

Richmond Curriculum Map

Grades 6 - Graduation



Note: Highlighting represents links that have been removed to protect the integrity of assessments. Other links may require the correct credentials or login info to access.

(Updated May 2025)

Purpose:

The purpose of the Richmond Curriculum Map is to provide a transparent view of the Richmond Middle and High School curriculum from grade 6 through graduation. Curriculum is what students will be taught and what students will do in the program of studies, as informed by the Maine Learning Results. This curriculum map is intended to be a living document; as changes are made to the curriculum, they will be updated in this document. All curriculum is ultimately approved by the Richmond School Board, which also provides the public with a chance to offer input and comments. Curriculum has been developed by teachers through content area and grade level meetings and is based on their grade level and content area expertise.

Definitions:

Maine Learning Results- Academic standards provide a set of clear expectations as to what students should know, understand, and be able to explain as they progress through each K-12 grade level. Since 1997, Maine has had the Maine Learning Results as its State standards for eight content areas and periodically updates them to ensure they are aligned with the evolving expectations of colleges and careers in the 21st century.

Core Standard- Each course has approximately 4–8 content area standards that are identified as the most essential for that course. These standards are the highest priority and the most important for all students to learn. These standards are informed by the Maine Learning Results.

Supporting Standards- In addition to the core standards for each course, students will also learn about a number of additional content areas for each course. These standards support the core standards for the course, and learning about them is an essential part of the course. They may not be directly or individually assessed, but they are important in fully teaching the core standard. These standards are taken directly from the Maine Learning Results.

Essential Concepts/Vocabulary- Essential concepts and vocabulary identify some of the key components that students will learn about for each core standard.

Assessment- Assessments are how students demonstrate their learning. They can be a traditional pen and paper test, a project, a paper, or something more creative, such as a performance or business proposal. Assessments inform students about how well they have learned the material and inform teachers of the overall learning of their students. **Benchmark assessments** are identified in bold. Students are required to complete the common assessment in order to pass the course, and they typically assess the most essential content.

Graduation Requirements for the Graduating Class of 2026 and beyond (Students for the class of 2026 must complete

Courses Required for graduation:

English	Math	Science	Social Studies
English 9 English 10 English 11 English 12	At least 3 credits, which must include (or courses completed above these levels): Algebra 1 Algebra 2 Geometry	At least 3 credits, which must include: Freshman Science Biology Chemistry or Physics	U.S. Studies World History Personal Finance (.5 credit) Civics (.5 Credit)
Art	PE/Health	World Language	Additional Requirements
1 year of either visual or performing art	Physical Education Wellness	1 year World language	Students for the class of 2026 need to earn an additional 4 credits beyond the courses listed through taking elective courses. All students must be enrolled in the equivalent of 6 courses at any moment in time. 8 hours/year community service.

Total required credits to graduate: 21 Credits

*It is recommended that students planning to attend college take at least 2 consecutive years of the same world language.

High School Math

Algebra 1

Curriculum Mapping Template

Department: High School Math	Course Name: Algebra 1
Grade Level: 9th	Date of most recent edit: April 9th 2025
Link to Course Syllabus	

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Unit 1: Statistics Math Strand: Statistical Reasoning	HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean)	Mean Median Mode Range Quartiles Interquartile Range Box Plots or Box and Whisker Plots Dot Plots Histograms Bins or Buckets	Unit Assessment	4 to 6 weeks	Practice Assessment

	and spread (interquartile range, standard deviation) of two or more different data sets. ★ HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★	Outliers			
Unit 2: Functions Math Strand: Algebraic Reasoning	HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Relation Function Coordinate Point Ordered Pair Domain Range Input Output Function Composition Mapping Diagram Graphs	Link to summative assessment	4 to 6 weeks	Practice Assessment
Unit 3: Linear Equations and Inequalities (One-Variable) Math Strand: Algebra	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Equation Inequality Variable Coefficient Addition Property of Equality Subtraction Property of Equality Multiplication Property of	Link to Summative Assessment Creating Equations Assessment	4 to 6 weeks	Practice Assessment Unit Recap and To Do Practice

	HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.	Equality Division Property of Equality			
Unit 4: Linear Equations and Inequalities (Two-Variable)	HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation. HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. HSA.REI.D.12a: Graph the solutions of a linear	Equation Linear Nonlinear Variable Solution Coordinate Plane Graph Point Quantities Axes/Axi Formula Slope X-intercept Y-intercept Inequality Rate of Change	Rubric for Graphing and Writing Project HSA.CED.A.2: Summative Assessment	6 to 8 weeks	Practice test for writing and graphing.

	inequality in two variables.				
Unit 5: Linear Models	HSS.ID.C.7 Interpret the slope and the intercept of a linear model in the context of data. HSS.ID.B.6a: Use linear functions fitted to data to solve problems in the context of data. Use given functions or choose a function suggested by the context. HSS.ID.B.6c: Fit a linear function for a scatter plot that suggests a linear association. HSS.ID.C.8: Interpret the correlation coefficient of a linear fit. HSS.ID.C.9: Distinguish between correlation and causation.	Slope Linear Linear Association Non-linear Scatter Plot Correlation Coefficient Correlation Causation	Assessment	4 to 6 weeks	Practice Assessment
Unit 6: Systems of Equations and Inequalities	HSA.REI.C.6: Solve systems of linear equations exactly and approximately by	Systems of linear equations Systems of linear inequalities	Assessment	4 to 6 weeks	Practice Assessment Quiz (all methods)

	graphing. HSA.REI.D.12b: Graph the solution set of a system of linear inequalities in two variables.	Solution No Solution Infinitely many solutions			and inequalities).
			Midterm and Final Exam		

Geometry

Curriculum Mapping Template

Department: Math	Course Name: Geometry
Grade Level: HS 9,10	Date of most recent edit: 3/17/23

[Geometry Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Coordinate Geometry	HSG.GPE.B.4: Use coordinates to prove simple geometric theorems algebraically	Vocab: Parallel Perpendicular Essential Concepts:	Unit 1	3 weeks	Gina Wilson Geometry Curriculum

	including the distance formula and its relationship to the Pythagorean Theorem	Proving lines parallel and perpendicular using theorems and formulas Understand how theorems and formulas work in conjunction with one another			
Coordinate Geometry	HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems HSG.CO.C.9: Prove theorems about lines and angles		Unit 3	4 weeks (10 class days)	Gina Wilson Geometry Curriculum
Congruence, Transformations, Proofs	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs	Vocab: Similarity Plane Reflection Essential Concepts: Understand similarity in triangles	Unit 4	4-5 weeks (12 days)	Gina Wilson Geometry Curriculum

	of sides and corresponding pairs of angles are congruent HSG.CO.B.8: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. HSG.CO.C.10: Prove theorems about triangles	Determine congruence in triangles Essential Concepts: Proving theorems, postulates, rules, and formulas Vocab: Proof Understanding how to defend arguments			
Similarity	HSG.SRT.A.2: Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the	Essential Concepts: Understand Triangle Similarity Verify ratios of similar shapes Understand proving similarity by: AA~, SSS~, and SAS~	Unit 5 Unit 6	3 weeks (7 classes) 3 weeks (8 classes)	Gina Wilson Geometry Curriculum

	proportionality of all corresponding pairs of sides HSG.SRT.A.3: Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar HSG.GPE.B.6: Find the point on a directed line segment between two given points that partitions the segment in a given ratio				
Quadrilaterals	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula HSG.CO.C.11: Prove theorems about parallelograms		Unit 7	3 weeks (7 days)	

	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures				
Triangles and trigonometry	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles HSG.SRT.C.7: Explain and use the relationship between the sine and cosine of complementary angles HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	Vocab: Ratio Pythagorean Theorem Use and understand Sine, Cosine, Tangent Find side lengths of special right triangles (45-45-90, 30-60-90)	Unit 8	6 weeks (14 class days)	Gina Wilson Geometry Curriculum

	For example, find the current height of the tallest pine tree in Maine using the angle of elevation and the distance from the tree				
Circles	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. HSG.C.B.5: Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector HSF.TF.A.1: Understand radian measure of an angle as the length	Vocab: Inscribed angle Secant Tangent Arc Chord Radius Diameter Intercepted Arcs Concepts: Uses angle measurement to determine arc length Understands how angles work inside of a circle Congruent chords determine congruent arcs	Unit 10	4-6 weeks	Gina Wilson Geometry Curriculum

	of the arc on the unit circle subtended by the angle				
Midterm Final			Geometry Midterm	Geometry Final	

Algebra 2

Curriculum Mapping Template

Department: High School Math	Course Name: Algebra 2
Grade Level: 10,11,12	Date of most recent edit: 10/4/24

[Algebra II Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Unit 1: Operations on polynomials	HSA.APR.A.1a: Perform operations on polynomial expressions (addition, subtraction, multiplication, and division), and compare the system of	Synthetic Division Long Division Combine like terms cubic function degree of a polynomial polynomial function factor of a polynomial, Binomial, Coefficient,	Operations of Polynomials Polynomials (Unit 6 & 7)	6 weeks	Gina Wilson Alg 1 & Alg 2 Curriculum

	polynomials to the system of integers.	Degree, Factored, Linear, Monomial, Quadratic, Quartic, Quintic, Standard Form Trinomial			
Unit 2: Interpreting functions Graphing Other Functions Identifying Parts of a Graph	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. HSF.IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	x-intercept • zeros (of a function) multiplicity roots: real and imaginary end behavior even function function: even, odd leading coefficient, domain, Continuous independent variable / dependent variable input-output pair interval of increase or decrease inverse function maximum / minimum Transformations Exponentials	Unit 2 Assessment Key Features Assessment Functions (unit 3)		Gina Wilson Alg 2 Curriculum
Unit 3: Quadratics	HSA.SSE.B.3a: Rewrite a quadratic expression (such as by factoring) to	Roots, zeros, quadratics, quadratic formula, square root, factor,	Real Life Quadratics Quadratics (Unit 4)		Gina Wilson Alg 2 Curriculum

	reveal the zeros of the function it defines. HSA.SSE.B.3b: Rewrite a quadratic expression to reveal the maximum or minimum value of the function it defines. HSA.REI.B.4b: Solve quadratic equations by inspection, taking square roots, the quadratic formula, factoring, and graphing as appropriate to the initial form of the equation.	graphing			
Statistics & Probability Expected Value	HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to		Prob & Stats (Unit 11)		Gina Wilson Alg 2 Curriculum

	approximate conditional probabilities. HSS.CP.B.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. HSS.IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.				
--	--	--	--	--	--

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Mid Term			Algebra II Midterm		
Final			Algebra II Final		

Middle School Math

6th Grade Math

Curriculum Mapping Template

Department: Math	Course Name: 6th grade Math
Grade Level: 6th grade	Date of most recent edit: 12/9/22

[6th Grade Math Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Ratio and Proportions	6.RP.A Understand ratio concept and use ratio reasoning to solve problems	Ratio, Equivalent Ratios, Double Number line, Per, Unit Price, Meters Per Second, Same Rate, Table, Tape Diagram	Unit 2		Open Up Resources Curriculum
Number Sense	6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Divisor, Dividend, Equation, Quotient, Interpretation, Unknown, Equal-Sized, Whole, Relationship, Equal Sized, Time As _____,	Unit 5		Open Up Resources Curriculum

		Fraction of _____, Whole, Reciprocal, Numerator, Denominator, Evaluate, Gaps, Packed, Assumption, Packed			
Number Sense	6NS.C Apply and extend previous understanding of number to the system of rational numbers				Open Up Resources Curriculum
Expressions and Equations	6.EE.A Apply and extend previous understanding of arithmetic to algebraic expressions	Each side, balance hanger, solve, equation, equivalent expression, distributive property, area as a product	Unit 6		Open Up Resources Curriculum
Expressions and Equations	6.EE.B Reason about and solve one-variable equations and inequalities	Area of a sum, to the power, base (of an exponent), solution to an equation, independent variable, dependent variable, coordinate plane coordinates, horizontal axis, vertical axis, plot			Open Up Resources Curriculum
Expression and Equations	Represent and analyze quantitative relationships between dependent and independent				

	variables.				
Geometry	6.GA.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Parallelogram, opposite (side of angles) quadrilateral, base, height, expression, horizontal, vertical, identical, compose, decompose, rearrange, opposite vertex, vertex, edge, polygon, face, area, surface area, region, polyhedron, net, prism, pyramid, volume, prism	Unit 1		Open Up Resources Curriculum

