


# Curriculum

## Schoolwide

### Mathematics Cogni Digital

Consistent, research-based, engaging content that has demonstrated the rigor of AP®. Cogni Digital is an online learning platform that supports students in the skills taught in the course.

Students will use Cogni Digital to learn and practice skills and concepts. Cogni Digital is a self-paced, adaptive learning platform that provides personalized learning experiences for each student. Cogni Digital is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



### Social Studies Time for Kids

Time for Kids is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Time for Kids is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



### Science Florida Interactive Science

Florida Interactive Science is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Florida Interactive Science is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.




### Mathematics Cogni Digital

Consistent, research-based, engaging content that has demonstrated the rigor of AP®. Cogni Digital is an online learning platform that supports students in the skills taught in the course.



### Language Arts Developmental Reading

Developmental Reading is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Developmental Reading is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



### Mathematics Cogni Digital

Consistent, research-based, engaging content that has demonstrated the rigor of AP®. Cogni Digital is an online learning platform that supports students in the skills taught in the course.



### Mathematics Cogni Digital

Consistent, research-based, engaging content that has demonstrated the rigor of AP®. Cogni Digital is an online learning platform that supports students in the skills taught in the course.



### Mathematics Cogni Digital

Consistent, research-based, engaging content that has demonstrated the rigor of AP®. Cogni Digital is an online learning platform that supports students in the skills taught in the course.



### Social Studies Civics

Civics is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Civics is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



### Social Studies Civics

Civics is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Civics is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.




### Mathematics Cogni Digital

Consistent, research-based, engaging content that has demonstrated the rigor of AP®. Cogni Digital is an online learning platform that supports students in the skills taught in the course.




### Social Studies Civics in Progress

Civics in Progress is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Civics in Progress is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.




### Language Arts i-Ready

i-Ready is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. i-Ready is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



### Social Studies Florida Civics

Florida Civics is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Florida Civics is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.




### Language Arts Hacking Reading

Hacking Reading is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. Hacking Reading is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



### Language Arts i-Ready

i-Ready is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. i-Ready is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



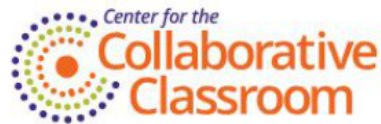
### Language Arts i-Ready

i-Ready is a research-based, evidence-based learning platform that provides personalized learning experiences for each student. i-Ready is a research-based, evidence-based learning platform that provides personalized learning experiences for each student.



# Language Arts

## Making Meaning



- Part of Collaborative Literacy, Making Meaning provides a full year of research-based, whole-class reading and vocabulary instruction for grades K–6. Reading lessons teach students comprehension and self-monitoring strategies that proficient readers use to make sense of text. Vocabulary lessons combine direct instruction in word meanings with engaging activities that teach high-utility words found in the Making Meaning read-aloud texts.
- Reading is an interactive process that involves thinking, questioning, discussing, rereading, and responding to texts. In Making Meaning lessons, carefully selected nonfiction and fiction read-aloud texts provide a platform for rich discussions as students encounter increasingly complex texts and build their vocabularies. Lessons intentionally integrate academics with social skill development, creating an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning.



Arts  
ning

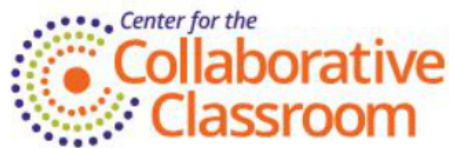
Individualized Daily Reading (IDR)  
self-select texts at their  
ependently. Students apply the  
n self-monitoring strategies they  
discuss strategies. They can apply  
ns.  
also...  
Prenzi

in word meanings with



# *Language Arts*

## *Making Meaning*



### Independent Practice and Conferring

At the heart of the Making Meaning lesson is Individualized Daily Reading (IDR) and conferring. IDR is a time when students self-select texts at their appropriate reading levels and read them independently. Students apply the skills learned during whole-class lessons, learn self-monitoring strategies they can use to check their comprehension, and discuss strategies they can apply when reading to “fix” comprehension problems.



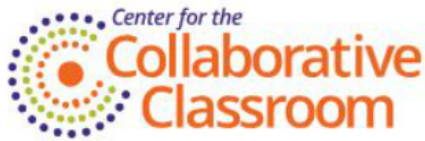
During IDR, the teacher confers with individual students about their reading. Conferring allows teachers to assess each student's comprehension and provides an opportunity to support struggling students, encourage students to read more complex texts, and identify areas of growth for each student.

