

PACING GUIDE

PACING GUIDE

GRADES 2-6

HEALTHY RELATIONSHIPS

Estimated Time: 4 weeks

Typical Milestones

Students in kindergarten will be introduced to the concept of healthy relationships in the first year.

2 The relationship skills taught can be implemented into their daily and classroom lives and are used throughout the following year.

3 The relationship skills are implemented into their daily lives and are used throughout the year to answer questions.

4 The relationship skills are implemented into their daily lives and are used throughout the year to answer questions.

UNIT 1: Unit 1 Lesson: Introduction to the Unit Day

Day	Activities	Activities	Time	Resources/Supplies/Notes
DAY 1	Warm-Up/Reading	Introduction to the Unit	15 min	Group Activity
DAY 2	Discussion	Introduction	15 min	Group Activity
DAY 3	Assessment	Self	15 min	Individual Activity
DAY 4	Self-reflection	Self	15 min	Individual Activity

UNIT 2: Unit 2 Lesson: Group Activity

Day	Activities	Activities	Time	Resources/Supplies/Notes
DAY 1	Warm-Up/Reading	Group Activity	15 min	Group Activity
DAY 2	Discussion	Group Activity	15 min	Group Activity
DAY 3	Assessment	Self	15 min	Individual Activity
DAY 4	Self-reflection	Self	15 min	Individual Activity

UNIT 3: Unit 3 Lesson: Introduction

Day	Activities	Activities	Time	Resources/Supplies/Notes
DAY 1	Warm-Up/Reading	Introduction	15 min	Group Activity
DAY 2	Discussion	Introduction	15 min	Group Activity
DAY 3	Assessment	Self	15 min	Individual Activity
DAY 4	Self-reflection	Self	15 min	Individual Activity

UNIT 4: Unit 4 Lesson: Introduction to the Unit

Day	Activities	Activities	Time	Resources/Supplies/Notes
DAY 1	Warm-Up/Reading	Introduction	15 min	Group Activity
DAY 2	Discussion	Introduction	15 min	Group Activity
DAY 3	Assessment	Self	15 min	Individual Activity
DAY 4	Self-reflection	Self	15 min	Individual Activity

Pacing Guide For Spanish

Yasmin Vargas, Greensboro College



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Wojdyla-Corbin, 2012-10-30 Language Power: Grades 6-8 Level B Teacher's Guide Elizabeth C. McNally, 2012-10-30

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Diverse Classrooms: Mathematics, Grades 6-8 Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-01 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning Teaching Harry Potter C. Belcher, B. Stephenson, 2011-08-29 Given the current educational climate of high stakes testing standardized curriculum and approved reading lists incorporating unauthorized popular literature into the classroom becomes a political choice The authors examine why teachers choose to read Harry Potter how they use the books and the resulting teacher student interactions Teaching Foreign Languages in the Block Deborah Blaz, 2013-11-20 Provides detailed instructional strategies sample lesson plans and sample assessments so that foreign language teachers can make the best use of the additional time Handbook of Latinos and Education Enrique G. Murillo, Jr, Dolores Delgado Bernal, Socorro Morales, Luis Urrieta, Jr, Eric Ruiz Bybee, Juan Sánchez Muñoz, Victor B. Saenz, Daniel Villanueva, Margarita Machado-Casas, Katherine Espinoza, 2021-07-29 Now in its second edition this Handbook offers a comprehensive review of rigorous innovative and critical scholarship profiling the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is now organized around four tighter key themes of history theory and methodology policies and politics language and culture teaching and learning New chapters broaden the scope of theoretical lenses to include intersectionality as well as coverage of dual language education discussion around the

Latinx and other recent updates to the field The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions that share a common interest in and commitment to the educational issues that impact Latinos **Elementary School Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction** Heather Anne Martin, 2008 In the current educational climate teachers in low performing schools are experiencing pressure from state and district policy makers to raise student performance on state tests Some district administrations have undertaken various measures including implementing numerous and specific mathematics content standards adopting particular curricular packages and requiring teachers to use them as their primary instructional materials and even creating pacing guides with uniform timelines for presenting lessons to students These efforts have had the cumulative effect of urging teachers to stick closely to a standard curriculum in order to raise student test scores Teachers must also interpret and attend to the needs of their students and ideally teach their students to understand mathematical concepts and processes as opposed to narrowly mastering procedural skills It may not always be possible to both follow administrative mandates about instruction and meet student needs and teachers may have to make a compromise between these two objectives In this study I examined how elementary school teachers in a particular accountability pressured school decided to teach mathematics Drawing on multiple interviews and ten classroom observations per teacher I created portraits of the mathematics instructional choices of four second grade teachers including their use of instructional materials such as textbooks I drew on an analytical framework adapted from Stein Grover and Henningsen 1996 to assess various features of the lesson in order to note the interaction between the materials and the teachers decisions about how to use them I developed a lesson signature for each teacher a visual representation of the typical organization of the teacher s lessons and how materials were used within them My findings indicated that the teachers individual goals for their teaching beliefs about their students needs and interpretations of the district s curricular mandates interacted to steer their instructional choices to very different results Two of the teachers dutifully followed the textbook while two essentially disregarded it in favor of other materials Teachers own senses of their autonomy to make curricular decisions and their support for their students autonomy in learning math emerged as important factors I suggest implications for teacher professional development and curricular materials development A Casebook of Decolonizing Pedagogical Practices for Second Language Teacher Education Amy B. Gooden, 2024-09-23 Authentic practice for promoting equitable learning environments for all students Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps

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The Educational Leader's Guide for School Scheduling Elliot Y. Merenbloom, Barbara A. Kalina, 2017-04-07 This essential resource provides strategies for the effective and equitable distribution of available FTEs throughout the district while helping you work through the many critical questions and decisions involved in the scheduling process *Resources in Education* ,1997

Change(d) Agents Betty Achinstein, Rodney T. Ogawa, 2015-04-24 This book examines both the promises and complexities of racially and culturally diversifying today's teaching profession Drawing from a 5 year study of the lives of 21 new teachers of color working in urban hard to staff schools this book documents the tensions these teachers experience between serving as role models and fulfilling district and state mandates

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