7th Grade Math

Department: Math	Course Name: 7th Grade Math
Grade Level: 7th grade	Date of most recent edit: 3/15/24

[7th Grade Math Syllabus - COTE](#)

[7th Grade Math Syllabus- Schultz](#)

Core Standards	Supporting	Essential	Assessments	Estimated Time	Recommended
----------------	------------	-----------	-------------	----------------	-------------

	Standards	Concepts/Vocab	(Benchmark assessments identified in bold)		Resources
Ratios and Proportions	7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	Constant of Proportionality	7th Unit 2	17 days	Open Up Resources Curriculum
Number Sense	7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Integers Rational numbers	Unit 5	19 days	Open Up Resources Curriculum
Expressions and Equations	7.EE.A Use properties of operations to generate equivalent expressions.	Variable, Constant term, distributive property, balanced	Unit 6	25 days	Open Up Resources Curriculum
Geometry	7.G.A Draw, Construct and describe geometric figures and describe the relationships between them.	Unit 1: Cross section, Scaled drawing, scaled copy Unit 3: Circles, Diameter, radius,	Unit 1 & Unit 3 & Unit 7	Unit 1- 15 days Unit 3- 13 days Unit 7- 19 days	Open Up Resources Curriculum

		circumference			
Geometry	7.G.B Solve real-life and mathematical problems involving angle measures, area, surface area, and volume.	Unit 7: Adjacent Angles, Complementary, Supplementary, Corresponding, Vertical angle straight angle,	Unit 7	19 days	Open Up Resources Curriculum
Statistics and Probability	7.SP.A Use random sampling to draw inferences about a population.	Sample, population, Event, IQR, Mean, Median, Mode, Mean Absolute Deviation (MAD), error, outcomes, percent error, probability, random, representative sample, sample space,	Unit 8	20-22 days	Open Up Resources Curriculum
Statistics and Probability	7.SP.B Draw informal comparative inferences about two populations.				
Statistics and Probability	7.SP.C Investigate chance processes and develop, use, and evaluate probability models.				

8th Grade Math

Department: Math	Course Name: Grade 8 Math
Grade Level: 8th grade Math	Date of most recent edit:

[8th Grade Math Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Expressions and Equations	8.EE.A Work with Radicals and integer exponents	Square Root Radical Exponent The Pythagorean Theorem Irrational numbers	Unit 7	11-15 days	OpenUp Resources
Expressions and Equations	8.EE.B Understands the connections between proportional relationships, lines, and linear equations.	Slope Rate of Change Linear Relationship constant of proportionality, Use proportional relationships to represent situations—graphs, tables, & equations.	Unit 3 & Unit 4	19 - 27 days for Units 3 & 4	Open Up Resources Curriculum
Expressions and Equations	8.EE.C Analyze and solve linear equations and pairs of simultaneous linear equations.	Solution Coordinate pair Systems of equations Substitution -Identify and plot points on the	Unit 4	10- 14 days	Open Up Resources Curriculum

		coordinate grid -Recognize the translation of a line -Solve real-life problems using numerical and algebraic expressions			
Functions	8.F.A Define, evaluate, and Compare functions.	Input-output diagrams, Independent variable (input) and dependent variable (output), input-output pair of the function	Unit 5	12-20 days	Open Up Resources Curriculum
Functions	8.F.B Use functions to model relationships between quantities.	linear functions to model real-world situations.	Unit 5	12-20 days	OpenUp Resources
Geometry	8.G.A Understand Congruence and similarity using physical models, transparencies, or geometry software.	Movement of figures & parallel lines. Corresponding points, line segments, and angles. Transformations found in tessellations and in designs with rotational symmetry. Vocab: Clockwise, reflection, rotation, translation, image, sequence of transformations, rigid transformations, corresponding,	Unit 1 & Unit 2	22- 38 days for Units 1 & 2	OpenUp Resources

		vertical angles, congruent, alternate interior angles, transversal, straight angle, Dilation, center of dilation, similar,			
Number Sense	8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers.	approximation of the square root	Unit 8	11-15 days	Open Up Resources Curriculum
Geometry	8.G.C Solve Real-world and mathematical problems involving volume of cylinders, cones and spheres.	meaning of volume, use the formula for the volume of a cylinder, Cone and Sphere to solve a variety of problems. Compute volumes given radius and height, and find radius or height given a volume by reasoning about the structure of the volume formula.	Unit 5	12- 20 days	Open Up Resources Curriculum
Statistics and Probability	8.SP.A investigate patterns of association in bivariate.	scatterplots,negative association positive association, outlier, Independent variable dependent variable negative association positive association, segmented bar graph relative frequency two-way (frequency)	Unit 6	6-10 days	Open Up Resources Curriculum

		table			
--	--	-------	--	--	--

Middle School ELA

Grade 6

Department: Middle School ELA Syllabus	Course Name: 6th Grade ELA
Grade Level: Grade 6	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Language Conventions of Standard English	L.1. Demonstrate command of the conventions of standard English grammar and usage when writing and	*English Conventions *Grammar	Daily Oral Language Subjectively evaluated samples Weekly assessments/Level assessments	Daily (Yearly)	No Red Ink IXL (Analytics)

	speaking L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		Vocabulary Presentations		
Knowledge of Language	L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening	*English Conventions *Grammar			Drop Folder IXL
Vocabulary Acquisition and Use	L.4. Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of	Vocabulary Meaning *Interpret *Technical *Connotative *Figurative *Meaning *Tone	Poetry Reading Guide Peer Revision Reading Journals Word Ladders		Drop Folder IXL Quindow Reading

	unknown and multiple-meaning words and phrases from grade level context. L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
--	--	--	--	--	--

Speaking and Listening Comprehension and Collaboration	SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own, SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.	*Integrate *Evaluate *Evidence	Vocabulary Presentations Peer Revision Figurative Language Story Elements Presentation		
Presentation of Knowledge and Ideas	SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.4. Adapt speech to a variety of contexts, audiences, and communicative	*Audience *Context	Vocabulary Presentations Figurative Language Story Elements Presentation		

	tasks.				
Reading Key Ideas and Details	R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts. R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text. R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	*Summary *Theme *Central Idea	Informational Essay Reading Journals		IXL (Analytics) Glencoe Language Arts - Spelling Power
Craft and Structure	R.7. Interpret words and phrases as they are used in various texts, including	*Analysis *Evidence *Support *Explicit	Informational Essay		IXL (Analytics)

	determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.9. Assess how perspective or purpose shapes the content and style of various texts.	*Implicit			
Integration of Knowledge and Ideas	R.10. Evaluate the argument and specific claims in various texts. R.11. Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative,	*Research *Credible *Accurate *Synthesis	Informational Essay Reading Journals		

	and technological).				
Fluency	R.12. Read with sufficient accuracy and fluency to support comprehension.	*Accuracy *Comprehension	Informational Essay		IXL (Analytics)
Writing Inquiry to Build and Present Knowledge	W.1. Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g. print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	*Research *Credible *Accurate *Synthesis	Informational Essay Persuasive Writing		Literary Analysis Essay Rubric Informational Essay Rubric Narrative Writing Rubric
Process and Production	W.2. Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	*Writing Process *Purpose *Audience	Informational Essay Persuasive Writing		
Composing for Audience and	W.3. Routinely produce a variety of	*Organization *Style	Informational Essay		

Purpose	clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	*Task *Purpose *Audience	Persuasive Writing		
---------	--	--------------------------------	------------------------------------	--	--

Grade 7

Department: Middle school ELA Syllabus	Course Name: 7th Grade ELA
Grade Level: Grade 7	Date of most recent edit: March 15, 2024

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Language Conventions of Standard English	L.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking L.2. Demonstrate command of the conventions of standard English	*English Conventions *Grammar	Weekly Spelling Spelling Tests Vocabulary Presentations	Yearlong Spelling List Unit (1 Week)	Glencoe Language Arts - Spelling Power IXL

	capitalization, punctuation, and spelling when writing				
Knowledge of Language	L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening	*Context *Comprehension	Essays		IXL
Vocabulary Acquisition and Use	L.4. Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level context. L.5. Demonstrate	*Analyze *Figurative Language * Vocabulary * Contextual Analysis	Poetry Reading Guide Word Ladders		IXL

	understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
Speaking and Listening Comprehension and Collaboration	SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing	* Active Listening * Tone * Formal/informal Register	<u>Vocabulary Presentations</u> <u>Peer Revision</u> <u>Figurative Language</u>		

	their own, SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.		Story Elements Presentation In Class Discussion		
Presentation of Knowledge and Ideas	SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.4. Adapt speech to a variety of contexts, audiences, and communicative tasks.	*Evidence *Audience *Context	Vocabulary Presentations Peer Revision Figurative Language Story Elements Presentation		
Reading Key Ideas and Details	R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite	*Summary *Theme *Central Idea	Holocaust Unit - Reading Guide Literary Analysis Essay	4 - 8 weeks	The Hunger Games Divergent

	specific textual evidence to support conclusions drawn from the texts. R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text. R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		Literary Analysis Essay Informational Essay Response To Literature Essay		
Craft and Structure	R.7. Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	*Analysis *Evidence *Support *Explicit *Implicit	Close Reading of various short stories and text. Holocaust Unit - Reading Guide Literary Analysis Essay Literary Analysis Essay		The Hunger Games Divergent

	R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.9. Assess how perspective or purpose shapes the content and style of various texts.		Informational Essay Response To Literature Essay		
Integration of Knowledge and Ideas	R.10. Evaluate the argument and specific claims in various texts. R.11. Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).				
Fluency	R.12. Read with sufficient accuracy and fluency to support comprehension.		Literary Analysis Essay Literary Analysis Essay		The Hunger Games Divergent

			Informational Essay Response To Literature Essay		
Writing Inquiry to Build and Present Knowledge	W.1. Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g. print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	*Research *Credible *Accurate *Synthesis	Literary Analysis Essay Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay		Literary Analysis Essay Rubric Informational Essay Rubric Narrative Writing Rubric
Process and Production	W.2. Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.		Literary Analysis Essay Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay		
Composing for Audience and	W.3. Routinely produce a variety of	*Organization *Style	Literary Analysis Essay		

Purpose	clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	*Task *Purpose *Audience	Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay		
---------	--	--------------------------------	--	--	--

Grade 8

Department: ELA Syllabus	Course Name: 8th Grade ELA
Grade Level: Grade 8	Date of most recent edit: March 15, 2023

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Language Conventions of Standard English	L.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking L.2. Demonstrate	*English Conventions *Grammar	Weekly Spelling Daily Oral Language Weekly Spelling Spelling Tests Vocabulary Presentations	Yearlong Spelling List Unit (1 Week)	Glencoe Language Arts - Spelling Power IXL (Analytics)

	command of the conventions of standard English capitalization, punctuation, and spelling when writing				
Knowledge of Language	L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening	*Context *Comprehension			IXL (Analytics)
Vocabulary Acquisition and Use	L.4. Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level	*Context *Analyze *Figurative Language	Poetry Reading Guide Reading Journals Word Ladders		IXL (Analytics)

	context. L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
Speaking and Listening Comprehension and	SL.1. Prepare for and participate in conversations across a range of topics,		<u>Vocabulary Presentations</u> <u>Peer Revision</u>		

Collaboration	types, and forums, building on others' ideas and expressing their own, SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.		Story Elements Presentation		
Presentation of Knowledge and Ideas	SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.4. Adapt speech to a variety of contexts, audiences, and communicative tasks.	*Analysis *Evidence *Support *Explicit *Implicit	Vocabulary Presentations Peer Revisions Story Elements Presentation		
Reading Key Ideas and Details	R.4. Read various texts closely to determine what each	*Summary *Theme *Central Idea	Literary Analysis Essay		IXL "Theme-Driven" Novels

	text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts. R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text. R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		Literary Analysis Essay Informational Essay Reading Journals Response To Literature Essay		
Craft and Structure	R.7. Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how	*Interpret *Technical *Connotative *Figurative *Meaning *Tone	Literary Analysis Essay Literary Analysis Essay Informational Essay Response To Literature Essay		IXL

	specific word choices shape meaning or tone. R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.9. Assess how perspective or purpose shapes the content and style of various texts.				
Integration of Knowledge and Ideas	R.10. Evaluate the argument and specific claims in various texts. R.11. Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).		Literary Analysis Essay Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay		IXL
Fluency	R.12. Read with sufficient accuracy and fluency to	*Fluency *Comprehension	Literary Analysis Essay		IXL

	support comprehension.		Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay		
Writing Inquiry to Build and Present Knowledge	W.1. Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g. print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	*Research *Credible *Accurate *Synthesis	Literary Analysis Essay Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay		IXL Literary Analysis Essay Rubric Informational Essay Rubric Narrative Writing Rubric
Process and Production	W.2. Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	*Writing Process *Purpose *Audience	All writing assignments throughout the year. Literary Analysis Essay Literary Analysis Essay	Year Long	IXL