### Explicit Vocabulary Instruction

Vocabulary lessons combine direct instruction in word meanings with engaging, interactive activities that teach high-utility words found in the Making Meaning read-aloud texts. Lessons also focus on developmentally appropriate word-learning strategies that students can use to unlock word meanings when reading independently.

# *Language Arts*

## *Making Meaning*



### **Assessment**

Making Meaning assessment tools are designed to help teachers make informed instructional decisions as they teach the lessons and track their students' reading and social development over time. Making Meaning assessments help teachers

- recognize individual students' strengths as well as areas for improvement
- evaluate students' reading comprehension, independent reading progress, and vocabulary acquisition
- determine grading, when needed
- prepare students for the reading comprehension portion of end-of-year standards-based reading assessments.



### **Research-based and Standards-aligned**

The unique pedagogy of Making Meaning has grown out of years of research on reading development, vocabulary acquisition, best practices in reading and vocabulary instruction, and child development. Visit our resources to search for correlations to the Common Core and other state standards.

### **Digital Resources**

The CCC Learning Hub houses the digital resources that accompany Making Meaning. These resources enhance students' learning experiences and help teachers streamline their preparation, instruction, and assessment processes.



# *Language Arts*

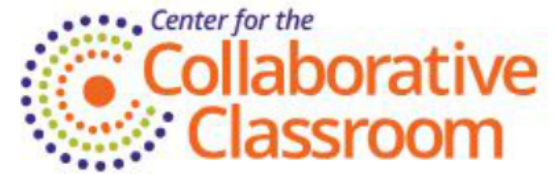
## *K-2 Being A Reader*

### Shared Reading

Whole-class Shared Reading lessons (grades K-1) foster oral fluency and a love of language while building classroom community. Shared Reading lessons also develop concepts of print, phonological awareness, letter and high-frequency word recognition, and understanding of author's craft through repeated readings of stories, songs, and poems.

### Word Study

During whole-class Word Study lessons (grade 2), students explore how words are put together using spelling-sound correspondences, inflectional endings, and strategies for analyzing and reading polysyllabic words. Meaningful prefixes and suffixes are introduced throughout the year along with common syllable types. Ongoing whole-class and pair work build students' ability to work together, explain their thinking, and come to agreement.



# *Language Arts*

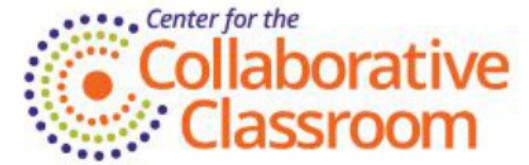
## *Being A Reader*

### Independent Work

In Independent Work lessons, students in grades K–2 learn why independent reading and writing are important to their growth. Throughout the year, students have ample opportunities to practice independent work habits for reading and writing while the teacher works with small groups or individuals. Developing strong independent work habits from the beginning of the year makes it possible for teachers to provide differentiated small-group reading instruction.

### Small-group Reading

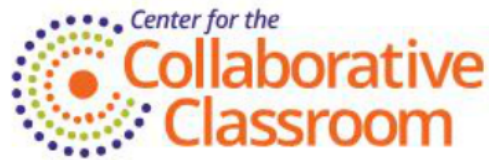
During Small-group Reading lessons, students are placed in differentiated groups based on their developmental readiness. Once placed, each student moves at his or her own pace along a continuum of reading development that includes two phases of reading instruction: developing readers and emerging readers. Emerging readers receive instruction focused on phonics, high-frequency word recognition, fluency, and comprehension; developing readers receive instruction focused on fluency, comprehension, word-analysis strategies, and generating independent thinking.





# *Language Arts*

## *Being A Reader*



### Handwriting

Whole-class handwriting lessons (grades K-1) follow a clearly defined sequence. Students initially learn the stroke sequence during a whole-class lesson and then apply what they have learned in their Handwriting Notebooks.

### Assessment

Assessment resources in the Being a Reader program help teachers evaluate class progress as a whole and provide guidance for grouping and regrouping students for differentiated small-group work. Assessment tools are designed to identify student strengths, note areas where improvement is needed, and facilitate conferring with students about their progress. For phonics, decoding, and high-frequency word instruction, periodic assessment informs the pacing of instruction and identifies students who may need monitoring or extra support.

