

Cincinnati Public Schools
Social Studies Year-at-a-Glance
K-3

Kindergarten Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Change in families over time	Unit 3 Our role in our community.	Unit 4 Human systems, places, and regions.	Unit 5 Economics
Unit 2 Spatial thinking and skills			

1st Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Change in community over time.	Unit 2 Geography and spatial thinking	Unit 3 Our role in community and government.	Unit 4 Economics

2nd Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Documenting change in our community over time.	Unit 2 Geography and spatial thinking	Unit 4 Our role in our community and government.	Unit 5 Economics
	Unit 3 Geography of human systems, places, and regions		

3rd Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 History - documenting change in our community over time	Unit 3 Geography, human systems, places, and regions	Unit 4 Our role in our community and government	Our Community Project 
Unit 2 Geography and Spatial Skills	Unit 4 Our role in our community and government	Unit 5 Economics	

Cincinnati Public Schools
Social Studies Year-at-a-Glance
Grades 4-6

4th Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 S.S. Skills and Methods A: Timelines & chronologic order of events B: Map skills	Unit 2 Native Americans through the American Revolution	Unit 4 a new nation	Unit 6 (part 1) Civic and Political Engagement
Unit 2 Native Americans through the American Revolution	Unit 3 Foundations of Government	Unit 5 Human Geography	Unit 6 (part 2) Economics and technology

4th Grade students must complete LINK project by end of Quarter 3

5th Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Introduction to Geography	Unit 3 Variations of the Physical Environment	Unit 6 European Exploration and Colonization	Unit 8: Economics Unit 9: Public Issues
Unit 2 Regions of the Western Hemisphere	Unit 4 Early Indian Civilizations of the Western Hemisphere Unit 5 American Indian Cultural Groups of North and South America	Unit 7 Reasons and Factors for Movement and Culture in the Western Hemisphere	Unit 9 Public Issues

5th Grade students must complete LINK project by end of Quarter 3

6th Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Using Sources	Unit 4 Religions of the World	Unit 7 Mesopotamia	Unit 9 Ancient India
Unit 2 Geographic Tools and Timelines	Unit 5 Government	Unit 8 Egypt	Unit 10 Ancient China
Unit 3 Human Geography	Unit 6 Economics		

6th Grade students must complete LINK project by end of Quarter 3

Cincinnati Public Schools
Social Studies Year-at-a-Glance
Grades 7-11

7th Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Introduction to Social Studies	Unit 4 Islam Civilizations	Unit 6 Asian Empires	Unit 8 Renaissance and Reformation
Unit 2 Greece	Unit 5 African Kingdoms	Unit 7 Feudalism in Europe	Unit 9 Exploration and Exchange
Unit 3 Rome		Unit 8 Renaissance and Reformation	

7th Grade students must complete the LINK project

8th Grade Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Historical Thinking and Skills	Unit 5 Enlightenment Theories and Thinkers	Unit 7 Articles of Confederation and Constitution	Unit 10 Expansion (Part 2)
Unit 2 Early Colonization of America	Unit 6 Post Revolution (non-government focus)	Unit 8 Early Presidential Administrations	Unit 11 Causes and Military Action of the Civil War
Unit 3 Competition for Control of North America	Unit 7 Articles of Confederation and Constitution	Unit 9 Expansion (Part 1)	Unit 12 Emancipation and the New South - Reconstruction
Unit 4 Slave Trade			

8th Grade students must complete the LINK project

Modern World History (usually 9th grade)

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Historical Thinking and Skills	Unit 4 Imperialism	Unit 6 The Cold War	Unit 7 Globalization
Unit 2 Age of Enlightenment			
Unit 3 Age of Revolutions	Unit 5 Achievements and Crises	Unit 7 Globalization	
Unit 4 Imperialism			

9th Grade students must complete the LINK project

American History (usually 10th grade)

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Historical Thinking and Skills	Unit 4 Foreign Affairs - Imperialism to Post WWI	Unit 5 Prosperity, Depression, and the New Deal	Unit 8 Social Transformation in the United States
Unit 2 Historical Documents	Unit 5 Prosperity, Depression, and the New Deal	Unit 6 From Isolation to World War II	Unit 9 United States and the Post-Cold War World
Unit 3 Industrialization and Progressivism		Unit 7 The Cold War	

10th Grade students must complete the LINK project

American Government (usually 11th grade)

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Beginnings of American Government	Unit 4 Presidential and Unique Circumstances: Changes to Constitution	Unit 6 How do the Three Branches Implement Public Policy?	Unit 9 Government Influence and the Economy
Unit 2 Importance of Rights and Responsibilities	Unit 5 Financial Literacy: Personal Financial Decision-Making	Unit 7 How our Government Functions within the Three Branches	Unit 10 Financial Literacy: Personal Financial Decision-Making
Unit 3 Extending Participation in American Democracy		Unit 8 Democracy in Ohio	

11th Grade students must complete the LINK project

**Cincinnati Public Schools
Science Grades K-3 Year-at-a-Glance**

Grade K Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Thinking Like a 21 st Century Scientist	Unit 3 Daily and Seasonal Changes (Weather changes are short and long term.)	Unit 5 Properties of Everyday Objects and Materials (Objects and materials can be sorted and described by their properties.)	Unit 7 Daily and Seasonal Changes (Weather changes are short and long term.)
Unit 2 Physical and Behavioral Traits of Living Things	Unit 4 Daily and Seasonal Changes (The moon, sun, and stars can be observed 24 hours a day.)	Unit 6 Properties of Everyday Objects and Materials (Some objects can be made to vibrate to produce sound.)	
	Unit 5 Properties of Everyday Objects and Materials (Objects and materials can be sorted and described by their properties.)	Unit 7 Daily and Seasonal Changes (Weather changes are short and long term.)	