			Informational Essay Persuasive Writing Response To Literature Essay		
Composing for Audience and Purpose	W.3. Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	*Organization *Style *Task *Purpose *Audience	All writing assignments throughout the year. Literary Analysis Essay Literary Analysis Essay Informational Essay Persuasive Writing Response To Literature Essay	Year Long	

High School ELA

Curriculum Mapping Template

Department: English	Course Name: English 9 – Syllabus English 9
Grade Level: 9	Date of most recent edit: 5/25/23

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
<i>Writing Standard 1:</i> Use an inquiry process to gather relevant, credible information evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.	Generate and investigate questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. Gather and synthesize information from multiple sources into a coherent understanding of an idea or event, noting discrepancies among perspectives.	*Research *Credible *Accurate *Synthesis *MLA Format	Reading Journals Greek God Presentation Bibliographies Historical Fiction Research project	5-6 Weeks 2 Weeks Per Paper 3 weeks	<i>Lightning Thief, LBBMB</i> Greek Mythology websites Purdue OWL (MLA Formatting) <i>LBBMB</i> School Librarian

	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.				
Writing Standard 2: Develop, strengthen, and produce polished writing by using an effective writing process.	Develop and strengthen writing as needed using an effective writing process, and/or trying a new approach, focusing on how well purpose and audience have been addressed	*Writing Process *Purpose *Audience	<u>Analytical Essay – studying of literary devices</u> (creating outlines, rough draft, and final draft) Scary/Short Story (capstone to short story unit) <u>Expository Essay – Analyzing the hero's journey</u>	3 weeks 2 weeks 2 weeks	<i>Lord of the Flies, Of Mice and Men, F451</i> Various Scary stories as models <i>Lightning Thief/Odyssey/The Hobbit</i>
Writing Standard 5: Evaluate the argument and specific claims in various texts.	Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.	*Argument *Rhetorical *Literary *Claims *Conclusion	Response to academic opinion (Literary theory, opinion pieces) <u>Analytical Essay</u>	Daily 3 weeks	<i>Lord of the Flies, Of Mice and Men, F451</i>
Writing Standard 3: Routinely produce a variety of clear and coherent writing in which the	Consistently produces clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience	*Organization *Style *Task *Purpose *Audience	In-class writing assignments (worksheets, prompts, etc.)	Daily	

development, organization, and style are appropriate to task, audience, and purpose.			Analytical Essay Historical Fiction Research project Reading Journals Scary/Short Story (Capstone to short story unit)	3 Weeks 3 weeks 6 weeks 2 weeks	<i>Lord of the Flies, Of Mice and Men, F451</i> LBBMB Various texts Various scary stories as a model
Writing Standard 4: Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	*English Conventions *Grammar	Assessed with all writing including: essays, quick writes, constructed responses, journals, etc.		
Reading Standard 1: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.		Class Discussions Analytical Essay	Daily 3 weeks	Various texts <i>Lord of the Flies, Of Mice and Men, F451</i>

Reading Standard 2: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	*Summary *Theme *Central Idea	Reading Journals Class Discussions Reading Quizzes also Google form reading quizzes	6 Weeks Daily Daily?	Various texts –
Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).	*Authorial intent *Literary elements	Class Discussions Analytical Essay	Daily 3 weeks	<i>Lord of the Flies, Of Mice and Men, F451</i>
Reading Standard 4: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.	*Interpret *Technical *Connotative *Figurative *Meaning *Tone	Analytical Essay	3 Weeks	<i>Lord of the Flies, Of Mice and Men, F451</i>

figurative meanings, and analyze how specific word choices shape meaning or tone.					
Reading Standard 5: Assess how perspective or purpose shapes the content and style of various texts.	Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.	*Diversity *Perspective *Intersectionality *Multicultural	Analytical Essay Short story unit <i>Lizzie Bright and the Buckminster Boy unit</i>	3 weeks 4-6 weeks 6-7 weeks	<i>Lord of the Flies, Of Mice and Men, F451</i> Various short stories <i>LBBMB</i> book and unit
Speaking and Listening Standard 1: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. Use appropriate eye contact, adequate volume, and clear pronunciation. Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.		Socratic Seminar Reading plays/out loud Historical Fiction Research project	Two class periods 4-6 weeks	Shakespeare/Christmas Carol Greek Mythology unit
Speaking and Listening Standard	Participate effectively in a range of collaborative discussions (one-on-one,		Socratic Seminar	Two class periods	

2: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.	in groups, student-led, and teacher-led), texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and/or researched material under study; refer to evidence from texts and/or other research to stimulate a thoughtful, well-reasoned exchange of ideas. Respond thoughtfully to diverse perspectives; synthesize claims and evidence made on all sides of an issue.				
<i>Language Standard 1: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</i>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).		This is something that can be assessed throughout the year through academic discussion as well as written work. Literary terms quiz		

comprehension or expression.					

English 10

Department: English	Course Name: English 10 (English 10 Syllabus)
Grade Level: 10	Date of most recent edit: 3/28/25

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
<i>Writing Standard 1:</i> Use an inquiry process to gather relevant, credible information evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to	Generate and investigate questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to	*Research *Credible *Accurate *Synthesis *MLA Format	Informational Research Paper-Historical Topic Various pre-reading and “text to world” activities (Redlining, Great Migration, Maslow’s Hierarchy of Needs, World Heroes, Fairy Tale History,	4 weeks Varies	Digital Maine Libraries databases School librarian

conclusions about a subject under investigation.	logical, increasingly complex conclusions. Gather and synthesize information from multiple sources into a coherent understanding of an idea or event, noting discrepancies among perspectives. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.		WWI Background) Independent Reading-Scrapbook	5 weeks	Various historical fiction novels School librarian
<i>Writing Standard 2:</i> Develop, strengthen, and produce polished writing by using an effective writing process.	Develop and strengthen writing as needed using an effective writing process, and/or trying a new approach, focusing on how well purpose and audience have been addressed	*Writing Process *Purpose *Audience	Informational Research Paper-Historical Topic Analytical Essay Analytical Essay	4 weeks 6 weeks 6 weeks	Digital Maine Libraries databases School librarian <i>A Raisin in the Sun</i> <i>A Raisin in the Sun Argument Essay</i> <i>Shift Shift Character Analysis Essay</i>
<i>Writing Standard 5:</i> Evaluate the argument and specific claims in various texts.	Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions	*Argument *Rhetorical *Literary *Claims *Conclusion	Informational Research Paper	4 weeks 6 weeks 5 weeks	Informational Research Paper-Historical Topic Research Paper: Assignment Sheet Digital Maine Libraries databases

	with other sources of information.		Analytical Essay Constructed Response Analytical Essay	6 weeks	School librarian <i>A Raisin in the Sun</i> <i>Stay Where You Are and Then Leave</i> <i>Stay Where You Are and Then Leave Short Answer Test</i> Shift
<i>Writing Standard 3:</i> Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	Consistently produces clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience	*Organization *Style *Task *Purpose *Audience	Assessed with all writing including: essays, quick writes, constructed responses, journals, etc.	Year-long	
<i>Writing Standard 4:</i> Demonstrate command of the conventions of standard English grammar, usage, capitalization,	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	*English Conventions *Grammar	Assessed with all writing including: essays, quick writes, constructed responses, journals, etc.	Year-long	

punctuation, and spelling when writing.					
<i>Reading Standard 1: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.</i>	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.	*Analysis *Evidence *Support *Explicit *Implicit	Informational Research Paper-Historical Topic Analytical Essay Constructed Response Analytical Essay Multiple Choice and Short Answer Test Fairy Tale Comparison Slideshow and Presentation	4 weeks 6 weeks 5 weeks 6 weeks 5 weeks 2 weeks	Digital Maine Libraries databases School librarian <i>A Raisin in the Sun</i> <i>Stay Where You Are and Then Leave</i> <i>Shift</i> <i>The Girl in Red</i> <i>Test for The Girl in Red</i> Fairy Tale Comparison Slideshow and Presentation
<i>Reading Standard 2: Provide an accurate summary of various texts; determine the central idea(s) or</i>	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. Determine the theme(s) or central idea(s) of various	*Summary *Theme *Central Idea	Analytical Essay Constructed Response	6 weeks 5 weeks	<i>A Raisin in the Sun</i> <i>Stay Where You Are and Then Leave</i>

theme(s) and analyze its development throughout each text.	texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		Analytical Essay Fairy Tale Comparison Slideshow and Presentation Independent Reading- Journal	6 weeks 2 weeks 5 weeks	Shift Various Fairy Tales Various Historical Fiction Novels
<i>Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i>	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).	*Authorial intent *Literary elements	Analytical Essay Constructed Response Analytical Essay Multiple Choice and Short Answer Test Independent Reading- Journal	6 weeks 5 weeks 6 weeks 5 weeks 5 weeks	<i>A Raisin in the Sun</i> <i>Stay Where You Are and Then Leave</i> Shift <i>The Girl in Red</i> Various Historical Fiction Novels
<i>Reading Standard 4: Interpret words and phrases as they are used in various texts, including determining</i>	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with	*Interpret *Technical *Connotative *Figurative *Meaning *Tone	Multiple Choice and Short Answer Test Constructed Response and Presentation	5 weeks 3 weeks	<i>The Girl in Red</i> Various World Hero Stories

technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	multiple meanings and/or language that is particularly evocative.				
Reading Standard 5: Assess how perspective or purpose shapes the content and style of various texts.	Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.	*Diversity *Perspective *Intersectionality *Multicultural	Analytical Essay Multiple Choice and Short Answer Test Constructed Response and Presentation Independent Reading- Journal	6 weeks 5 weeks 3 weeks 5 weeks	<i>A Raisin in the Sun</i> <i>The Girl in Red</i> Various World Hero Stories Various Historical Fiction Novels
Speaking and Listening Standard 1: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. Use appropriate eye contact, adequate volume, and clear pronunciation. Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements)				

incorporate multimedia when appropriate.	in presentations to enhance understanding of findings, reasoning, and evidence.				
<i>Speaking and Listening Standard 2: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</i>	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led), texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and/or researched material under study; refer to evidence from texts and/or other research to stimulate a thoughtful, well-reasoned exchange of ideas. Respond thoughtfully to diverse perspectives; synthesize claims and evidence made on all sides of an issue.				
<i>Language Standard 1: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in</i>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).				