### Engaging Literature

The literature in Being a Reader has been carefully selected to engage young children in the joy of reading while building the foundations for reading success.

### Research-based and Standards-aligned

The unique pedagogy of Being a Reader is standards-aligned and has grown out of years of research on best practices in reading instruction and child development. Visit our resources to search for correlations to the Common Core and other state standards.

### Digital Resources

The CCC Learning Hub houses the digital resources that accompany Being a Reader. These resources enhance students' learning experiences and help teachers streamline their preparation, instruction, and assessment processes.



# *Language Arts*

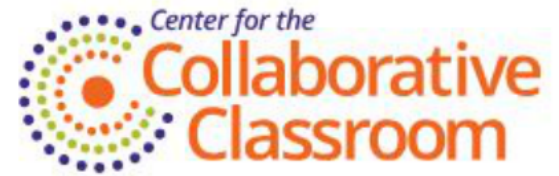
## *Being A Writer*

Part of Collaborative Literacy, Being a Writer provides a full year of research-based whole-class writing instruction for grades K–6. Using a workshop model, the Being a Writer program teaches the writing process while developing intrinsic motivation for the craft of writing through immersion in the narrative, informational, and opinion/argumentative writing genres. Instruction encourages students to write regularly with passion and intent as it builds an understanding of and appreciation for the skills and conventions of writing.

Creating classroom experiences that develop a love of writing and allow children to express their thinking requires thoughtful, intentional instruction. Being a Writer provides this instruction by interweaving academic and social skill development. Teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voices. With Being a Writer, students learn to love writing and grow through the grades as writers, thinkers, and principled people, and teachers hone their skills, both as teachers of writing and as writers themselves.

### Supporting Every Writer

Read-alouds of exemplary writing stimulate the students' imaginations and fuel their motivation to write. The read-alouds also allow students to hear, read, and discuss good examples of each genre. Lessons include shared and modeled writing and opportunities for students to share their writing with their peers. There is plenty of time for independent writing practice and conferring, which provides students with immediate feedback so that they can develop as writers at their own.





# *Language Arts*

## *Being A Writer*

### Independent Practice and Conferring

Every Being a Writer lesson includes Writing Time and conferring. Writing Time is a period of sustained writing when students work independently on authentic writing tasks for various purposes and audiences. In Being a Writer, students have a great deal of choice about what to write—even when writing about assigned topics, they draw on their unique experiences and interests to address those topics.

During Writing Time, teachers have the opportunity to write with the students, observe and assist as needed, and confer with individual students or pairs. Support for conferring during independent writing is built into each lesson so that teachers can provide students with individualized support.

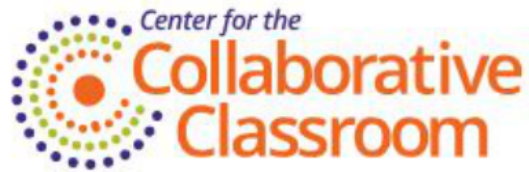
### Language Skills and Conventions

Students' motivation to learn the conventions of written English grows out of their desire to communicate clearly with their readers in their published pieces. The Being a Writer program embeds instruction of skills and conventions into shared or modeled writing experiences after students have had ample time to draft their ideas. Mini-lessons covering standards-aligned skills are provided for grades 1–6 in the Skill Practice Teaching Guide, with practice activities in an accompanying Student Skill Practice Book.

### Assessment

Being a Writer assessment tools are designed to help teachers make informed instructional decisions as they teach the lessons and track their students' writing and social development over time. Being a Writer assessments help teachers

- recognize individual students' strengths as well as areas for improvement
- prepare students for standards-based, end-of-year writing performance tasks
- evaluate students' mastery of grade-level skills and conventions (grades 1–6)
- determine grading, when needed.



# *Language Arts*

## *Being A Writer*

Research-based and Standards-aligned

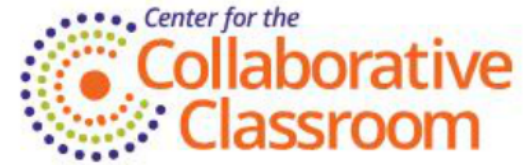
The unique pedagogy of Being a Writer is standards-aligned and has grown out of years of research on best practices in writing instruction and child development. Visit our resources to search for correlations to the Common Core, and other state standards.