*Science inquiry should be taught throughout the year.

Grade 1 Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Thinking Like a 21 st Century Scientist	Unit 2 Basic Needs of Living Things	Unit 4 Motion and Materials (Properties of objects and materials can change.)	Unit 6 Sun, Energy, and Weather (The Sun is the principle source of energy.)
Unit 2 Basic Needs of Living Things	Unit 3 Motion and Materials (Objects can be moved in a variety of ways.)	Unit 5 Sun, Energy, and Weather (Physical properties of water change.)	Unit 7 Basic Needs of Living Things (Living things survive only in environments that meet their needs.)
		Unit 6 Sun, Energy, and Weather (The Sun is the principle source of energy.)	
*Science inquiry should be taught throughout the year.			

Grade 2 Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Thinking Like a 21 st Century Scientist	Unit 3 Changes in Motion	Unit 6 The Atmosphere (Long and short-term weather changes occur due to changes in energy.)	Unit 7 Interactions with Habitats (Fossils)
Unit 2 Interactions with Habitats (Living things cause changes on Earth.)	Unit 4 The Atmosphere (The atmosphere is made of air.)	Unit 7 Interactions with Habitats (Fossils)	Unit 8 Interactions with Habitats (Living things cause changes in Earth.)
Unit 3 Changes in Motion	Unit 5 The Atmosphere (Water is present in the air.)		
*Science inquiry should be taught throughout the year.			

Grade 3 Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Thinking Like a 21 st Century Scientist	Unit 3 Matter and Forms of Energy (States of Matter)	Unit 7 Earth and Space Science (Properties of Nonliving Resources)	Unit 9 Behavior, Growth, and Changes (Inheritance.)
Unit 2 Matter and Forms of Energy (Properties of Matter)	Unit 4 Matter and Forms of Energy (Forms of Energy)	Unit 8 Behavior Growth, and Changes (Life Cycles)	Unit 10 Behavior, Growth, and Changes (Traits and Survival)
Unit 3 Matter and Forms of Energy (States of Matter)	Unit 5 Earth and Space Science (Energy Resources)		
	Unit 6 Earth and Space Science (Limited Resources)		

*Science inquiry should be taught throughout the year.

Earth/Space Science	Physical Science	Life Science	Scientific Thinking
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**Cincinnati Public Schools
Science Grades 7 & 8 Year-at-a-Glance**

Grade 7 Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 0 Lab Safety/Scientific Inquiry	Unit 2 Conservation of Mass & Energy	Unit 4 Moon Phases, Tides, Eclipses, and Seasons	Unit 6 Wind, Air, & Ocean Currents
Unit 1 Periodic Table, Properties of Matter, & Classification of Matter	Unit 3 Waves & Energy Transformation	Unit 5 Hydrologic Cycle	Unit 7 Ecosystems & Biomes
Unit 2 Conservation of Mass & Energy	Unit 4 Moon Phases, Tides, Eclipses, and Seasons	Unit 6 Wind, Air, & Ocean Currents	

- Scientific Inquiry should be integrated in all units throughout the year
- The addition to SEASONS in Unit 4 is a new change for the 2019-2020 school year
- The physical science units provide necessary foundational knowledge for High School Physical Science

Grade 8 Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 0 Lab Safety/Scientific Inquiry	Unit 2 Potential Energy, Kinetic Energy, and Energy Transformations	Unit 5 Earth's Surface	Unit 7 Genetics, Reproduction, and Natural Selection
Unit 1 Forces and Motion	Unit 3 Electricity & Magnetism	Unit 6 Rock and the Fossil Record	
Unit 2 Potential Energy, Kinetic Energy, and Energy Transformations	Unit 4 Earth's Interior and Plate Tectonics	Unit 7 Genetics, Reproduction, and Natural Selection	

- Scientific Inquiry should be integrated in all units throughout the year
- The life science unit provides necessary foundational knowledge for High School Biology

Earth/Space Science	Physical Science	Life Science	Scientific Thinking
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**Cincinnati Public Schools
High School Science Year-at-a-Glance**