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.					
<i>Midterm</i>			<i>Growing Up: Your Speech on Life's Journey</i>		
<i>Final</i>			<i>Multi-genre assignment English 10 Final</i>		

Department: English	Course Name: English 11(English 11 Syllabus)
Grade Level: 11	Date of most recent edit: 5/19/23

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
<i>Writing Standard 1:</i> Use an inquiry process to gather relevant, credible information evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.	Generate and investigate questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. Gather and synthesize information from multiple sources into a coherent understanding of an idea or event, noting discrepancies among perspectives. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.	*Research *Credible *Accurate *Synthesis *MLA Format	Literary Analysis Research Paper- Why Read Literature? Various pre-reading and “text to world” activities (The Salem Witch Trials, mass psychogenic illness, world conflicts, existentialism, absurdism, Irish history, classical tragic heroes) Ethos, Pathos, Logos	4 weeks Varies 2 weeks	
<i>Writing Standard 2:</i> Develop, strengthen, and produce polished writing by using an effective writing process.	Develop and strengthen writing as needed using an effective writing process, and/or trying a new approach, focusing on how well purpose and audience have been addressed	*Writing Process *Purpose *Audience	Literary Analysis Research Paper- Why Read Literature? <i>The Stranger</i> Essay	4 weeks 6 weeks	

			<i>The Crucible</i> Essay	5 weeks	
<i>Writing Standard 5:</i> Evaluate the argument and specific claims in various texts.	Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.	*Argument *Rhetorical *Literary *Claims *Conclusion	Literary Analysis Research Paper- Why Read Literature? <i>The Stranger</i> Essay <i>The Crucible</i> Essay War Short Stories Presentation	4 weeks 6 weeks 5 weeks 3 weeks	
<i>Writing Standard 3:</i> Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	Consistently produces clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience	*Organization *Style *Task *Purpose *Audience	Assessed with all writing including: essays, quick writes, constructed responses, journals, etc.	Year-long	
<i>Writing Standard 4:</i> Demonstrate command of the conventions of standard English grammar, usage,	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	*English Conventions *Grammar	Assessed with all writing including: essays, quick writes, constructed responses,	Year-long	

capitalization, punctuation, and spelling when writing.			journals, etc.		
Reading Standard 1: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.	*Analysis *Evidence *Support *Explicit *Implicit	Literary Analysis Research Paper- Why Read Literature? <i>The Stranger</i> Essay <i>The Crucible</i> Essay <i>The Call Allegory</i> Study- Test War Short Stories Presentation	4 weeks 6 weeks 5 weeks 6 weeks 3 weeks	
Reading Standard 2: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. Analyze how various authors or texts address similar themes or	*Summary *Theme *Central Idea	<i>The Stranger</i> Essay <i>The Crucible</i> Essay <i>The Call Allegory</i> Study- Test War Short Stories Presentation Independent Reading Journal	6 weeks 5 weeks 6 weeks 3 weeks 4 weeks	

	topics in order to build knowledge or to compare the approaches the authors take.				
Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).	*Authorial intent *Literary elements	<i>The Stranger</i> Essay <i>The Crucible</i> Essay <i>The Call Allegory</i> Study- Test War Short Stories Presentation <i>Not Like Me</i> -Independent Reading Journal	6 weeks 5 weeks 6 weeks 3 weeks 4 weeks	
Reading Standard 4: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.	*Interpret *Technical *Connotative *Figurative *Meaning *Tone	<i>The Stranger</i> Essay <i>The Crucible</i> Essay <i>The Call Allegory</i> Study- Test Ethos, Pathos, Logos	6 weeks 5 weeks 6 weeks 2 weeks	

Reading Standard 5: Assess how perspective or purpose shapes the content and style of various texts.	Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.	*Diversity *Perspective *Intersectionality *Multicultural	The Call Allegory Study- Test <i>Not Like Me-Independent Reading Journal</i>	6 weeks 4 weeks	
Speaking and Listening Standard 1: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. Use appropriate eye contact, adequate volume, and clear pronunciation. Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.				
Speaking and Listening Standard 2: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led), texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and/or researched material under study; refer to evidence from texts and/or other research to stimulate a thoughtful, well-reasoned exchange of ideas.				

	Respond thoughtfully to diverse perspectives; synthesize claims and evidence made on all sides of an issue.				
<i>Language Standard 1: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).				
<i>Midterm</i>			My Hero Speech Assignment		
<i>Final</i>			Theme Focused Art Final		

Department: English	Course Name: English 12 – Syllabus English 12
Grade Level: 12	Date of most recent edit: 6/5/23

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
<i>Writing Standard 1:</i> Use an inquiry process to gather relevant, credible information evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.	Generate and investigate questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. Gather and synthesize information from multiple sources into a coherent understanding of an idea or event, noting discrepancies among perspectives.	*Research *Credible *Accurate *Synthesis *MLA Format	Rhetorical Analysis (this will either be an essay or presentation) Mystery Essay Rubric- Student Copy General Worksheets and class discussions	3 Weeks 3 Weeks	Background on ethos, pathos, and logos/propaganda – advertising unit. <i>Frankenstein/ Sherlock Holmes/Poe/etc.</i>

	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.				
Writing Standard 2: Develop, strengthen, and produce polished writing by using an effective writing process.	Develop and strengthen writing as needed using an effective writing process, and/or trying a new approach, focusing on how well purpose and audience have been addressed	*Writing Process *Purpose *Audience	Rhetorical Analysis (this will either be an essay or presentation) Mystery Essay Rubric- Student Copy Horror Story Rubric.docx Final Narrative Rubric	3 Weeks 3 Weeks 3 Weeks 4 Weeks	Background on ethos, pathos, and logos/propaganda – advertising unit. <i>Frankenstein/ Sherlock Holmes/Poe/etc.</i> “Mother Tongue” Amy Tan/King’s <i>On Writing</i>
Writing Standard 5: Evaluate the argument and specific claims in various texts.	Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.	*Argument *Rhetorical *Literary *Claims *Conclusion	Rhetorical Analysis (this will either be an essay or presentation) Mystery Essay Rubric- Student Copy	3 Weeks 3 Weeks	Background on ethos, pathos, and logos/propaganda – advertising unit. <i>Frankenstein/ Sherlock Holmes/Poe/etc.</i>
Writing Standard 3:	Consistently produces clear and coherent	*Organization	Rhetorical	3 Weeks	Background on

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience	*Style *Task *Purpose *Audience	<u>Analysis (this will either be an essay or presentation)</u> <u>Mystery Essay Rubric- Student Copy</u> <u>Horror Story Rubric.docx</u> <u>Final Narrative Rubric</u> Reading Journals	3 Weeks 3 Weeks 4 Weeks 6 Weeks	ethos, pathos, and logos/propaganda – advertising unit. <i>Frankenstein/ Sherlock Holmes/Poe/etc.</i> “Mother Tongue” Amy Tan/King’s <i>On Writing</i>
Writing Standard 4: Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	*English Conventions *Grammar	Assed on all major writing assignments and projects	Year long	
Reading Standard 1: Read various texts closely to determine what each text explicitly says and to make logical inferences;	Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.		<u>Mystery Essay Rubric- Student Copy</u> General Worksheets and class discussions	3 Weeks	<i>Frankenstein/ Sherlock Holmes/Poe/etc.</i> “The Lottery”

cite specific textual evidence to support conclusions drawn from the texts.					Shirley Jackson/
Reading Standard 2: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.	Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	*Summary *Theme *Central Idea	Discussion Questions Coraline Chapter 1+2 Questions and Vocab Curious Incident Questions Sample Hunger Games Questions Sample	6 Weeks	<i>Hunger Games/Coraline/Curious Incident of the dog in the nighttime/</i>
Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).	*Authorial intent *Literary elements	Rhetorical Analysis (this will either be an essay or presentation) Mystery Essay Rubric- Student Copy	3 Weeks 3 Weeks	Background on ethos, pathos, and logos/propaganda – advertising unit. <i>Frankenstein/ Sherlock Holmes/Poe/etc.</i>
Reading Standard 4: Interpret words and phrases as	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are	*Interpret *Technical *Connotative	Discussion Questions Coraline Chapter		

they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.	*Figurative *Meaning *Tone	1+2 Questions and Vocab Curious Incident Questions Sample Hunger Games Questions Sample Class discussion		
<i>Reading Standard 5:</i> Assess how perspective or purpose shapes the content and style of various texts.	Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.	*Diversity *Perspective *Intersectionality *Multicultural	Discussion Questions Coraline Chapter 1+2 Questions and Vocab Curious Incident Questions Sample Hunger Games Questions Sample Class discussion		<i>Mysterious Incident of the Dog in the Nighttime</i>
<i>Speaking and Listening Standard 1:</i> Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. Use appropriate eye contact, adequate volume, and clear pronunciation. Make strategic use of multimedia (e.g., textual, graphical, audio, visual,		<u>Rhetorical Analysis (this will either be an essay or presentation)</u>		

reasoning and incorporate multimedia when appropriate.	and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.				
<i>Speaking and Listening Standard 2: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</i>	Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led), texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and/or researched material under study; refer to evidence from texts and/or other research to stimulate a thoughtful, well-reasoned exchange of ideas. Respond thoughtfully to diverse perspectives; synthesize claims and evidence made on all sides of an issue.		Class discussions		
<i>Language Standard 1: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate</i>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).				

independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.					
--	--	--	--	--	--

High School Social Studies

Curriculum Mapping Template

Department: Social Studies	Course Name: Western Civilization
Grade Level: 9	Date of most recent edit: 3/8/23

Unit Sequence:

Classical Greece and Persia

Rome

Early Medieval Europe (Vikings)

The Plague and the Middle Ages (Mongols)

The Renaissance and Enlightenment

Age of Exploration/Nation States/Revolutionary Europe

Western Civilization Syllabus

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
<i>Students understand the geography of the United States and various regions of the world and the</i>	<i>(F1) Analyzing local, national, and global geographic data on physical, environmental, and cultural processes</i>	• Climate • Physical Geography • Human Geography • Resources	Midterm Final	This is a year-long standard that will be scored throughout the school year.	World History Textbook

<i>effect of geographic influences on decisions about the present and future.</i>	<i>that shape and change places and regions.</i>	• Agriculture • Trade • Globalization			
	<i>(F2) Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.</i>	• Climate • Physical Geography • Human Geography • Resources • Agriculture • Trade • Globalization	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	World History Textbook
	<i>(D2) Using inquiry to predict and evaluate consequences of geographic influences.</i>	• Climate • Physical Geography • Human Geography • Resources • Agriculture • Trade • Globalization	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	

	<i>(D3) Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.</i>	• Climate • Physical Geography • Human Geography • Resources • Agriculture • Trade • Globalization	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	
<i>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by</i>	<i>By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i>	• Religion • Systems of Government • Leadership • Conflict • Cooperation • Democracy • Republicanism	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	World History Textbook
	<i>(F1) By explaining that history includes the study of the</i>	• Religion • Systems of Government	A midterm, and end of year test.	This is a year-long standard that will be scored	World History Textbook

	<i>past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i>	• Leadership • Conflict • Cooperation • Democracy • Republicanism		throughout the school year.	
	<i>(D1) Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.</i>	• Religion • Systems of Government • Leadership • Conflict • Cooperation • Democracy • Republicanism	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	World History Textbook
	<i>(D2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences,</i>	• Religion • Systems of Government • Leadership • Conflict • Cooperation • Democracy • Republicanism	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	World History Textbook

	<i>and people in the history of the world and the implications for the present and future.</i>				
	<i>(D3) Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.</i>	• Religion • Systems of Government • Leadership • Conflict • Cooperation • Democracy • Republicanism	A midterm, and end of year test.	This is a year-long standard that will be scored throughout the school year.	

Curriculum Mapping Template

Department: Social Studies	Course Name: Economics and Civics
Grade Level: 11	Date of most recent edit: 3/8/23

Semester 1 Unit Sequence:

Citizenship
 Voting and Elections
 The US Constitution
 Federalism
 Branches of Government
 Civil Rights and Liberties
 Policy

Semester 2 Unit Sequence:

Education and Career
 Spending and Saving
 Investing
 Credit
 Supply and Demand
 Trade
 Monetary and Fiscal Policy

[Civics Syllabus](#)

[Personal Finance Syllabus](#)

Core Standards	Supporting	Essential Concepts/Vocab	Assessments	Estimated Time	Recommended
----------------	------------	--------------------------	-------------	----------------	-------------

	Standards		(Benchmark assessments identified in bold)		Resources
1 Personal Finance: Students understand the principles and process of personal finance by:	<i>(F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</i>	• Saving • Investing • Wealth • Liquid • Illiquid	Personal Finance Final	This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University Investopedia
	<i>(F2) Identifying factors that impact consumer credit.</i>	• Credit • Lending • Borrowing • Interest Rates • Risk		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University Investopedia
	<i>(D1) Evaluating ways credit can be used.</i>	• Credit • Lending • Borrowing • Interest Rates • Risk		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University Investopedia
	<i>(D2) Evaluating</i>	• Saving			Online

	<i>different strategies for money and risk management.</i>	• Investing • Wealth • Liquid • Illiquid			Resources Including: Marginal Revolution University Investopedia
<i>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by</i>	<i>(F1) Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.</i>	• Federal Reserve • Fiscal Policy • Monetary Policy • Business Cycle • Recession • Asset Markets • Debt • Deficits • Surplus • Taxes • Globalization		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University Investopedia
	<i>(F2) Identifying and explaining various economic indicators and how they represent and influence economic activity.</i>	• GDP • Inflation • Unemployment • Fiscal Policy • Monetary Policy		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University