Collaboration with the National Writing Project

Many districts implementing the Being a Writer program are partnering with local National Writing Project sites to provide long-term professional development that supports teachers as they develop their writing instruction skills and strategies. Read more about this collaboration here.

Digital Resources

The CCC Learning Hub houses the digital resources that accompany Being a Writer. These resources enhance students' learning experiences and help teachers streamline their preparation, instruction, and assessment processes.





# *Language Arts Flocabulary*

---

- Vocabulary learning program for all grades
- Teaches Tier 2 words in language arts, math, science, and social studies
- Proven to increase vocabulary proficiency and raise scores on state reading tests
- Uses educational hip-hop music to engage students and increase achievement across the curriculum
- Songs, videos, and exercises meet Common Core objectives in ELA and math
- Music facilitates memorization and recall of academic content
- Culturally-relevant media increases student engagement



# *Language Arts*

## *Developmental Reading Assessment*

---

- Formative reading assessment in which teachers systematically observe, record, and evaluate changes in student reading performance
- Valid measurement of accuracy, fluency, and comprehension
- Teachers determine each student's independent reading level
- Data is used to differentiate instruction and create instructional groups



# *Language Arts*

## *Accelerated Reader*

---

- Encourages independent reading at a child's own level and pace
- Teachers track students' independent practice and progress
- Individual comprehension and progression goals are created based on the child's ZPD and reading level
- Students are motivated by earning points when reading books and passing quizzes





# *Language Arts and Math*

## *i-Ready*

---

- Addresses phonological awareness, phonics, high-frequency words, vocabulary and comprehension (literature and informational text and number and operations, algebra and algebraic thinking, measurement and data, and geometry)
- Diagnostic assessments detail each student's abilities and areas of need
- Teachers use reports to develop an action plan for individual and group instruction
- Rigorous on-grade level instruction and practice program that is aligned to Florida Standards
- Students are automatically placed into instruction customized to their level
- Provides explicit instruction in math and reading
- Students practice what they've learned and receive corrective feedback to reinforce learning
- Students are assessed at the end of each lesson to support ongoing progress monitoring

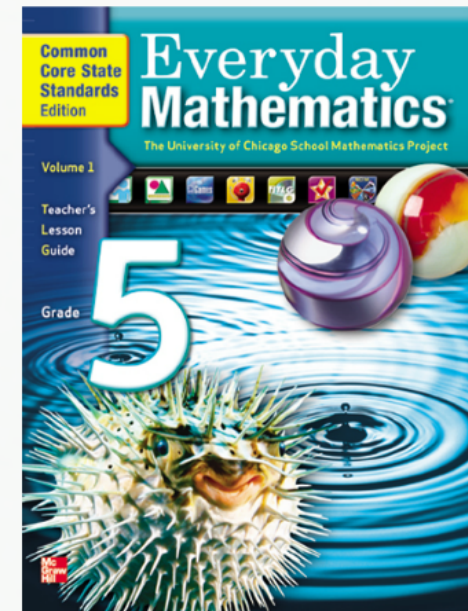


# *Mathematics*

## *Everyday Math*

---

- Standards-based curriculum that focuses on developing children's understandings and skills
- Uses concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts
- Repeated exposures to mathematical concepts and skills develop the ability to recall knowledge from long-term memory
- Student frequently practice basic computation skills to build mastery of procedures and quick recall of facts through games and verbal exercises
- Multiple methods and problem-solving strategies foster independence and accommodate different learning styles
- Promotes mathematical thinking and builds and expands students' mathematical proficiency and understanding



# *Mathematics*

## *Ready Florida MAFS*

---

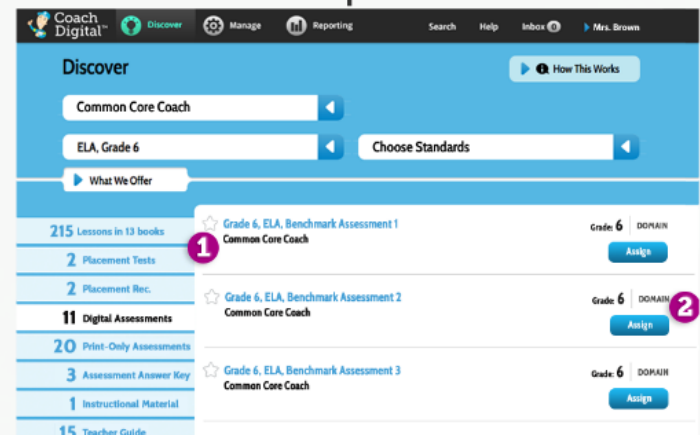
- Emphasizes conceptual understanding through reasoning, modeling, and discussion that explore the structure of mathematics
- Aligned to the blueprints from the FDOE and Florida Standards Assessment
- Develops students' procedural fluency
- Lessons are research-based and gradual-release modeled
- Strengthens students' ability to use higher-order thinking to solve complex problems
- Reinforces concepts and skills and encourages students to explain their thinking with increasingly difficult problems that require greater levels of higher-order thinking





