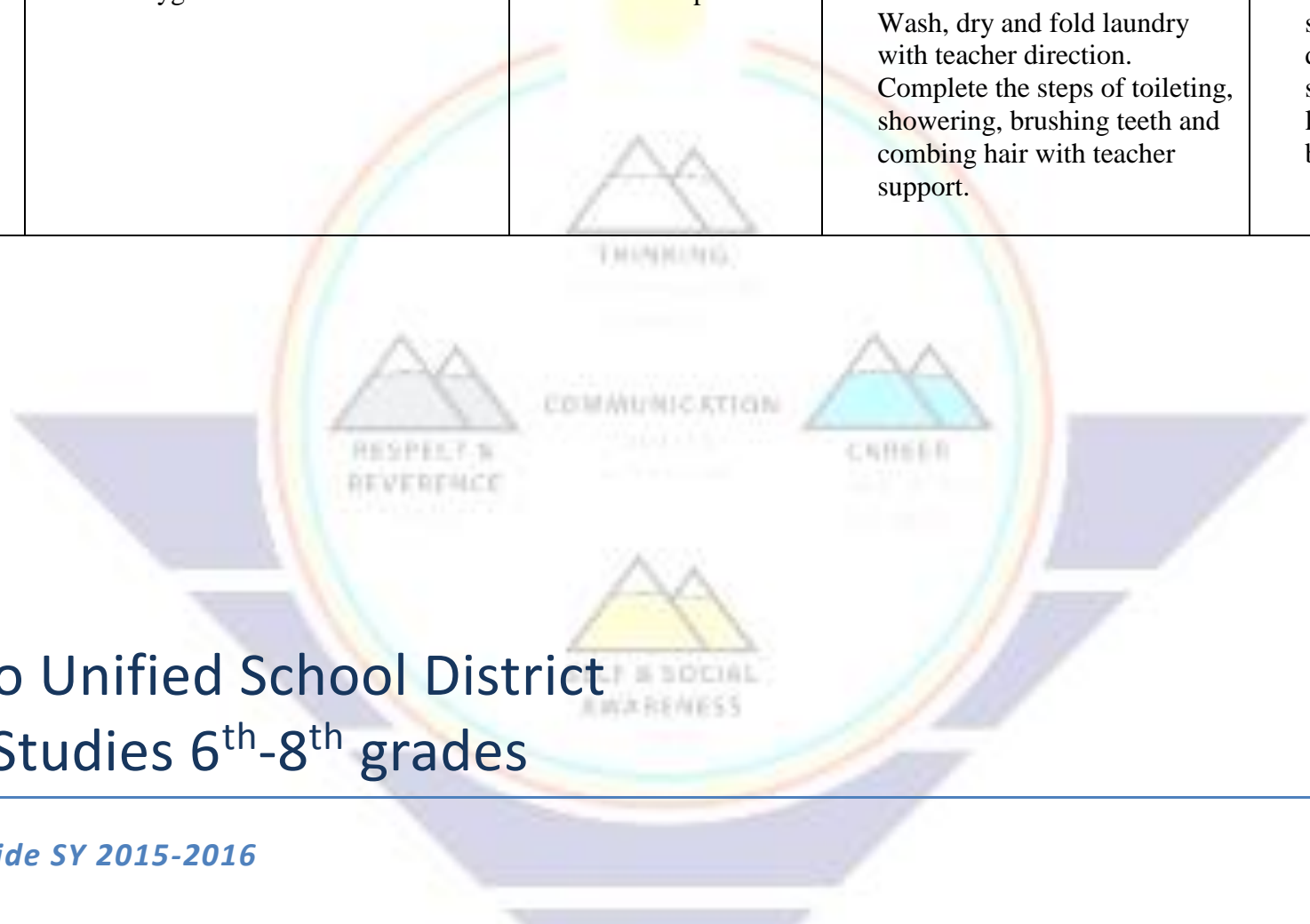
Ganado Unified School District

Science and Daily Living Skills 6th-8th grades

PACING Guide SY 2015-2016

	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1 & 4 Week 1-9 Planting	<p>Concept 1: Observations, questions, hypothesis PO3</p> <p>Concept 2: Scientific Testing PO 1, PO 2</p> <p>Concept 3: Analysis and Conclusions PO 1, PO 2</p>	<p>Remember: recall and reproduce</p> <p>Understand: show, describe, represent</p> <p>Apply: predict and illustrate</p> <p>Analyze: compare</p>	<p>Formulate predictions in the realm of Science based on observable cause and effect relationships.</p> <p>Demonstrate safe behavior and appropriate procedures.</p> <p>Organize and analyze data.</p> <p>Compare to predictions.</p> <p>Analyze data obtained in a scientific investigation to identify trends and formulate conclusions based on identified trends in data.</p>	<p>Plant, grow, dirt, rocks, drainage, water, sun, flowers, vegetables, measure, inches, centimeters, record, data, tallest, shortest, faster, slower</p>