Physical Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Lab Safety/Science Inquiry	Unit 3 Forces and Motion: Motion	Unit 5 Energy and Waves: Conservation of Energy, Transfer, and Transformation	Unit 8 Energy and Waves: Electricity
Unit 1 Matter: Classification of Matter, Atoms, Periodic Trends	Unit 4 Forces and Motion: Forces and Dynamics	Unit 6 Energy and Waves: Waves	Unit 9 The Universe: Galaxies, Stars and History
Unit 2 Matter: Bonding and Compounds, Reaction of Matter		Unit 7 Energy and Waves: Thermal Energy	
<ul style="list-style-type: none"> Scientific Inquiry should be integrated in all units throughout the year 			

Biology

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Lab Safety/Science Inquiry	Unit 3 Heredity: Molecular Genetics	Unit 6 Heredity: Modern Genetics	Unit 9 Diversity and Independence of Life: Ecosystems
Unit 1 Cells: Structure and Function	Unit 4 Heredity: Mutations	Unit 7 Evolution: Mechanisms of Evolution	
Unit 2 Cells: Cellular Processes	Unit 5 Heredity: Inheritance	Unit 8 Evolution: Classification and History of Life on Earth	
<ul style="list-style-type: none"> Scientific Inquiry should be integrated in all units throughout the year 			

Chemistry

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Lab Safety/Science Inquiry	Unit 4 Periodic Laws	Unit 7 (con't) Stoichiometry	Unit 11 Acid and Bases
Unit 1 Measurement and Calculations	Unit 5 Chemical Bonds	Unit 8 States of Matter	Unit 12 Reaction Energy and Kinetics
Unit 2 Atoms	Unit 6 Chemical Equations and Reactions	Unit 9 Gas Laws	
Unit 3 Electron Arrangement	Unit 7 Stoichiometry	Unit 10 Solution Chemistry	Unit 13 Nuclear Chemistry
<ul style="list-style-type: none"> Scientific Inquiry should be integrated in all units throughout the year 			

Earth/Space Science	Physical Science	Life Science	Scientific Thinking
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K-5 Math Year at a Glance 2019-20 "The Story of Units"

	Quarter 1 Ends Oct 13 th	Quarter 2 Ends Dec 15 th	Quarter 3 Ends March 9 th	Quarter 4 Ends May 24 th				
K	Unit 1 Numbers to 10	Unit 2 2-D and 3-D Shapes	Unit 3 Comparison of Length, Weight, and Capacity and Numbers to 10	Unit 4 Number Pairs, Addition and Subtraction to 10	Unit 5 Numbers 10-20; Count to 100 by Ones and Tens	Unit 6 Analyzing, Comparing and Composing Shapes		
	Students are required to be fluent adding and subtracting within 5 by the end of the year							
1	Unit 1 Sums and Differences to 10	Unit 2 Introduction to Place Value through Addition and Subtraction within 20	Unit 3 Order/Compare Length Measurements	Unit 4 Place Value, Comparison, Addition and Subtraction to 40	Unit 5 Identifying, Composing and Partitioning Shapes	Unit 6 Addition and Subtraction within 100		
	Students are required to be fluent in addition and subtraction within 10 by the end of the year.							
2	Unit 1 Sums and Differences to 100	Unit 2 Addition and Subtraction of Length Units	Unit 3 Place Value, Counting & Comparing to 1000	Unit 4 Add and Subtract to 200 with Word Problems to 100	Unit 5 Add and Subtract to 1000 with Words Problems to 100	Unit 6 Foundations of Multiplication and Division	Unit 7 Problem Solving with Length, Money and Data	Unit 8 Time, Shapes and Fractions as Equal Parts of Shapes
	Students are required to be fluent in addition and subtraction within 100 by the end of year.							
3	Unit 1 Properties of Multiplication Division 2-5 and 10	Unit 2 Place Value and Problem Solving with Unites of Measure	Unit 3 Multiplication and Division 0, 1, 6-9 and Multiples of 10	Unit 5 Multiplication and Area	Unit 4 Fractions as Numbers on the Number Line	Unit 6 Collecting and Displaying Data	Unit 7 Geometry and Measurement Word Problems	
	Students required to be fluent in addition and subtraction within 1000 and multiplication and division within 100 by end of year.							
4	Unit 1 Place Value, Rounding and Algorithms	Unit 2 Conversions	Unit 3 Multi-Digit Multiplication and Division	Unit 4 Fraction Equivalence, Order and Operations	Unit 5 Decimal Fractions	Unit 6 Angle Measures and Plane Figures	Unit 7 Exploring Measurement with Multiplication	
	Students must be fluent in addition and subtraction within 1,000,000 by the End of the Year.							
5	Unit 1 Place Value and Decimal Fraction	Unit 2 Multi-Digit Whole Number and Decimal Fraction Operations	Unit 3 Add and Subtract Fractions	Unit 4 Multiply and Divide Fractions and Decimals	Unit 5 Addition and Multiplication with Volume and Area	Unit 6 Problem Solving with the Coordinate Plane		
	Students are required to be fluent in multi-digit multiplication by the end of the year.							