					Investopedia Major News Outlets
	<i>(D1) Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</i>	• Market Economics • Command Economics • Externalities • Taxes • Trade		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University Investopedia Major News Outlets
	<i>(D2) Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage.</i>	• Gains from trade • Specialization • Comparative Advantage • Absolute Advantage • Globalization		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal Revolution University Investopedia Major News Outlets
	<i>(D3) Proposing a solution to a problem using the theory of supply and demand.</i>	• Supply and Demand		This is a year-long standard that will be scored throughout the school year.	Online Resources Including: Marginal

					Revolution University Investopedia Major News Outlets
Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.	<i>(F2) Explaining how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</i>	• Democracy • Republicanism • Separation of Powers • Federalism • Constitutionalism • Amendments • Civil Liberties • Civil Rights	Civics Final	This is a year-long standard that will be scored throughout the school year.	Oyez Bill of Rights Institute National Archives Major News Outlets US Constitution Declaration of Independence Federalist Papers
	<i>(F1) Explaining that the study of government includes the structures, functions, institutions, and forms of government.</i>	• Executive • Judicial • Legislative • Bureaucracy • Press • Interest Groups			Bill of Rights Institute National Archives Major News Outlets

					US Constitution Declaration of Independence Federalist Papers
--	--	--	--	--	---

Curriculum Mapping Template

Department: Social Studies	Course Name: United States Studies
Grade Level: 10	Date of most recent edit: 10/04/2024

[US Studies Syllabus RHS](#)

Unit Sequence:

- American Revolution
- Civil War
- World War I
- World War II
- Civil Rights/Cold War

US Studies Finals Test

**Core and supporting standards are color coded to easily identify their repeated use across topics.*

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments)	Estimated Time	Recommended Resources
----------------	----------------------	--------------------------	-------------------------------------	----------------	-----------------------

			identified in bold)		
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world. (Civil Rights)	<i>Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i> <i>Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.</i> <i>Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.</i>	• Protesting • Civil Rights legislation • 13, 14, 15th amendments of the Constitution • Civil Rights Movement	A final, Unit Test, 1968 Essay.	This is a year-long standard that will be scored throughout the school year.	Civil Rights Unit Template

	<i>H.2: Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:</i> <i>F.1: Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources.</i>				
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.	<i>Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i> <i>Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and</i>	• Origins of WWI • WWI culture and political impact • WWI contribution to rise of WWII events • Interwar years • European geography	A final, 1917 Essay, Paris Peace Conference assessment.	This is a year-long standard that will be scored throughout the school year.	World War I unit template

(World War I) *Optional topic	<i>people in the history of the United States and the implications for the present and future.</i>				
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world. (World War II)	<i>Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i> <i>Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.</i>	• Treaty of Versailles • Paris Peace Conference • Great Depression • Rise of Hitler and Axis powers • European geography • Pearl Harbor • Major WWII battles • Atomic bombing of Hiroshima & Nagasaki • End of WWII's contribution to the Cold War • Effects of war on society	A final, Unit Test, Medal of Honor Project.	This is a year-long standard that will be scored throughout the school year.	World War II Unit Template
Students draw on	<i>Analyzing and</i>	• Why	A midterm, End of	This is a year-long	American

concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world. (American Revolution)	<i>critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.</i> <i>Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i> <i>Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.</i> <i>H.2: Students understand historical aspects of unity and diversity in the United</i>	revolutions start • Causes of the American Revolution • End goals of the American Revolution • American Revolution impact in America • French & Indian War/Seven Years War • Salutary neglect • The various British Acts/Taxes • Major American Revolution battles • <i>Common Sense</i>	Unit Assessment, RAFT Assessment	standard that will be scored throughout the school year.	Revolution Unit Template
--	--	--	---	---	---------------------------------

	<i>States, the world, and Native American communities by: F.1: Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources.</i>				
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and	<i>Explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</i> <i>Analyzing and critiquing major historical eras: major enduring themes, turning points, events,</i>	• Reasons the South left the Union • Social causes of the Civil War • Political causes of the Civil War • Economic causes of the Civil War • Impacts of the Civil	A midterm, end of unit assessment, Mexican-American War Essay.	This is a year-long standard that will be scored throughout the school year.	Civil War Unit Template

world. (Civil War)	<i>consequences, and people in the history of the United States and the implications for the present and future.</i>	War on society • North • South • Union • Confederacy • Slavery • Slave auction • Abraham Lincoln • Ulysses S. Grant • Robert E. Lee • Jefferson Davis • Emancipation Proclamation • Gettysburg • Sherman's March to the Sea			
--	---	--	--	--	--

Middle School Social Studies

Curriculum Mapping Template

Department: Social Studies	Course Name: Level 6 Social Studies
Grade Level: 6	Date of most recent edit: 3/17/23

Unit Sequence:

Semester 1

Maine Geography
Intro to Economics
Wabanaki

Semester 2

Three Worlds Meet
English Colonies
Creating A Nation

[6th Grade Social Studies Course Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Voc	Assessments (Benchmark)	Estimated Time	Recommended Resources
----------------	----------------------	------------------------	----------------------------------	----------------	-----------------------

		ab	assessments identified in bold)		
Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, the role of citizens in the community, Maine, the United States and the world.	Level 6 includes: 1j...by explaining basic civic aspects of historical or current issues that involve unity and diversity in Maine, the US and other nations. 1m...by describing the political and civic aspects of cultural diversity by describing the political structures and civic responsibilities of the diverse historic and current cultures of the US and the world. 1k...by describing the political	Concepts: The purpose of government Basic government types and structures Roles of government in historic events Vocabulary: Roles in governments ex. President, Senator, Chief, King, etc. Government structures: Congress, parliament, Council, etc. Government		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>

	structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans. 1l...by explaining constitutional and political aspects of historical or current issues that involve unity and diversity in Maine, the US and other nations.	types: Democracy, Monarchy, Confederacy, etc. Related terminology: Alliances, Proclamation, Sovereignty, etc.			
Students draw on concepts from personal finance to understand issues of money management, savings, credit, debt; students draw from concepts and processes in economics to understand	Level 6 includes: 1a...by explaining how scarcity influences choice and relates to the market economy. 1b...by identifying factors that contribute to spending and savings	Concepts: Supply and demand Impact of scarcity, competition Cost-benefit analysis Budgeting and savings		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>

issues of production, distribution, consumption in the community, Maine, the United States and the world.	decisions. 1d...by describing the function of financial institutions. 1e...by describing the function and process of taxation. 1f...by explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.	plans Role of economics in historic events Vocabulary: Economic terms: economics, demand, consumer, producer, monopoly, etc.			
Students draw on concepts and processes from geography to understand issues involving people, places and environments in the community, Maine, the United States	Level 6 Includes: 1a...using the geographic grid and a variety of types of maps, including digital sources to locate and access relevant geographic information that	Concepts: Impact of geography on culture Impact of geography on economic choices Interpreting a		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>

and the world.	reflects multiple perspectives. 1c...by evaluating a geographic issue of physical, environmental or cultural importance. 1f...including Maine Native Americans by explaining how geographic features have impacted unity and diversity in Maine, the United States and other nations. 1g...including Maine Native Americans by summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans and historical and	variety of maps Regions of ME Vocabulary Types and parts of maps: political, physical, key, scale, etc. Political Units: counties, provinces, states, etc. Geographic Units: region, sub region			
----------------	--	---	--	--	--

	recent immigrant groups in Maine, United States and the world.				
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States and the world.	Level 6 includes: 1i...by explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the US. 1j...by identifying a variety of cultures through time, including comparisons of native and immigrant groups in the US and eastern and western societies in the world. 1k... by identifying major turning points and events in the history of Maine Native Americans and various	Concept: Wabanaki history and culture Indian Land Claims Case Colonization of Maine Colonization of US Colonial Maine Frontier Wars in Maine French and Indian War American Revolution Vocabulary: Culture Colony		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u> School Library resources Digital Maine Libraries databases

	historical and recent immigrant groups in Maine, the US and other cultures in the world. 1m...by comparing a variety of cultures through time, including comparisons of native and immigrant groups in the US and eastern and western societies in the world. 1n...by describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the US and other cultures in the world.	Mercantilism Turning point Revolution Immigration Emmigration			

--	--	--	--	--	--

Curriculum Mapping Template

Department: Social Studies	Course Name: Level 7 Social Studies
Grade Level: 7	Date of most recent edit: 10/6/23

Unit Sequence

Semester 1

US Geography
Road to Revolution
American Revolution

Semester 2

US Government
US Citizenship
US Expansion

[7th Grade Social Studies Course Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, the role of citizens in the community, Maine, the United States and the world.	Level 7 includes: 1a...by explaining that the study of government includes the structure and functions of government and the political and civic activity of citizens. 1b. By describing the structures and processes of the US government and government of Maine and how these are framed by the US Constitution, Maine Constitution and other primary sources. 1c...by explaining the concepts of federalism and checks and balances and the role these	Concepts: The purpose of government Basic principles of US government Basic structure of each branch of US government Federalism Separation of powers Checks and balances Election processes Rights of US citizens Duties and responsibilities of US citizens Civic Activism Vocabulary: Documents:		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>
--	--	---	--	--------------------	--

	concepts play in the government of the US and Maine as framed by the US Constitution, Maine Constitution and other primary sources. 1e...by analyzing examples of democratic ideals and constitutional principles that include the rule of law, legitimate power and common good. 1f...by explaining the constitutional and legal status of "citizen" and providing examples of rights, duties and responsibilities of citizens. 1g...by	Constitution, Bill of Rights, Declaration of Independence US Government Roles: President, Senator, Representative			
--	--	---	--	--	--

	describing how the powers of government are limited to protect individual rights and minority rights as described in the US Constitution and Bill of Rights. 1h...by analyzing examples of the protection of rights in court cases or from current events. 1j...by explaining basic civic aspects of historical or current issues that involve unity and diversity in Maine, the US and other nations. 1l...by explaining constitutional and political aspects of				
--	---	--	--	--	--

	historical or current issues that involve unity and diversity in Maine, the US and other nations. 1m...by describing the political and civic aspects of cultural diversity by describing the political structures and civic responsibilities of the diverse historic and current cultures of the US and the world.				
Students draw on concepts from personal finance to understand issues of money management, savings, credit, debt; students draw from concepts and	Level 7 includes: 1e...by describing the function and process of taxation. 1f...by explaining how scarcity requires choices and	Concepts Purpose of taxes Capitalism Impact of resources and scarcity on historic events Impact of		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>

processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States and the world.	relates to the market economy, entrepreneurship, supply and demand. 1h...by describing factors in economic development and how states, regions and nations have worked together to promote economic unity and interdependence.	economic factors as causes for war Impact of economic factors on the institution of slavery Vocabulary Embargo Industry Agrarian			
Students draw on concepts and processes from geography to understand issues involving people, places and environments in the community, Maine, the	Level 7 includes: 1a...using the geographic grid and a variety of types of maps, including digital sources to locate and access relevant geographic information that reflects multiple perspectives.	Concepts Impact of geography on economic decisions Impact of geography on historic events Regions of the US		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>

United States and the world.	1c...by evaluating a geographic issue of physical, environmental or cultural importance. 1e...by describing the impact of change on the physical and cultural environment. 1f...including Maine Native Americans by explaining how geographic features have impacted unity and diversity in Maine, the United States and other nations. 1g...including Maine Native Americans and historical and recent immigrant	Climate Regions Major physical features of the US Vocabulary Climate Region			
-------------------------------------	---	---	--	--	--

	groups in Maine, United States and the world.				
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States and the world.	Level 7 includes: 1i...by explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the US. 1j...by identifying a variety of cultures through time, including comparisons of native and immigrant groups in the US and eastern and western societies in the world. 1k... by identifying major turning points and events in the history of	Concepts American Revolution Articles of Confederation Louisiana Purchase War of 1812 Maine Statehood Mexican-American War Civil War Vocabulary Nationalism Sectionalism Manifest Destiny Abolitionism		Year Long Standard	<u>A Journey Through Maine</u> <u>American History: Beginnings to 1914</u>

	Maine Native Americans and various historical and recent immigrant groups in Maine, the US and other cultures in the world. 1m...by comparing a variety of cultures through time, including comparisons of native and immigrant groups in the US and eastern and western societies in the world. 1n...by describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the US and				
--	---	--	--	--	--

	other cultures in the world.				