# Mathematics Coach Digital

- Complete instruction through engaging lessons that help all learners meet the rigors of MAFS
- Concept lessons begin with an underlying concept that connects directly to the skills taught in that lesson
- Problem-solving lessons apply skills to real-world situations
- Designed for students who struggle with rigorous MAFS content. Lessons cover priority grade-level standards and their associated prerequisite concepts and skills
- Provides student-directed review and practice on essential skills. Guided practice reinforces skills, while independent practice ensures skill mastery
- Lessons teach key problem-solving strategies by breaking them down into steps, providing guided and independent practice to reinforce learning
- Features high-interest content designed to help below-level students, providing differentiated lessons containing explicit, systematic instruction and helping students master fundamental, grade-appropriate math skills
- Familiarizes students with the kinds of question types they will encounter on the FSA
- Using the gradual-release model, it offers in-depth review, guided examples, and independent practice in each lesson



# *Mathematics*

## *College Preparatory Mathematics*

---

- Differentiated mathematics instruction for middle school
- CPM teaching strategies focus on how students best learn and retain mathematics
- Students engage in problem-based lessons structured around a core idea
- Students interact in groups to foster mathematical discourse
- Practice with concepts and procedures are spaced over time
- Balance of procedural fluency, deep conceptual understanding, strategic competence, and adaptive reasoning
- Students employ problem-solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking
- Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions

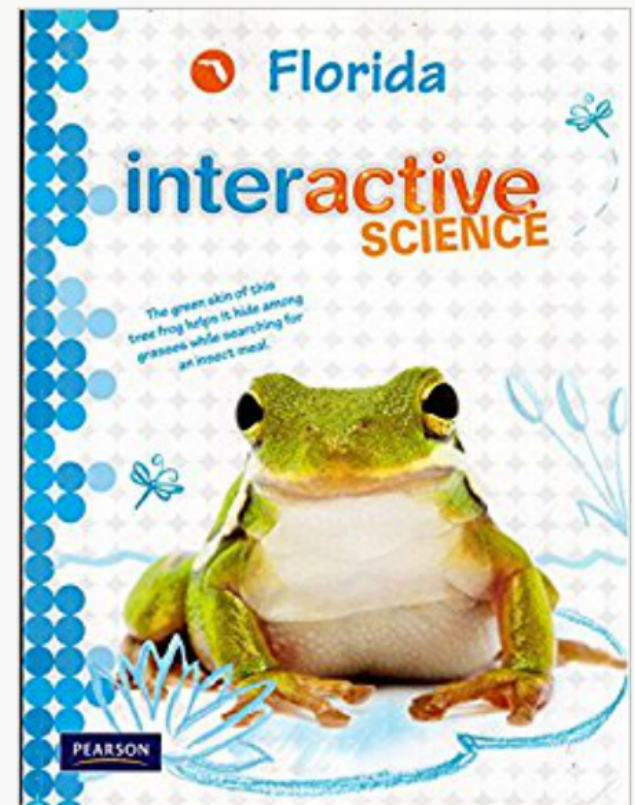


# *Science*

## *Florida Interactive Science*

---

- Inquiry-based science instruction aligned to NGSS
- Lessons engage students in science inquiry, STEM activities, and problem-based, hands-on learning
- Includes strong literacy connections
- STEM activities embedded throughout the program promote higher-order, critical thinking skills
- Teacher-directed inquiry leads to open inquiry in every lesson
- Scaffolded instruction includes models, prompts, and think-alouds
- Targets critical reading and writing skills
- Supports literacy with content leveled-readers, vocabulary smart cards, and writing for different purposes