Cincinnati Public Schools
Open Up Math Grades 6-8 Year-at-a-Glance

Grade 6 Math

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Area and Surface Area	Unit 3 Unit Rates and Percentages	Unit 5 Arithmetic in Base Ten	Unit 7 Rational Numbers
Unit 2 Introducing Ratios	Unit 4 Dividing Fractions	Unit 6 Expressions and Equations	Unit 8 Data Sets and Distributions
			Unit 9 Putting It All Together

Students are required to be fluent in multi-digit operations by the end of the year.

Grade 7 Math

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Scale Drawings	Unit 3 Measuring Circles	Unit 5 Rational Number Arithmetic	Unit 7 Angles, Triangles, and Prisms
Unit 2 Introducing Proportional Relationships	Unit 4 Proportional Relationships and Percentages	Unit 6 Expressions, Equations, and Inequalities	Unit 8 Probability and Sampling
			Unit 9 Putting It All Together

Students are required to be fluent in solving $px + q = r$, $p(x + q) = r$ and simple 2×2 systems by inspection.

Grade 8 Math

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Rigid Transformations and Congruence	Unit 3 Linear Relationships	Unit 5 Functions and Volume	Unit 7 Exponents and Scientific Notation
Unit 2 Dilations, Similarity, and Introducing Slope	Unit 4 Linear Equations and Linear Systems	Unit 6 Associations in Data	Unit 8 Pythagorean Theorem and Irrational Numbers
			Unit 9 Putting It All Together

Cincinnati Public Schools
Math Grades 6-Algebra I Year-at-a-Glance (Engage New York)

Grade 6

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Ratios	Unit 2 (Cont.) Number Concepts	Unit 4 Expressions and Equations	Unit 5 (Cont.) Geometric Concepts
Unit 2 Number Concepts	Unit 3 Integer Introduction	Unit 5 Geometric Concepts	Unit 6 Data Analysis

Students are required to be fluent in multi-digit division and multi-digit operations by the end of the year.

Grade 7

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Ratios and Proportional Relationships	Unit 2 (cont) Rational Numbers	Unit 3 (cont) Expressions and Equations	Unit 5 Statistics and Probability
Unit 2 Rational Numbers	Unit 3 Expressions and Equations	Unit 4 Percent and Proportional Relationships	Unit 6 Geometry

Students are required to be fluent in solving equations in the form of
 $px + q = r$ and $p(x + q) = r$

Grade 8			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Integer Exponents and Scientific Notation	Unit 3 Similarity	Unit 4 (cont) Linear Equations	Unit 6 Linear Functions
Unit 2 The Concept of Congruence	Unit 4 Linear Equations	Unit 5 Examples of Functions from Geometry	Unit 7 Introduction to Irrational Numbers Using Geometry
Students are required to be fluent in solving simple 2×2 systems by inspection.			

Algebra I			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Relationships Between Quantities and Reasoning with Equations and Their Graphs	Unit 2 Descriptive Statistics	Unit 3 Linear and Exponential Functions	Unit 4 Polynomial and Quadratic Expressions, Equations and Functions
			Unit 5 A Synthesis of Modeling with Equations and Functions

Cincinnati Public Schools
Math Algebra II – PreCalculus Year-at-a-Glance (ENY)

Geometry			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Congruence, Proof, and Constructions	Unit 1 Congruence, Proof, and Constructions	Unit 2 Similarity, Proof, and Trigonometry	Unit 4 Connecting Algebra and Geometry Through Coordinates
	Unit 2 Similarity, Proof, and Trigonometry	Unit 3 Extending to Three Dimensions	Unit 5 Circles With and Without Coordinates
		Unit 4 Connecting Algebra and Geometry Through Coordinates	Unit 6 Inferences and Conclusions from Data

Algebra II			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1 Polynomials	Unit 1 Polynomials	Unit 3 Functions	Unit 4 Data
	Unit 2 Trigonometry		

Pre-Calculus	
Semester 1	Semester 2
Unit 1 Complex Numbers and Transformations	Unit 3 Rational and Exponential Functions
Unit 2 Vectors and Matrices	Unit 4 Trigonometry
	Unit 5 Probability and Statistics