Curriculum Mapping Template

Department: Social Studies	Course Name: Level 8 Social Studies
Grade Level: 8	Date of most recent edit:3/29/23

Unit Sequence:

*****New curriculum in bold**

Semester 1:

Prehistory (12 classroom days)

River Civilizations (25 classroom days)

Semester 2:

Bronze Age Civilizations: Mycenae, Minoa, Phoenecians, Israelites, Hittites, Homer (30 days)

Africa (15-19 days)

Asian World (20-24 classroom days, could be shorter) ***Can be Cut

Americas (15-19 days)

[8th Grade Social Studies Course Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, the role of citizens in the community, Maine, the United States and the world.	Level 8 includes: 1d...by comparing the structure and processes of US government with examples of other forms of government. 1j...by explaining basic civic aspects of historical or current issues that involve unity and diversity in Maine, the US and other nations. 1l...by explaining constitutional and political aspects of historical or current issues that involve unity and diversity in Maine, the US and other nations. 1m...by describing the political and civic aspects of cultural diversity by describing the political structures and civic responsibilities of the diverse historic and current cultures of the US and the world.	• Leadership • Government • Theocracy • Empires • Monarchy • Dynastic Leadership • Chinese Dynasties • Indian Dynasties • Caliphates • Buddhism • Hinduism • Caste System • Aristocracy • Confucism • Mandate of Heaven • The Dao • Legalism • Sheik	A midterm, and end of year test.	These are year long standards.	Glencoe: World History Textbook
Students draw on concepts from personal finance to	Level 8 includes: 1f....by explaining how scarcity	• Trade • Globalization • The Silk			

understand issues of money management, savings, credit, debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States and the world.	requires choices and relates to the market economy, entrepreneurship, supply and demand. 1h...by describing factors in economic development and how states, regions and nations have worked together to promote economic unity and interdependence.	- Road - Caste System - Aristocracy - Monsoon - Luxury Goods - Staple Goods - Bazaar			
Students draw on concepts and processes from geography to understand issues involving people, places and environments in the community, Maine, the United States and the world.	Level 8 includes: 1a...using the geographic grid and a variety of types of maps, including digital sources to locate and access relevant geographic information that reflects multiple perspectives. 1b...by identifying the major regions of the earth and their major physical features and political boundaries using a variety of geographic tools and resources.	- Islam - Bedouin - Migration - Irrigation - Agriculture - Trade - Trade Routes - Desert - Mountain - River			

	1c...by evaluating a geographic issue of physical, environmental or cultural importance. 1d...by identifying consequences of geographic influences through inquiry and formulating predictions.				
Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States and the world.	Level 8 includes: 1j...by identifying a variety of cultures through time, including comparisons of native and immigrant groups in the US and eastern and western societies in the world. 1k... by identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the US and other cultures in the world. 1l... by explaining how both unity and diversity have played and continue to play important roles in the history of the world. 1m...by comparing a variety of cultures through time, including comparisons of native and immigrant groups in the US and	• Quran • Pope Urban's Speech at Council of Clermont • The Veda • Account of the Mongol Sack of Baghdad • Analects			Digital Maine Libraries databases School Librarian

	eastern and western societies in the world. 1n...by describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the US and other cultures in the world.				

Middle School Science

*Curriculum Mapping:

Department: Science	Course Name: Earth Space Science
Grade Level: 6/7 year 1	Date of most recent edit: 5/3/23

Grade 6/7 year 1 Syllabus

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources Mosa Mack Tectonic

MS-ESS1-1 Develop and use a model of the Earth- sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system. MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	• Earth • Angle of Sunlight • Equator • Heat • Poles • Season • Sun • Continents • Lystrosaurus • Crust • Magma • Core • Lava • Tectonic Plate	Introductory 8 lab stations; formative assessment of inquiry skills. Causes of the Seasons Assessment linked to Generation Genius lesson Cornell Note Assessment - Creation of Lunar Model/Reflection. Solar and Lunar Eclipse Generation Genius Assessment linked in Generation Genius Unit. Gravity and Orbits Phet Interactive Plate Tectonics Assessment Lab Stations.	8-9 Weeks	Plates Sun, Earth, Moon System and Gravity. Generation Genius Link to all NGSS Linked material noted in this column. Generation Genius Lessons for this Unit: • Solar and Lunar Eclipses • The Solar System • Rock Layers in Geologic Time
--	--	---	---	------------------	--

MS-ESS2 Earth's Systems MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	• Crust • Magma • Lava • Earthquake • Fault Line • Tectonic Plate • Volcano • Precipitation • Evaporation • Transpiration • Condensation • Sublimation • Temperature • Weather Front • Humidity • Air Mass • Precipitation • Wind Speed • Sun Angle • Latitude • Coriolis Effect • Density • Ocean Currents • Salinity	Weather Unit Formative Assessments and Benchmark Assessment	6-8 weeks	Mosa Mack Weather Mosa Mack Middle School Water Cycle Mosa Mack Oceans and Climate Generation Genius Lessons for this Unit: • Rocks and Minerals including the Rock Cycle • Tectonic Plates • Water Cycle (6-8 Version) • Air Masses and Weather Fronts • Climate Zones and Ocean Currents.

MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions					
Earth and Human Activity MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS3-4	MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century	• Renewable Resource • Nonrenewable Resource • Fossil Fuel • Cycle • Solar Energy • Wind Energy • Melting • Temperature • Average Yearly Temperature • Atmosphere • Greenhouse Gas • Climate	Lesson 3 Project to Assess MS-ESS-3-1 and MS-ESS3-4. (Please note that additional research questions have been added for students to explore how human population growth and use of natural resources have impacted Earth's systems.) Students create and present Piktochart Infographics.	6-8 Weeks	Mosa Mack Renewable Resources Climate Change and Ecological Footprint Generation Genius Lessons in the Unit: • Natural Resource Distribution • Predicting Natural Disasters • Human Impact on the Environment • Introduction to Climate Change

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.					
MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how	MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4 Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.	• Systematic Processes • Design Constraints • Design Challenge • Successful Solutions • Precision • Environmental Impact • Competing Design Solutions • Modification of Prototype • Optimal Design • Design Thinking • Ideate • Brainstorm • Test • Refine • Retest	<u>Lesson 3 Engineering Challenge</u> <u>Lesson 2/Engineering Lab (Formative Assessment)</u>	MS-ETS1 Standards are built in to each unit of study and are addressed throughout the academic year during engineering design projects associated with each unit.	<u>Mosa Mack Design Thinking year 1</u> <u>Generation Genius Engineering Design Process</u>

well they meet the criteria and constraints of the problem.					
---	--	--	--	--	--

***Curriculum Mapping:**

Department: Science	Course Name: Life Science
Grade Level: 6/7 year 2	Date of most recent edit: 10/6/23

Grade 6/7 Year 2 Life Science Syllabus

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Unit 1: From Molecules to Organisms: Structures and Processes MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells MS-LS1-2	MS-LS1-3 Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	• Nucleus • Organelle • Cytoplasm • Chloroplast • Vacuole • Lysosome • Vacuole • Mitochondria • Muscle cell • Muscle cell • Small intestine cell • Brain cell • Cell membrane • Carbon Dioxide • Oxygen	<u>Lesson 2/Lab Assessment for MS-LS1-1/MS-LS1-2</u> <u>Interactions of Body Systems (MS-LS1-3) Lab</u> <u>Multicellular Organisms Assessment/MS-LS1-8</u> <u>MS-LS1-1, MS-LS1-2</u>	6-8 weeks	<u>Mosa Max Cells</u> <u>Mosa Mack Interactions of Body Systems</u> <u>Mosa Mack Nervous System</u> <u>Generation Genius Plant and Animal Cells</u> <u>Generation Genius Multicellular Organisms</u>

Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.		• Glucose • Respiratory System • Circulatory System • Red Blood Cell • Digestive System • Muscular System • Brain • Nervous System • Brain • Nervous System • Sensory Neuron • Signal • Spinal Cord • Stimulus	The Organelle Trail MS-LS1-8 Lesson 2/Lab Assessment		Generation Genius Food Webs: Cycling of Matter and Flow of Energy
Unit 2: Matter, Energy, and Relationships in Ecosystems MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving	• Photosynthesis • Chloroplast • Carbon Dioxide • Oxygen • Glucose • Sunlight • Water • Reactants • Products • Law of Conservation of Mass. • Genetic Factors • Environmental	Lesson 2/ Photosynthesis Lab. Assessment for MS-LS1-6 and MS-LS1-7 Photosynthesis and Cellular Respiration Assessment/ MS-LS1-6 MS-LS1-6 short assessment. Why	8-10 weeks	Mosa Mack Photosynthesis Mosa Mack Interaction of Organisms Mosa Mack Biodiversity Generation Genius Photosynthesis and Respiration. Generation Genius

MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	parts of an ecosystem. MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations	Factors • Invasive Species • Camouflage • Producer • Consumer • Decomposer • Ecosystem • Predation • Mutualism • Competition • Abiotic • Biotic • Ecosystem • Predator • Population • Biodiversity • Endangered species • Species • Keystone Species • Bioindicator Species • Extinct • Extant	<u>do Birds Migrate.</u> <u>Lesson 3, Challenge. Interaction of Organisms. Benchmark Assessment for MS-LS2-1 and MS-LS2-2</u> <u>Lesson 2 Extension/Biodiversity. Benchmark Assessment for MS-LS2-3, MS-LS2-4, and MS-LS2-5</u> Maintaining Biodiversity in Yellowstone National Park Project Based Assessment for MS-LS2-3, MS-LS2-4, and MS-LS2-5		<u>Symbiosis</u> <u>Generation Genius Maintaining Biodiversity</u> <u>Generation Genius Competition in Ecosystems</u> <u>Lab 11 Food Webs and Ecosystems. NGSS Resource</u>
Unit 3: Growth, Development, & Reproduction MS-LS1-5 Construct a scientific	MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in	• Gene • Trait • Environment • Genetics • Nutrition	<u>MS-LS1-5 Nature Vs Nurture Lab Stations.</u> <u>Natural Selection Scenario</u>	16 weeks.	<u>Mosa Mack Genetic vs Environment</u> <u>Generation Genius Competition in Ecosystems</u>

explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. MS-LS4-5 Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms. Unit 4: Biodiversity	harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment	• Gene • Chromosome • Trait • Mutation • DNA • Protein • Chromosome • Asexual Reproduction • Sexual Reproduction • Dominant Allele • Recessive Allele • Punnett Square • Evolution • Fossil Record • Embryology • Anatomy • Vertebrate • Permineralization • Evolution • Trace Fossil • Body Fossil • Mold Fossil • Cast Fossil • Strata • Transitional Fossil • Predator • Adaptation • Generation • Advantageous • Population • Biotechnology • Artificial	MS-LS3-2 Inheritance Lab Stations MS-LS3-2 Creature Genetic Assessment PHET Interactive Simulation/Natural Selection MS-LS3-2/MS-LS4-2 Evidence of Relatedness MS-LS4-3 Determining Relationships Investigation Lab	Generation Genius Genes and Mutations. Mosa Mack Mutations Mosa Mack Genetic Variation Generation Genius Reproduction of Living Things. Mosa Mack Evidence of Evolution. Generation Genius The Fossil Record Mosa Mack Selection and Adaptation Generation Genius Comparative Anatomy Generation Genius Natural Selection Generation Genius Biotechnology
---	---	---	---	---

MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	• Selection • Gene Therapy	<u>MS-LS4-1 Stories From the Fossil Record</u> <u>MS-LS4-4/MS-LS 4-6 Natural Selection in Pocket Mice.</u> <u>MS-LS4-2 Fossilized Mammal Investigation</u> <u>Tuskless Elephant Activity</u>		
MS-ETS1-1 Define the criteria and constraints of a design problem	MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify	• Systematic Processes • Design Constraints		MS-ETS1 Standards are built in to each unit of	<u>Mosa Mack Design Thinking Year 2</u>

with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4 Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.	• Design Challenge • Successful Solutions • Precision • Environmental Impact • Competing Design Solutions • Modification of Prototype • Optimal Design • Design Thinking • Ideate • Brainstorm • Test • Refine • Retest		study and are addressed throughout the academic year during engineering design projects associated with each unit	
---	---	---	--	--	--