Quarter 2 Floatation Week 1-9				<p>Float, heavy, light, wood, metal, dense surface, air water, molecules</p>
Quarter 3 Week 1-9 Changes in Matter				<p>Boil, freeze, heat, cool, liquid, solid ice cream</p>
Daily Living Skills Quarter 1-4 Weeks 1-9	<p>Cooking</p> <p>Cleaning</p>	<p>Remember: recall and reproduce</p>	<p>Cook simple recipes from a picture recipe or teacher instructions.</p>	<p>Stove, settings, refrigerator, sink, hot, cold, laundry,</p>

Picture Recipes	Personal hygiene	Understand: show, describe and represent	Wash dishes and clean surfaces with teacher direction. Wash, dry and fold laundry with teacher direction. Complete the steps of toileting, showering, brushing teeth and combing hair with teacher support.	washing machine, detergent, fabric softener sheets, dryer, minutes, small, medium, large, fold, dry, we, brush, hair, comb support.
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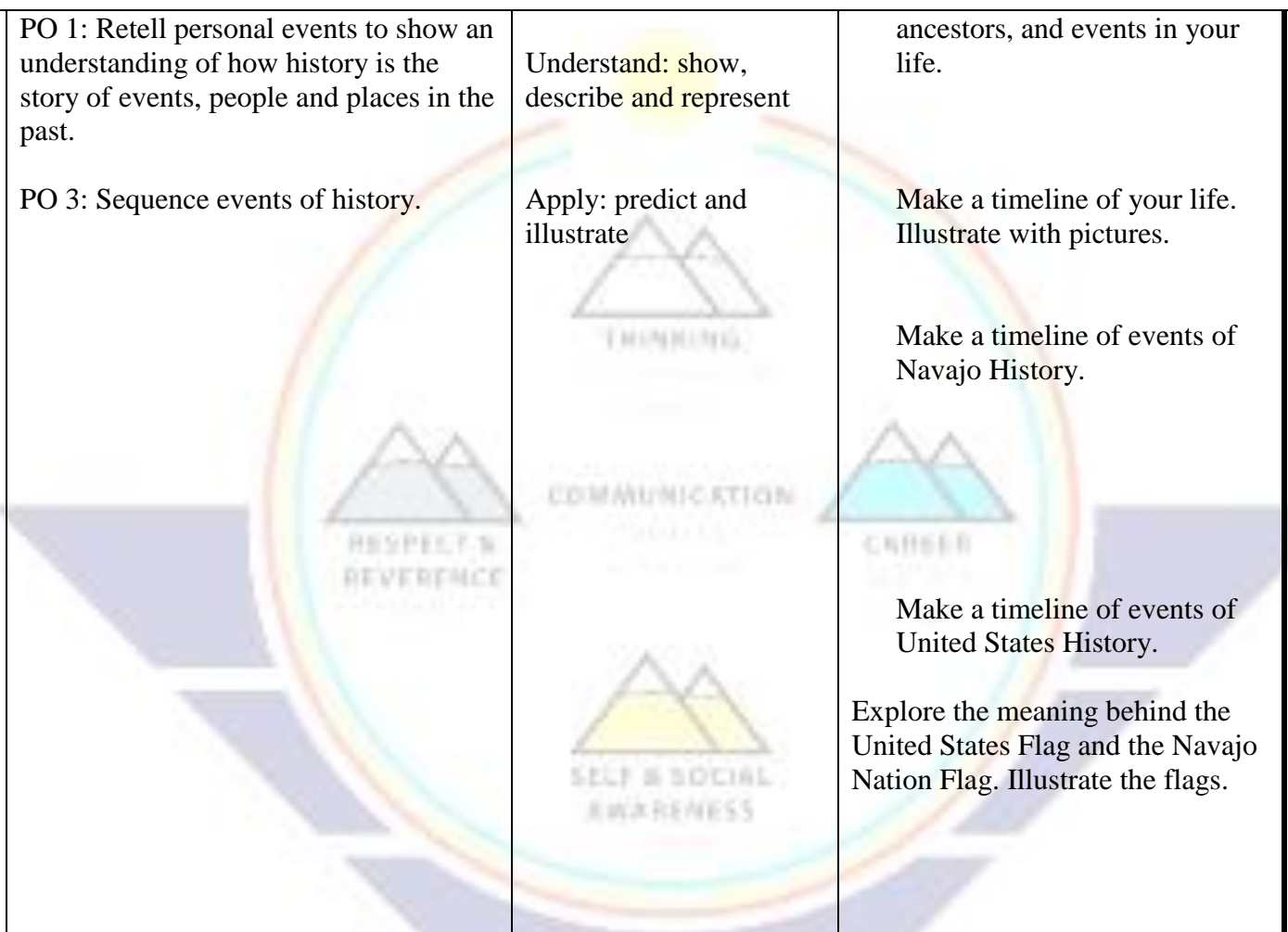