Cincinnati Public Schools: English Language Arts Year at a Glance K-3

	Module 1	Module 2	Module 3	Module 4
K	<p style="text-align: center;">The Five Senses EQ: <i>How do our senses help us learn?</i></p> <p style="text-align: center;">Informative Writing</p>	<p style="text-align: center;">Once Upon a Farm EQ: <i>What makes a good story?</i></p> <p style="text-align: center;">Narrative Writing</p>	<p style="text-align: center;">America, Then and Now EQ: <i>How has life in America changed over time?</i></p> <p style="text-align: center;">Informative Writing Research</p>	<p style="text-align: center;">The Continents EQ: <i>What makes the world fascinating?</i></p> <p style="text-align: center;">Opinion Writing</p>
Grade 1	<p style="text-align: center;">A World of Books EQ: <i>How do books change lives around the world?</i></p> <p style="text-align: center;">Narrative Writing</p>	<p style="text-align: center;">Creature Features EQ: <i>What can we discover about animals' unique features?</i></p> <p style="text-align: center;">Informative Research Writing</p>	<p style="text-align: center;">Powerful Forces EQ: <i>How do people respond to the powerful force of the wind?</i></p> <p style="text-align: center;">Narrative Writing</p>	<p style="text-align: center;">Cinderella Stories EQ: <i>Why do people around the world admire Cinderella?</i></p> <p style="text-align: center;">Opinion Writing</p>
Grade 2	<p style="text-align: center;">A Season of Change EQ: <i>How does change impact people and nature?</i></p> <p style="text-align: center;">Informative Writing</p>	<p style="text-align: center;">The American West EQ: <i>What was life like in the West for early Americans?</i></p> <p style="text-align: center;">Informative Writing</p>	<p style="text-align: center;">Civil Rights Heroes EQ: <i>How can people respond to injustice?</i></p> <p style="text-align: center;">Narrative Writing</p>	<p style="text-align: center;">Good Eating EQ: <i>How does food nourish us?</i></p> <p style="text-align: center;">Informative Research Writing</p>
Grade 3	<p style="text-align: center;">The Sea EQ: <i>Why do people explore the sea</i></p> <p style="text-align: center;">Informative Writing</p>	<p style="text-align: center;">Outer Space EQ: <i>How do people learn about space?</i></p> <p style="text-align: center;">Opinion Writing</p>	<p style="text-align: center;">A New Home EQ: <i>How do stories help us understand immigrants' experiences?</i></p> <p style="text-align: center;">Narrative Writing</p>	<p style="text-align: center;">Artists Make Art EQ: <i>What is an artist?</i></p> <p style="text-align: center;">Informative Research Writing</p>



Cincinnati Public Schools: English Language Arts Year at a Glance K-3

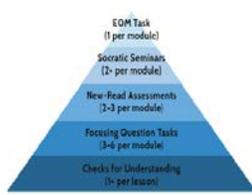
Kindergarten

K	Module 1	Module 2	Module 3	Module 4
Theme	The Five Senses	Once Upon a Farm	America, Then and Now	The Continents
Essential Question	<i>How do our senses help us learn?</i>	<i>What makes a good story?</i>	<i>How has life in America changed over time?</i>	<i>What makes the world fascinating?</i>
Type	Informative Writing	Narrative Writing	Informative Research	Opinion Writing
Module Focus	Studying the five senses—taste, touch, sight, sound, and smell—lays a foundation for students to understand the world and gain scientific knowledge, especially of human biology. Full of rhyme, rhythm, and color, the texts in this module introduce students to the joy and rigor of text-based, knowledge-rich learning.	Students read varied fictional and informational texts as they travel to a familiar yet captivating place—the farm—to explore what makes a good story and how a writer writes one.	Change can occur over time—or in an instant. In this module, students investigate the nature of change in America, discussing Benjamin Franklin’s inventions, innovations, and influence, and learn how America has changed throughout history.	Students contemplate the wonder of the world by examining the continents through informational texts, folktales, maps, and cultural artifacts. By studying what makes each continent unique, they discover that the world is an amazing place.
Assessment Checkpoint	<p>Teachers should be using formative and summative assessments to examine student learning and inform instruction on a regular basis.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 22%;"> <p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> • Daily Writing Tasks • Evidence Collection (i.e., notes, responses, graphic organizers) • Checks for Understanding (i.e., oral visual demonstration, tasks) </div> <div style="width: 22%;"> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> • 3-6 per module • Synthesizes information from multiple texts • Higher level questioning <p><i>Socratic Seminar</i></p> </div> <div style="width: 22%;"> <p><i>End of Module (EOM) Summative</i></p> <ul style="list-style-type: none"> • Culminating Writing <ul style="list-style-type: none"> ○ One per module ○ Aligned to writing type ○ Synthesis of module learning • Standards and Vocabulary Assessment </div> <div style="width: 22%; text-align: center;"> </div> </div>			



Cincinnati Public Schools: English Language Arts Year at a Glance K-3

Grade One

1st	Module 1	Module 2	Module 3	Module 4
Theme	A World of Books	Creature Features	Powerful Forces	Cinderella Stories
Essential Question	<i>How do books change lives around the world?</i>	<i>What can we discover about animals' unique features?</i>	<i>How do people respond to the powerful force of the wind?</i>	<i>Why do people around the world admire Cinderella?</i>
Type	Narrative Writing	Informative Research	Narrative Writing	Opinion Writing
Module Focus	Through inspiring texts, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books. With each new text, students construct more knowledge and collect more evidence about how and why children everywhere read.	Animals, from mice to monkeys, fascinate people. In this module, students explore what people can learn from observing animals and why this knowledge is important. They discover the diverse characteristics, or features, of many creatures and identify commonalities across species.	Although none of us has seen the wind, it powerfully affects our lives. This module is an investigation of scientific and social-emotional topics related to wind, including what wind is and how characters in literary texts respond to this invisible power.	People around the world admire the main character in the thousands of versions of "Cinderella" for her ability to adapt as well as to endure. In this module, students travel to faraway lands as they explore a range of "Cinderella" stories from diverse traditional cultures. With each text, they dig into both the story's narrative elements as well as the character.
Assessment Checkpoint	<p>Teachers should be using formative and summative assessments to examine student learning and inform instruction on a regular basis.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 24%;"> <p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> • Daily Writing Tasks • Evidence Collection (i.e., notes, responses, graphic organizers) • Checks for Understanding (i.e., oral visual demonstration, tasks) </div> <div style="width: 24%;"> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> • 3-6 per module • Synthesizes information from multiple texts • Higher level questioning <p><i>Socratic Seminar</i></p> </div> <div style="width: 24%;"> <p><i>End of Module (EOM) Summative</i></p> <ul style="list-style-type: none"> • Culminating Writing <ul style="list-style-type: none"> ○ One per module ○ Aligned to writing type ○ Synthesis of module learning • Standards and Vocabulary Assessment </div> <div style="width: 24%; text-align: right;">  </div> </div>			



