

Burbrella Learning Academy Curriculum Map

**2nd Semester**

**January 2025 - Reading/ ELA**

| **Implementation**  *Use this table to keep track of student learning - 6th-8th* | | |
| --- | --- | --- |
| **Implentation of Learning Approaches**  **Nature**:   * Use nature as a backdrop for critical thinking exercises. For instance, when reading nature-themed literature or exploring texts about environmental issues, students can connect these themes to their own experiences in nature, enhancing their interpretation of the material.   **Play:**   * Dramatic play and role play can be used to bring characters to life, helping students understand character motivations and growth. In small groups, students could act out key scenes from texts to explore how characters evolve.   **PBL:**   * In a project-based environment, students could work together to research and analyze various text structures across different genres, such as how mythologies are structured versus news articles or historical fiction.   **SEL:**   * Use literature to explore emotional and social themes that align with SEL principles. Focus on how characters’ actions reflect their emotions and social relationships, encouraging students to connect these with their own experiences. | ***Goals*** | |
| ***Students will be able to use their learning to…***   * Analyze the main ideas, themes, and characters in a variety of texts. * Students will enhance their vocabulary by learning and using context clues and affixes * Analyze and interpret literary devices (metaphor, simile, symbolism, etc.) in text. * Improve reading fluency by reading aloud and silently with increased accuracy, rate, and expression. | |
| ***Making Meaning*** | |
| **UNDERSTANDINGS**  ***Students will understand that…***   * How different genres and formats (fiction, nonfiction, poetry, etc.) are structured and how this affects meaning. * Students should be able to identify and analyze themes and central ideas in a variety of texts. * Students should understand how characters evolve throughout a text and how their development is influenced by plot events and their interactions with others | **ESSENTIAL QUESTIONS**   * What reading strategies do you use to help students understand and analyze complex texts? * How do you integrate both fiction and nonfiction texts into your reading curriculum? * What approaches do you use to foster a love of reading and motivate reluctant readers? * How do you incorporate vocabulary development and context clues in your reading lessons? |
| ***Acquisition*** | |
| **KNOWLEDGE**  ***Students will know…***   * Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. * Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). * Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | **SKILLS**  ***Students will be able to…***   * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| ***Vocabulary*** | | |
| Vocabulary:   * **Analyze** * **Infer** * **Summarize** * **Predict** * **Evaluate** * **Interpret** * **Context** * **Details** * **Evidence** * **Argument** * **Main idea** * **Theme** * **Purpose** * **Tone** * **Mood** * **Perspective** * **Significance** * **Compare** * **Contrast** * **Generalization** | | |

 Burbrella Learning Academy Curriculum Map

**2nd Semester**

**January 2025 - Math**

| **Implementation**  *Use this table to keep track of student learning - 6th-8th* | | |
| --- | --- | --- |
| **Learning Approaches Implementations:**  **Nature:**   * Allow students to collect environmental data (e.g., temperature, rainfall, plant height) and apply mathematical models (like linear equations or systems of equations) to analyze trends and make predictions.   **Play:**   * Integrate math with physical activities like creating math obstacle courses where students solve math problems at each station (e.g., calculate the area of a space, solve a proportional problem, or find the missing side of a triangle using the Pythagorean Theorem). * Use games such as "math scavenger hunts," where students find items or solve problems based on clues related to geometric or algebraic concepts.   **PBL:**   * Linear Equations and Functions: Create a project where students model real-world data with linear equations. For example, they could investigate how distance changes over time in a moving vehicle or analyze the relationship between hours worked and wages earned in a job scenario.   **SEL:**   * Use word problems that include social and emotional aspects, such as calculating how to share resources fairly, budgeting for a community project, or splitting a prize among multiple winners. This helps students develop empathy while also practicing mathematical concepts. * Encourage students to identify how different emotions (e.g., frustration, excitement) may arise during challenging math tasks and reflect on strategies to manage those emotions. | ***Goals*** | |
| ***Students will be able to use their learning to…***   * Students will understand and apply ratios and proportions to solve problems. * Students will fluently add, subtract, multiply, and divide fractions and decimals. * Students will simplify and evaluate expressions, and solve one-step equations. | |
| ***Making Meaning*** | |
| **UNDERSTANDINGS**  ***Students will understand that…***   * Ratios represent the relationship between two quantities, and proportions allow us to solve problems that involve equivalent relationships between these quantities. * Fractions, decimals, and percents are different ways of expressing parts of a whole, and converting between them is essential for solving a variety of mathematical problems. | **ESSENTIAL QUESTIONS**   * How do you ensure that the math objectives are clear and measurable for all students? * How do you differentiate your instruction to meet the varying needs of students, especially those struggling or excelling in math? * How do you incorporate problem-solving and critical thinking into your lessons? * What strategies do you use to make abstract concepts more concrete and relatable for students? * How do you integrate hands-on learning, real-world applications, or technology to engage students in math? |
| ***Acquisition*** | |
| **KNOWLEDGE**  ***Students will know…***   * Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems * developing understanding of and applying proportional relationships; * completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; | **SKILLS**  ***Students will be able to…***   * Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. * Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. * Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. |
| ***Vocabulary*** | | |
| Vocabulary:  **Variable** – A symbol used to represent a number in an equation (e.g., x, y).  **Expression** – A mathematical phrase that can include numbers, variables, and operations (e.g., 3x + 4).  **Equation** – A statement that two expressions are equal (e.g., 2x + 3 = 11).  **Solution** – A value or set of values that make an equation true.  **Inequality** – A mathematical sentence involving <, >, ≤, or ≥ (e.g., x < 5).  **Constant** – A number that does not change (e.g., 5 in the expression 3x + 5).  **Coefficient** – A number that multiplies a variable (e.g., 3 in the term 3x).  **Factor** – A number that divides another number exactly (e.g., factors of 12 are 1, 2, 3, 4, 6, 12).  **Multiple** – A number that can be divided by another number without a remainder (e.g., multiples of 5 are 5, 10, 15, 20...).  **Ratio** – A comparison of two quantities (e.g., 3:4).  **Proportion** – An equation that shows two ratios are equal (e.g., 3/4 = 6/8).  **Percent** – A ratio out of 100, represented by the symbol % (e.g., 50% = 50/100).  **Rate** – A ratio comparing two quantities with different units (e.g., miles per hour).  **Discount** – A reduction in price, usually expressed as a percentage. | | |