Ganado Unified School District

Social Studies 6th-8th grades

PACING Guide SY 2015-2016

	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1 Week 1-9	Strand 1 American History Concept 1: Research Skills for History	Remember: Recall or reproduce	Describe your personal history, clans, birth, relatives,	Date of Birth Clans

<p>Quarter 2 Week 1-9</p>	<p>PO 1: Retell personal events to show an understanding of how history is the story of events, people and places in the past.</p> <p>PO 3: Sequence events of history.</p>	<p>Understand: show, describe and represent</p> <p>Apply: predict and illustrate</p> 	<p>ancestors, and events in your life.</p> <p>Make a timeline of your life. Illustrate with pictures.</p> <p>Make a timeline of events of Navajo History.</p> <p>Make a timeline of events of United States History.</p> <p>Explore the meaning behind the United States Flag and the Navajo Nation Flag. Illustrate the flags.</p>	<p>Life events Ancestors Maternal Paternal</p> <p>Horizontal Vertical Chart</p> <p>Chief Manulito Henry Chee Dodge The Long Walk Navajo Code Talkers Russell Begaye Johnathan Nez</p> <p>Stars Stripes Original 13 Colonies Red, white, blue Blood, loyalty. Purity</p>
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Strand 4 Concept 1
The World in Spatial Terms
PO 1 Construct maps, charts, and graphs to display geographic information.
PO 2 Identify purposes of and difference among maps, globes, aerial

Remember: Recall or reproduce

Understand: show, describe and represent

Draw a map of your classroom, school, playground.

Identify North America, USA, Arizona and neighboring states on the map or globe, Atlantic and Pacific oceans, Canada and Mexico.

North
South
East
West
Continent
Country
State

photos, charts and satellite images.
 PO 3 Interpret maps, charts and geographic data bases using geographic data bases.
 PO 4 Locate physical and human features (waterways, mountain ranges, cities, countries) in USA and regions of the world on a map.
 Prior knowledge:
 PO 2 Construct maps of a familiar place (classroom, bedroom, playground, neighborhood)
 PO 3 Determine the relative location of objects using the terms: near/far, behind/in front, over/under, left/right, up/down.
 PO 4 Identify land/water on maps and illustrations, images, globes
 PO 5 Locate continents and oceans on a map/globe

Quarter 3 Week 1-9

Concept 4 Human Systems
 PO 1 Describe how people earn a living in community, the places they work and connect with concept 1 (maps).

Remember: Recall or reproduce
 Understand: show, describe and represent
 Apply: predict and illustrate

Learn the continents, oceans and identify on a map or globe.
 Understand map keys and identify the markings on a map or globe.



List occupations on and off the reservation.
 Research an occupation of interest on the internet.
 Illustrate the occupation chosen with pictures of people, places or objects used in that occupation.

Ocean
 Coast
 River
 Mountain
 Lake
 Highway
 Railroad
 Airport

Rancher/Rodeo
 Farmer
 Shepherder
 Politician
 School Positions
 Teacher
 Librarian
 Technician
 Principal
 Superintendent
 Teaching Assistant

<p>Quarter 4 Week 1-9</p> <p>Concept 4 Human Systems PO 1 discuss food, clothing, housing, recreation and celebrations practiced by cultural groups in the community</p>		<p>Explore the different ceremonies the Navajo practice, art and clothing connected to these. Illustrate the four sacred directions and sacred mountains using the correct colors and labels. Explore your clans, types of Hogans and the meanings behind ceremonies.</p>	<p>Bus Driver Maintenance Janitor Office Worker Counselor Nurse Cook Therapist Navajo Nation Construction Auto Mechanic Security Guard Police Fireman Forestry Store Manager Store Clerk Hospital</p> <p>Blessing Way Enemy Way Skin Walkers Hogan Sand Painting Weaving Cradle board Harmony, balance, beauty, health Sacred Mountains</p>
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		 <p>THINKING</p>	<p>Medicine man Silversmith Turquoise Clans</p>
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