***Curriculum Mapping:**

Department: Science	Course Name: Physical Science
Grade Level: 8 year 3	Date of most recent edit: September 29, 2023

Grade 8 Physical Science Syllabus

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments	Estimated	Recommended
----------------	----------------------	--------------------------	-------------	-----------	-------------

			(Benchmark assessments identified in bold)	Time	Resources
Unit: Matter and Its Interactions MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*	• Proton • Neutron • Electron • Atom • Molecule • Bond • Sucrose • Molecule • Chemical Reaction • Physical Change • Reactant • Product • Reversible • State • Liquid • Solid • Gas • Melt • Freeze • Evaporate • Particle • Vibrate • Hot • Cold • Dense • Conductor • Insulator	<u>MS-PS1-2, MS-PS1-5 Elephant Toothpaste Lab</u> <u>MS-PS1-2 Burning Marshmallow Lab</u> <u>Chemical Reaction Digital Modeling Activity</u> Mosa Mack Atoms and Molecules Phenomenon, and Lesson 3 Engineer. <u>MS-PS1-3 Station Assessment along with synthesis project.</u> <u>Introduction to Thermal Energy</u>	11-13 weeks	Generation Genius Link to all NGSS Lessons • Atoms and Molecules • Chemical Reactions • Synthetic Materials • Introduction to Thermal Energy Mosa Mack Atoms and Molecules Mosa Mack Chemical and Physical Changes Mosa Mack States of Matter Mosa Mack Thermal Energy

MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved			<u>Lab MS-PS1-4</u> <u>Thermal Energy Lab MS-PS1-4 Assessment.</u> Ms-ps1-6, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3 Lab and Engineering Design Project. Students design, test, modify, and optimize a device that uses a chemical reaction to reach a specific temperature range for a portable reptile egg incubator.		
Unit: Energy: MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. MS-PS2-2	MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that	• Newton's 3 Laws of Motion • Motion • Friction • Gravity • Applied Force • Collision • Potential Energy • Kinetic Energy • Speed	Phet Interactive. Circuit Construction DC. <u>Lab: Compare Electric Currents in FreshWater and SaltWater</u> <u>Phet Interactive Energy Skate Park</u>	11-12 weeks	<u>Mosa Mack Force and Motion</u> <u>Mosa Mack Kinetic and Potential Energy</u> <u>Mosa Mack Electricity</u> <u>Generation Genius Link to NGSS</u>

Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. MS-PS3-5 Construct, use, and present arguments to	fields exist between objects exerting forces on each other even though the objects are not in contact	• Mass • Distance • Electron • Electricity • Charged Atom • Positive Charge • Negative Charge • AC current • DC current • Electromagnetic field • Battery • Magnetism	Digital Lab MS-PS3-1, MS-PS3-2 Document to accompany above Phet interactive. Lab Stations Assessment MS-PS2-3 Roller Coaster Design Assessment. Standards: MS-PS3-3, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4 C.E.R Mastery MS-PS3-5, MS-PS3-1	Lessons • Newton's Laws of Motion • Electric and Magnetic Fields • Potential vs Kinetic Energy
--	--	--	---	---

support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.					
Unit: Waves MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	• Particle • Vibrate • Density • Conductor • Insulator • Amplitude • Light wave • Lightning • Sound Wave • Thunder • Wavelength • Transverse • Longitudinal • Velocity • Analog	Mosa Mack Phenomenon Investigation of Transverse and Longitudinal Waves. MS-PS4-1, MS-PS4-2, MS-PS4-3 Lab Assessment.	6 weeks	Mosa Mack Thermal Energy Mosa Mack Waves Generation Genius Heat and Thermal Energy Generation Genius Wave Reflection, Absorption and Transmittance Generation Genius Digital Vs Analog Signals

MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.					
MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and	MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4 Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.				

constraints of the problem.					
-----------------------------	--	--	--	--	--

*To view the most current version of curriculum for middle school, please click on the Curriculum Mapping title of each year hyperlink

High School Science

[First Year - Physical Science Course Syllabus](#)

Unit	NGSS Code	Standard
History of Earth and Evidence	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
	HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
Developing Models of Earth's Processes	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
	HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
	HS-ESS2-3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

Earth's Systems Analysis	HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
Forces, Motions, Data, and Design	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
	HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
	HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
Math, Waves, and Communication	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
	HS-PS4-2	Evaluate questions about the advantages of using a digital transmission and storage of information.
	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

Unit	Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments	Estimated	Recommended
------	----------------	----------------------	--------------------------	-------------	-----------	-------------

				(Benchmarks in bold)	Time	Resources
History of Earth and Evidence	HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Concepts: <u>Vocabulary:</u> Kuiper Belt, terrestrial planets, giant planets, dwarf planets, geocentric model, heliocentric model, nebula, nuclear fusion, planetesimals, accretion, asteroids, molten, radioactive, radioactive decay, differentiation Skills:	Early History of Earth Timeline Project Early History of Earth Timeline Test	~ 5 weeks ~ 12	A closer look at the moons Earth's formation and early history Processes in solar formation How Earth was made History of Earth and evidence
Developing Models of Earth's Processes	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (NGSS HS-ESS2-3)					

Forces, Motions, Data, and Design	HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.	HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).	<u>Concepts:</u> * Newton's laws of motion * Macroscopic object * Systems, Boundary, Objects * Interaction (collision) * Conservation of Momentum <u>Vocab:</u> net force, mass, acceleration, momentum, velocity	Collision Design Project	~ 8 weeks? or ~ 18+ classes	FMDD Unit Guide 2023 Other: https://www.physicclassroom.com/
	HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	<u>Skills:</u> Cause and Effect Systems Thinking			Notes: Graph matching
		HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable				

		problems that can be solved through engineering.				

Curriculum Mapping:

Department: Science	Course Name: Biology
Grade Level: 10	Date of most recent edit: 12/13/23

[Biology Course Syllabus](#)

Midterm Assessment A, B, Reassessment

Final Assessment AB

Core Standards	Standards Red=Repeats *=Core	Essential Concepts/ Vocabulary	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Biology Basics-Intro to Biology	*HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. *HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	<u>Vocabulary:</u> Fact Law Theory Qualitative Quantitative Accurate Precise Observation Inference	Unit Test Lab Report/Lab Worksheet Lab Station Lab Safety Lab Stations Measurements	~4.5 weeks	Lab report example Lab report template Unit exam (OLD) Packet Notes PP-C1-Bio Basics

	HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	Independent Variable Dependent variable constants/control variables Experimental group Control group Cell Surface tension Solution Solute Solvent Hydrophobic Hydrophilic Macromolecules Monomer Polymer Carbohydrate Lipids Proteins Nucleic acids Phospholipid <u>Concepts:</u> -IV and DV relationships -Hypothesis in correct format -how the 6 essential elements work -difference between polar and nonpolar/hydrophilic and hydrophobic -explain the properties of water -How to write a lab report	Worksheet-packet Water quiz-packet Practice making results-packet		PP-C2-Chem of Life PP-C3-Macromolecules Macromolecules in my Food
Cell Biology	*HS-LS1-2. Develop and use a model		Unit 2 Test	~4.5 weeks	Packet Notes

	to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. *HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. *HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. *HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.		Cell Analogy-packet Organelle Project Cell Homeostasis Game Plant and Animal Cell Escape Room Handouts: Organelle Game Handout		Cell Organelle Game Organelle Flashcard Mystery Cell Lab Pin the organelle PP C1-Cell theory and Organelles PP C2-Cell Transport PP C3- Cell Cycle and Cancer Explore Osmosis Egg Lab
Matter and Energy in Organisms and Ecosystems Energy Flow	*HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with		Unit 3 Test Relay race worksheets-packet Energy Posters-packet Practice Quiz for Concept	~5.5 weeks	PP C1-Enzymes and Biochemical Reactions PP C2-Adenosine Triphosphate PP C3- Energy Flow Through Ecosystems

	other elements to form amino acids and/or other large carbon-based molecules. *HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. *HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. ESS3-4. Evaluate or refine a technological solution that reduces		3 ATP Quiz Food Web Stations Aloe to My Little Friend Project		Pp C4-Photosynthesis PP C5- Cellular Respiration
--	---	--	--	--	--

	impacts of human activities on natural systems.				
Natural Selection and Evolution UNIT 6	HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. *HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable	Natural Selection Evolution Traits Asexual Reproduction Sexual Reproduction Genes Genetics DNA Mutation Punnett Square Species Phenotype Genotype Adaptation	Unit 6 Test Lab Stations-Evolution Lab Stations-Phylogenetic Tree	~4 Weeks	PP C1-Principles of Natural Selection PP C2-Patterns of Evolution PP C3- Evidence of Evolution PP C4- Phylogeny Extra: -Natural Selection Pogil -Berkeley Understanding Evolution -Natural Selection Lab -Cladogram Activity

	conditions, but changing conditions may result in a new ecosystem. HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. *HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. HS-LS4-4. Construct an explanation				
--	--	--	--	--	--

	based on evidence for how natural selection leads to adaptation of populations. *HS-LS4-5.Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.				
Inheritance and Variation in Traits Unit 5 Heredity	HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. HS-LS3-1. Ask questions to clarify relationships about the role of DNA and		Unit 5 Test Punnett Square Quiz Complex Inheritance Quiz Handouts-Packet Challenge Stations-Dinosaurs	~4.5 weeks	PP C1-Mendelian Genetics PP C2-Complex Inheritance Patterns PP C3- Mutations and Pedigrees PP C4-Genetic

	chromosomes in coding the instructions for characteristic traits passed from parents to offspring. *HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.		(folder)		Engineering Popsicle Stick Babies write-up Genetic Disorder Stations
Genetics Unit 4	HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. *HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.		Unit 4 Test Punnett Square worksheet Web Quest- Mendel Web Quest-DNA and Protein Synthesis Stations: Genetics Terminology Handouts-packet DNA Practice Handout Taco Protein Synthesis	~4.5 weeks	PP C1-DNA Structure and Replication PP C2- Protein Synthesis PP C3- Meiosis Protein Synth-ingo Sink or Swim: Meiosis and Mitosis

Interdependent Relationships in Ecosystems	HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.		Unit 7 Test 1	~5 weeks	PP C1-Introduction to Ecology
Ecology	HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.		Unit 7 Test 2		PP C2-Biochemical Cycles
UNIT 7	HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.		Diversity of Life Project		PP C3-Human Impact
	*HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.		Kingdom Animalia Project		PP C4- Population Ecology
			Lab Stations-Succession		PP C5-Relationships
					PP C6- Ecological Succession
					Packet
					Life on Our Planet Questions

Curriculum Mapping:

Department: Science	Course Name: Anatomy and Physiology
Grade Level: 10	Date of most recent edit: 12/13/24

[Anatomy Course Syllabus](#)

Midterm A, Reassessment

Final

Units and Essential Questions	Standards	Essential Concepts/ Vocabulary	Assessments (* Benchmark assessments)	Estimated Time	Recommended Resources
Introduction to Anatomy and Physiology Essential Questions: How is the human body organized? How do cells maintain balance within the human body? How does the specificity of a tissue affect the overall organ function in the human body?	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS1-4 Use a model to illustrate the role of cellular division and differentiation. HS-LS1-7 Illustrate that cell respiration is a chemical process whereby bonds are broken and formed to create energy	Atoms Molecules Cell Tissue Organs Organ systems Metabolism Responsiveness Homeostasis Negative feedback Positive feedback Cranial Dorsal Ventral Vertebral Transverse Homeostatic Mechanism Abdominal Pelvic Parietal pleura Membranes Skeletal Anatomical position Superior Inferior Anterior Posterior Medial Lateral Bilateral Proximal Distal Superficial Deep Sagittal Elements Nucleus Inert Covalent bond Polarity Acids Bases pH Carbohydrates Lipids	Packet Work Terminology Quiz Biology Review Quiz Unit Test Lab Stations Tissues Histology Worksheets Histology Problem Based Learning Flow Chart Construction Microscope Test	~ 5 weeks	PPC1 PPC2 PPC3 Packet