# *Science and Social Studies*

## *Study Island*

---



**Study Island®**

- Fun and engaging way to help students master state-specific, grade-level academic standards
- Combines rigorous content that is highly customized to Florida Standards in science and social studies
- Interactive features and games engage students and reinforce and reward learning achievement
- Prepares students for the FSA
- Helps drive meaningful formative assessment strategies in the classroom
- Teachers continuously monitor progress to ensure proficiency
- Benchmark test assess student progress toward meeting Florida Standards and information to guide instruction

# *Social Studies* *Time for Kids*

- Authentic, rigorous journalism and standards-aligned lessons
- Developmentally appropriate news articles provide students with the opportunity to analyze author's craft and purpose
- Embedded vocabulary resources support students in building their understanding of Tier 2 and Tier 3 words
- Formative and summative assessments help gauge student mastery of skills
- Magazines include rich media, relevant reading, and content-area reading
- Access to digital and print articles
- Scaffolded for multiple reading levels



# *Social Studies*

## *World History for Us All*

---

- Powerful, innovative model curriculum for teaching world history in middle school
- Includes a treasury of teaching units, lesson plans, and resources
- Presents the human past as a single story rather than unconnected stories of many civilizations
- Aligned to state standards
- Helps students understand the past by connecting specific subject matter to larger historical patterns



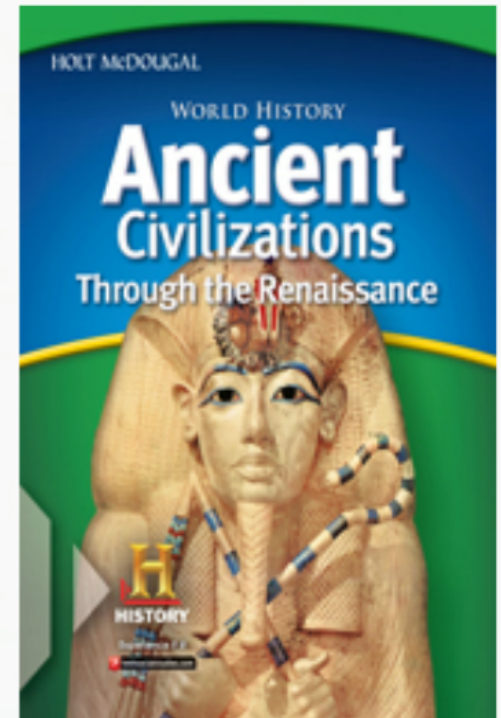


# *Social Studies*

## *Ancient Civilizations*

---

- Highly integrated middle school world history program
- Standards-based content and research-based reading instruction
- Curriculum is designed so students think critically and reflectively
- Using key skills like analyzing, evaluating, determining main idea from supporting detail, and drawing conclusions, students actively look for text evidence in support of learning objectives
- Ample and varied writing opportunities through formative assessment, informal assessment, formal assessment, and portfolios
- Students make connections between the past and present
- Students are exposed to primary sources and requires students to analyze a variety of perspectives and investigate key historical topics



# *Social Studies*

## *iCivics*

- Engages students in meaningful civic learning
- Teaches how government works by having students experience it directly through games and educational videos rooted in clear learning objectives
- Students improve their civic knowledge, civic attitudes, and core literacy skills



# *Social Studies*

## *Florida Citizen*

---

- Florida Standards and EoC aligned instructional materials for middle school
- Resources provided by the Florida Joint Center for Citizenship, a partnership between the Lou Frey Institute of Politics and Government at the University of Central Florida and the Bob Graham Center for Public Service at the University of Florida
- Curriculum resources developed by FJCC, partnered with Florida teachers, social studies district coordinators, and national to support effective civics instruction and improved civic learning
- Through mock elections, school based service learning and community problem solving programs students are provided with hands-on experiences to develop important citizen skills
- Students prepare for the civics end-of-course assessment with practice items and assessment preparation materials





# *Social Studies*

## *Civics in Practice*

---

- Standards-based middle school curriculum
- Helps foster civic responsibility through principles of government, active citizenship, and responsible economic participation
- Focus on media investigation, civic participation, application of common law, and making informed economic choices
- Students participate while learning their civil liberties and the responsibilities and duties of a citizen
- Includes primary source analysis standards-based informational text
- Incorporates literature and historical fiction sections
- Utilizes higher-order thinking skills of text evidence, determining point-of-view, and distinguishing fact from opinion
- Supports the writing process in formative assessment, informal assessment, formal assessment, and portfolio opportunities
- Students analyze bias, determine point-of-view, and recognize propaganda, along with interpret print, visual, and internet source material