Cincinnati Public Schools: English Language Arts Year at a Glance K-3

Grade Two

2nd	Module 1	Module 2	Module 3	Module 4
Theme	A Season of Change	The American West	Civil Rights Heroes	Good Eating
Essential Question	<i>How does change impact people and nature?</i>	<i>What was life like in the West for early Americans?</i>	<i>How can people respond to injustice?</i>	<i>How does food nourish us?</i>
Type	Informative Writing	Informative Writing	Narrative Writing	Informative Research
Module Focus	Seasonal change shapes our yearly experience of nature from our activities to our clothing choices. In this module, students read picture books and informational books to explore how change, particularly seasonal change, influences people and the world around them.	Buffalo, open sky, and seemingly endless possibility inform the popular image of the American West. Students study this landscape and the period of western settlement. They examine the possibility and the harshness the landscape embodies and consider the environmental and social changes during this period of history.	America is a nation founded on the creed of liberty and justice for all. In this module, students examine how three civil rights heroes, Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez, fought for and defended this right and how their actions affected the people of the United States. Students consider how these heroes' actions were responses to injustice.	No experience is more unifying than joining others for a good meal. In this module, students explore how food nourishes our bodies both physically and emotionally, how food can build community, and the importance of making informed choices about what we eat.
Assessment Checkpoint	<p>Teachers should be using formative and summative assessments to examine student learning and inform instruction on a regular basis.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 24%;"> <p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> • Daily Writing Tasks • Evidence Collection (i.e., notes, responses, graphic organizers) • Checks for Understanding (i.e., oral visual demonstration, tasks) </div> <div style="width: 24%;"> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> • 3-6 per module • Synthesizes information from multiple texts • Higher level questioning <p><i>Socratic Seminar</i></p> </div> <div style="width: 24%;"> <p><i>End of Module (EOM) Summative</i></p> <ul style="list-style-type: none"> • Culminating Writing <ul style="list-style-type: none"> ○ One per module ○ Aligned to writing type ○ Synthesis of module learning <p>Standards and Vocabulary Assessment</p> </div> <div style="width: 24%; text-align: center;"> </div> </div>			



Cincinnati Public Schools: English Language Arts Year at a Glance K-3

Grade Three

3rd	Module 1	Module 2	Module 3	Module 4
Theme	The Sea	Outer Space	A New Home	Artists Make Art
Essential Question	<i>Why do people explore the sea?</i>	<i>How do people learn about space?</i>	<i>How do stories help us understand immigrants' experiences?</i>	<i>What is an artist?</i>
Type	Informative Writing	Opinion Writing	Narrative Writing	Informative Research
Module Focus	This module introduces students to the ocean as a rich source of life, beauty, and inspiration. Through careful reading and analysis of literature and informational texts, students study the work of Jacques Cousteau and Clyde Roper to gain valuable knowledge about the sea and its creatures.	Long before Neil Armstrong's "one small step," humans made giant leaps in their understanding of the universe. By reading books such as Moonshot and gazing at works of art by Joseph Cornell, students explore the history of our fascination with the cosmos.	America is a nation of immigrants—and a nation of stories. Students explore the challenges and rewards immigrants face. They learn how traditions blend with new experiences to create a rich, vibrant culture.	In this module, students examine the life and work of a dancer, a poet, a painter, and a singer through informational and literary texts, paintings, videos, and music. By studying the unique and shared characteristics of artists, students explore what it means to be an artist.
Assessment Checkpoint	<p>Teachers should be using formative and summative assessments to examine student learning and inform instruction on a regular basis.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 22%;"> <p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> • Daily Writing Tasks • Evidence Collection (i.e., notes, responses, graphic organizers) • Checks for Understanding (i.e., oral visual demonstration, tasks) </div> <div style="width: 22%;"> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> • 3-6 per module • Synthesizes information from multiple texts • Higher level questioning <p><i>Socratic Seminar</i></p> </div> <div style="width: 22%;"> <p><i>End of Module (EOM) Summative</i></p> <ul style="list-style-type: none"> • Culminating Writing <ul style="list-style-type: none"> ○ One per module ○ Aligned to writing type ○ Synthesis of module learning <p>Standards and Vocabulary Assessment</p> </div> <div style="width: 22%; text-align: right;"> </div> </div>			



ELA Essential Question Overview Grades 4-6 (2019/20)

	Module 1	Module 2	Module 3	Module 4
Grade 4	<p style="text-align: center;"><u>A Great Heart</u></p> <p>What does it mean to have a great heart, literally and figuratively?</p> <p style="text-align: center;"><i>Informative</i></p>	<p style="text-align: center;"><u>Extreme Settings</u></p> <p>How does a challenging setting or physical environment change a person?</p> <p style="text-align: center;"><i>Narrative</i></p>	<p style="text-align: center;"><u>The Redcoats are Coming!</u></p> <p>Why is it important to understand all sides of a story?</p> <p style="text-align: center;"><i>Opinion (Research)</i></p>	<p style="text-align: center;"><u>Myth Making</u></p> <p>What can we learn from myths and stories?</p> <p style="text-align: center;"><i>Informative</i></p>
Grade 5	<p style="text-align: center;"><u>Cultures in Conflict</u></p> <p>How do cultural beliefs and values guide people?</p> <p style="text-align: center;"><i>Informative</i></p>	<p style="text-align: center;"><u>Word Play</u></p> <p>How and why do writers play with words?</p> <p style="text-align: center;"><i>Narrative</i></p>	<p style="text-align: center;"><u>A War Between Us</u></p> <p>How did the Civil War impact people?</p> <p style="text-align: center;"><i>Opinion</i></p>	<p style="text-align: center;"><u>Breaking Barriers</u></p> <p>How can sports influence individuals and societies?</p> <p style="text-align: center;"><i>Informative (Research)</i></p>
Grade 6	<p style="text-align: center;"><u>Resilience in the Great Depression</u></p> <p>How can enduring tremendous hardship contribute to personal transformation?</p> <p style="text-align: center;"><i>Informative</i></p>	<p style="text-align: center;"><u>A Hero's Journey</u></p> <p>What is the significance and power of the hero's journey?</p> <p style="text-align: center;"><i>Narrative</i></p>	<p style="text-align: center;"><u>Narrating the Unknown</u></p> <p>How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?</p> <p style="text-align: center;"><i>Argumentative</i></p>	<p style="text-align: center;"><u>Courage in Crisis</u></p> <p>How can the challenges of a hostile environment inspire heroism?</p> <p style="text-align: center;"><i>Informative (Research)</i></p>

Cincinnati Public Schools: English Language Arts Year at a Glance 7-12

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 7	<p>Unit 1 Generations</p> <p><i>EQ: What can one generation learn from another?</i></p> <p>Personal Narrative</p>	<p>Unit 3 Turning Points</p> <p><i>EQ: What can cause a sudden change in someone's life?</i></p> <p>Explanatory</p>	<p>Unit 4 People and the Planet</p> <p><i>EQ: What effects do people have on the environment?</i></p> <p>Argumentative</p>	<p>Unit 5 Facing Adversity</p> <p><i>EQ: How do we overcome obstacles?</i></p> <p>Informative</p>
Grade 8	<p>Unit 1 Rites of Passage</p> <p><i>EQ: What are some milestones on the path to growing up?</i></p> <p>Nonfiction Narrative</p>	<p>Unit 5 Invention</p> <p><i>EQ: Are inventions realized through invention or perspiration?</i></p> <p>Argumentative</p>	<p>Unit 4 Human Intelligence</p> <p><i>EQ: In what different ways can people be intelligent?</i></p> <p>Explanatory</p>	<p>Unit 3 What Matters</p> <p><i>EQ: When is it right to take a stand?</i></p> <p>Argumentative</p>
Grade 9	<p>Unit 5 Journeys of Transformation</p> <p><i>EQ: What can we learn from a journey?</i></p> <p>Informative</p>	<p>Unit 4 Star Crossed Romances</p> <p><i>EQ: Do we determine our own destinies?</i></p> <p>Argumentative</p>	<p>Unit 2 Survival</p> <p><i>EQ: What does it take to survive?</i></p> <p>Argumentative</p>	<p>Unit 3 The Literature of the Civil Rights</p> <p><i>EQ: How can words inspire change?</i></p> <p>Informative Research</p>



Cincinnati Public Schools: English Language Arts Year at a Glance 7-12

Grade 10	<p>Unit 2 Outsiders and Outcast</p> <p><i>EQ: Do people need to belong?</i></p> <p>Argumentative</p>	<p>Unit 3 Extending Freedom's Reach</p> <p><i>EQ: What is the relationship between power and freedom?</i></p> <p>Informative</p>	<p>Unit 5 Virtue and Vengeance</p> <p><i>EQ: What motivates us to forgive?</i></p> <p>Argumentative</p>	<p>Unit 6 What Does It Mean to See</p> <p><i>EQ: What does it mean to see?</i></p> <p>Personal Narrative</p>
Grade 11	<p>Unit 4 Grit and Grandeur</p> <p><i>EQ: What is the relationship between literature and place?</i></p> <p>Informative/Explanatory</p>	<p>Unit 5 Facing Our Fear</p> <p><i>EQ: How do we respond when challenged by fear?</i></p> <p>Argumentative</p>	<p>Unit 1 Writing Freedom</p> <p><i>EQ: What is the meaning of freedom?</i></p> <p>Argumentative</p>	<p>Unit 2 The Individual and Society</p> <p><i>EQ: What role does individualism play in American society?</i></p> <p>Personal Narrative</p>
Grade 12	<p>Unit 4 Seeing New Things</p> <p><i>EQ: Why are both vision and disillusion necessary?</i></p> <p>Reflective Narrative</p>	<p>Unit 2 Reflecting on Society</p> <p><i>EQ: How do people come to have different views of society?</i></p> <p>Explanatory</p>	<p>Unit 3 Facing the Future, Confronting the Past</p> <p><i>EQ: How do our attitudes towards the past and future shape our actions?</i></p> <p>Argumentative</p>	<p>Unit 5 Discovering the Self</p> <p><i>EQ: How do we define ourselves?</i></p> <p>Informative Research</p>

Year At-A-Glance WL HS Course 1*

	Suggested Contact Hours	Unit Targets: Novice Low to Mid	Core Assessments
<p>Unit 1: All About Me</p>	<p>Level 1 & 2 Languages (familiar alphabet): 30</p> <p>Level 3 & 4 Languages (different alphabet or characters): 60</p>	<p><u>Unit 1: All About Me</u> Students will use a mixture of memorized or familiar words and phrases, simple sentences, and questions <i>within this topic</i> to:</p> <ul style="list-style-type: none"> ● Identify some basic facts in conversations when supported by gestures or visuals ● Request and provide information ● Express basic needs related to familiar and everyday activities ● Express preferences or feelings and react to those of others ● Present information ● Express likes and dislikes 	<p><u>Unit 1: All About Me</u></p> <p><i>Formative:</i> “I can” passport stamps</p> <p><i>Summative:</i> Integrated Performance Assessment (IPA) Portfolio-based Proficiency Assessment Project-based Learning Assessment Multi-faceted Communicative</p>
<p>Unit 2: Family and Friends</p>	<p>Level 1 & 2 Languages (familiar alphabet): 30</p> <p>Level 3 & 4 Languages (different alphabet or characters): 60</p>	<p><u>Unit 2: Family and Friends</u> Students will use a mixture of memorized or familiar words and phrases, simple sentences, and questions <i>within this topic</i> to:</p> <ul style="list-style-type: none"> ● Identify some basic facts in conversations when supported by gestures or visuals ● Request and provide information ● Express basic needs related to familiar and everyday activities ● Express preferences or feelings and react to those of others ● Present information ● Express likes and dislikes 	<p><u>Unit 2: Family and Friends</u></p> <p><i>Formative:</i> “I can” passport stamps</p> <p><i>Summative:</i> Integrated Performance Assessment (IPA) Portfolio-based Proficiency Assessment Project-based Learning Assessment Multi-faceted Communicative</p>

Year At-A-Glance WL HS Course 1*

	Suggested Contact Hours	Unit Targets	Core Assessments
<p>Unit 3: Daily Life Here and There</p>	<p>Level 1 & 2 Languages (familiar alphabet): 30</p> <p>Level 3 & 4 Languages (different alphabet or characters): 60</p>	<p><u>Unit 3:Daily Life Here and There</u> Students will use a mixture of memorized or familiar words and phrases, simple sentences, and questions <i>within this topic</i> to:</p> <ul style="list-style-type: none"> ● Identify some basic facts in conversations when supported by gestures or visuals ● Request and provide information ● Express basic needs related to familiar and everyday activities ● Express preferences or feelings and react to those of others ● Present information ● Express likes and dislikes 	<p><u>Unit 3:Daily Life Here and There</u></p> <p><i>Formative:</i> “I can” passport stamps</p> <p><i>Summative:</i> Integrated Performance Assessment (IPA) Portfolio-based Proficiency Assessment Project-based Learning Assessment Multi-faceted Communicative</p>
<p>Unit 4: Celebrations and Traditions</p>	<p>Level 1 & 2 Languages (familiar alphabet):30</p> <p>Level 3 & 4 Languages (different alphabet or characters):60</p>	<p><u>Unit 4:Celebrations and Traditions</u> Students will use a mixture of memorized or familiar words and phrases, simple sentences, and questions <i>within this topic</i> to:</p> <ul style="list-style-type: none"> ● Identify some basic facts in conversations when supported by gestures or visuals ● Request and provide information ● Express basic needs related to familiar and everyday activities ● Express preferences or feelings and react to those of others ● Present information ● Express likes and dislikes 	<p><u>Unit 4:Celebrations and Traditions</u></p> <p><i>Formative:</i> “I can” passport stamps</p> <p><i>Summative:</i> Integrated Performance Assessment (IPA) Portfolio-based Proficiency Assessment Project-based Learning Assessment Multi-faceted Communicative</p>