		Proteins Nucleic Acids Cell membrane Organelles Selectively permeable Cytoplasm Ribosomes Cytoskeleton Mitochondria Lysosomes Cilia Flagella Diffusion Osmosis Mitosis Meiosis Protein synthesis RNA Polymerase Endocytosis Exocytosis Active Transport Cell Cycle Tissues Epithelium Basement membrane Simple squamous Simple cuboidal Simple columnar Pseudostratified columnar Stratified squamous Stratified cuboidal Transitional epithelium Glandular epithelium Exocrine gland Endocrine gland Connective tissue Collagen Reticulin Elastin Areolar tissue Adipose Dense connective Loose connective Hyaline cartilage Elastic cartilage Fibrocartilage Blood Bone Osteocytes			
--	--	---	--	--	--

		Serous membrane Mucous membrane Cutaneous membrane Skeletal muscle Smooth muscle Cardiac muscle Nervous tissue			
Skeletal and Muscular System Unit Support and Motion Essential Questions: How is the skeleton used in movement and support within the human body? How are muscles used to create force and motion in the human body?	HS-LS-1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Long bone Short bone Flat bone Irregular bone Epiphysis Diaphysis Compact bone Spongy bone Medullary cavity Endosteum Marrow Lacunae Osteocyte Haversian canal Osteoblasts Ossification Epiphyseal plate Osteoclasts Cartilage Levers Hematopoiesis Haemoglobin Ossification center Calcium Cranial bones Vertebral column Leg bones Arm bones Trunk bones Pelvic bones Fossa Foramen Condyle Epicondyle Fovea Head Meatus Process Spine Suture Trochanter	Packet work - Disease Poster - Dance Video - Stations: Skeletal System - Stations: Muscular System Movement Quiz Skeleton Quiz Unit Test	~5 weeks	PPC1 PPC2 PPC3 Packet

		Tubercle Tuberosity Bursae Synovial joint Fibrous joint Cartilage joint Pivot joint Hinge joint Flexion Extension Adduction Abduction Fascia Aponeuroses Myofibrils Myosin Actin Troponin Sarcomeres Fiber Sarcoplasmic reticulum H zone Z line I Band A Band Motor neuron Synapse Motor end plate Motor unit Tropomyosin Sliding filament theory All or none response All human muscles Acetylcholine Muscle impulse Acetylcholinesterase Creatine phosphate Haemoglobin Myoglobin Oxygen debt Muscle fatigue ATP Twitch Latent period Threshold stimulus Summation Tetanus Recruitment Muscle tone Insertion			
--	--	---	--	--	--

		Origin Prime mover Antagonist Synergist Fixator			
Nervous System and Endocrine System Unit **Control and Coordination Essential Question: How does the human body receive, interpret, and send information throughout itself?	HS-LS-1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Neurons Nerve Impulses Cell body Dendrites Axons Nerve Central nervous system Peripheral nervous system Neuroglial cells Sensory receptors Microglial cells Astrocytes Effectors Somatic nervous system Autonomic nervous system Schwann cells Myelin sheaths Neurolemma Nodes of Ranvier Multipolar Bipolar Unipolar Sensory Motor Mixed Synapse Neurotransmitters Choroid plexus Midbrain Hindbrain Medulla Cranial nerves Cholinergic fibers Resting potential Potential change Action potential Threshold potential Membrane potential Excitatory Inhibitory All or none response Neuronal pools Facilitation	Unit Test Central Nervous System Quiz Endocrine System Quiz A Clicker Case About the Complexity of Hormonal Control Packet Work • Hormone Ads • CNS project • Disease Article • Lab Stations: Senses • Discovery Stations: Endocrine Skeletal System Worksheets Beautiful Minds Article Summary Brain Dominance Lab Hemispheric Dominance Activity Zombies Problem based learning activity Cranial Nerve Testing Nervous System PBL—Lee Cold Illinois Secrets of the Mind Concept Map Unit Test Brain Labeling	~5 Weeks	PPC1-Nervous System PPC2 PPC3 Packet

		Convergence Divergence Reflex arc Meninges Dura mater Pia mater Arachnoid mater Cerebrospinal fluid Spinal nerves Spinal cord Cranial nerves Nerve tracts Central canal Ascending tract Descending tract Brain Cerebrum Corpus callosum Sulcus Fissure Gyrus Grooves Association area Adrenergic fibers EEG			
Reproductive Unit Essential Question: How is the body designed in order to create cells that allow for sexual reproduction to create offspring?	HS-LS-1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Gametes Copulation Gestation Parturition Sperm Egg Oocyte Semen Erection Ejaculation Ovulation Mammary glands Puberty Ovarian cycle Uterine cycle Menarche Dominant follicle Corpus luteum Menopause Somatic cells Haploid Diploid Spermatogonia	Packet Work • Discovery Stations: Reproductive System • Understanding the Femal Cycle • Cell Division Review • Fertilization Fairytale • Pregnancy Project • Reproductive Health Unit Test	~5 weeks	PPC1 PPC2 PPC3 Packet

		Primary spermatocytes Spermatids Spermiogenesis Oogonia Primary oocytes Secondary oocytes Ovum Polar bodies Ovarian follicle Primordial follicle Atresia Fertilization Zygote Capacitation Gestation period Embryonic period Fetal period Cleavage Morula Blastocyst Gastrula Ectoderm Mesoderm Endoderm Organogenesis Amniotic sac Umbilical cord			
Integumentary, Lymphatic, and Immune System Unit **Protection Unit Essential Questions: How do the structures of the skin help to regulate other parts of the human body? How does the body defend itself from environmental harm and detect, deflect, and destroy foreign invaders in order to	HS-LS-1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Epidermis Dermis Subcutaneous layer Keratin Melanin Cyanosis Follicle Sebaceous gland Sweat gland Eccrine Apocrine Heat regulation Acne Dermatitis Impetigo Herpes Pediculosis Psoriasis Scabies Ulcer	Packet Work • Model Project: The Skin • Inquiry Investigation: The Effectiveness of Sunscreen • Real World Reading: Tattoos • Creative Writing Activity: A Case for the Lymphatic System • Research Activity: A Look at Vaccines • Lab: Antibiotic Resistance • Webquest:	~5 weeks	PPC1 PPC2 PPC3 Packet

maintain homeostasis?		Wart Vitiligo Boil Carbuncle Inflammation Hair shaft Lymphatic vessels Lymph Lymph nodes Lymphatic trunk Lacteals T cells B cells MALT Keratinocytes Keratin Melanocytes Melanin Dendritic (Langerhans) cells Tactile epithelial (Merkel) cells Dermal papillae Hair Medulla Cortex Cuticle Hair follicles Arrector pili Root hair plexus Eccrine sweat glands Apocrine sweat glands Ceruminous glands Mammary glands Macrophages Defensins Immunity Pathogen Antigens Antibodies Fever Antimicrobial proteins Interferons Complement proteins Phagocytes Neutrophils	Infectious Diseases Integumentary System Quiz Unit Test Problem Based Learning— Skin Skin Color Origins Case Study Integumentary worksheets Disease Worksheets		
-----------------------	--	--	--	--	--

		Macrophages Phagocytosis Inflammation B lymphocytes T lymphocytes Vaccination Herd immunity Antigen-presenting cells			
Cardiovascular and Respiratory System Unit **Transport Essential Questions: What is the function of the heart, and vessels, and how do they maintain a healthy body? How do the respiratory organs and blood, exchange gasses to keep your body cells alive?	HS-LS-1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis	Pulmonary Pericardium Epicardium Myocardium Endocardium Atria Ventricle Septum Tricuspid Papillary muscle Pulmonary valve Mitral valve Aorta Aortic valve Coronary artery Cardiac veins Coronary sinus Systole Diastole Cardiac cycle Lub-dup Conduction system Radial Sinoatrial node Pacemaker Atrioventricular node AV bundle Purkinje fibers Electrocardiogram Artery Arteriole Capillary Venule Veins Vasoconstriction Vasodilation Capillary exchange Stroke volume Cardiac output	Packet Work - Real World Reading: Blood Transfusions Discovery Stations: Cardiovascular System - Activity: Blood Flow Modeling Lab Stations: Exploring the Cardiovascular System Model Project: Defects and Diseases of the Cardiovascular System Activity: Journey of an Oxygen Molecule Lab: Lung Capacity Heart Dissection Unit Test Cardiovascular System Worksheets Sphygmomanometer Lab Problem-Based Learning Activity Cardiovascular Respiratory System	~5 weeks	PPC1 PPC2 PPC3 Packet

		Blood volume Viscosity Peripheral resistance Jugular Carotid Iliac Femoral Mesenteric Ulnar Respiration Nose Nasal cavity Nasal septum Hard palate Soft palate Pharynx Larynx Vocal cords Glottis Trachea Hyaline cartilage Primary bronchi Bronchial tree Bronchioles Alveoli Alveolar sacs Pleural cavity Visceral pleura Parietal pleura Lungs Inspiration Respiratory cycle Tidal volume Inspiratory reserve volume Expiratory reserve volume Residual volume Total lung capacity Vital capacity Medullary rhythmicity center Dorsal respiratory group Anterior respiratory group Inflation reflex Respiratory membrane Haemoglobin Oxyhemoglobin Partial pressure Bicarbonate ion Hypoxia Carbonic anhydrase	Worksheets A Friend In Need Case Study Water Spirometer Lab Into Thin Air Case Study Respiratory System PBL		
--	--	--	---	--	--

		Cystic fibrosis pneumothorax Expiration Atmospheric pressure Surface tension Surfactant			
Digestive and Urinary System Unit **Absorption and Excretion Essential Question: How does the gastrointestinal tract process our food into energy for the human body? How does the body effectively and efficiently absorb nutrients and excrete waste from the food we eat in order to acquire necessary substances for maintaining homeostasis?	HS-LS-1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis HS -LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.	Mechanical digestion Chemical digestion Alimentary canal Mucous membrane Lumen Mucosa Segmentation Peristalsis Cheek Lip Tongue Mastication Papillae Taste receptors Palate Uvula Teeth Primary teeth Secondary teeth Saliva glands Parotid gland Submandibular glands Sublingual glands Pharynx Bolus Esophagus Sphincter Pepsin Pepsinogen Intrinsic factor Gastrin Chyme Liver Pancreas Hepatic duct Common bile duct Bile Gallbladder Duodenum Jejunum Ileum Mesentery	Packet Work • Discovery Stations: Digestive System • Activity: Modeling the Digestive System • Project: Digestive System Children's Book • Webquest: From Food to Fuel • Research and Report: Vitamins and Minerals • Research Activity: The Science Behind Fad Diets • Lab Stations: Kidneys • Lab Activity: Urinalysis Fetal Pig Dissection Quiz Digestive System Unit Test Digestive System Worksheets The Hunger Pains Case Study Digestive System Lab Special project Presentation Student Presentations	~5 weeks	PPC1 PPC2 PPC3 Packet

		Intestinal glands Cecum Appendix Rectum Anus Anal canal Colon Ascending colon Transverse colon Descending colon Sigmoid colon Stomach Villi Gastric glands Alimentary canal Ingestion Propulsion Bolus Peristalsis Salivary glands Epiglottis Gastric secretory glands Chyme Bile Bile duct Segmentation Mesentery Enteric nervous system Nutrients Calories Vitamins Minerals Metabolism Anabolic reactions Catabolic reactions Cholesterol Urination Renal cortex Renal medulla Renal pelvis Fibrous capsule Renal corpuscle Glomerulus Renal tubules Glomerular filtration rate Urinalysis			
--	--	--	--	--	--

World Language

Department: World Language	Course Name: World Language - HS Level 1
Grade Level: 9-12	Date of most recent edit: 3/28/25

[HS Chinese I Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Interpretive (Novice Low/Novice Mid)	Reading Listening	Pronouns Greetings High frequency verbs Simple present tense Simple past tense Familiar nouns	Dictations Reading comprehension assessments Free writes Speaking Q&A/recorded presentation Chinese I Midterm Chinese I Final	1 year (students will work on all standards year-round and will continually be assessed on those standards in each unit). Students will have multiple chances to demonstrate proficiency in each of the core standards.	MLR for World Languages Interpretive rubric Presentational rubrics Interpersonal rubric
Presentational (Novice Low/Novice Mid)	Speaking Writing				
Interpersonal communication (Novice Low/Novice)	Is skilled at predictable, practiced				

Mid)	exchanges using high frequency words, phrases, and simple sentences on familiar topics.				
------	---	--	--	--	--

Curriculum Mapping Template

Department: World Language	Course Name: World Language - HS Level 2
Grade Level: 9-12	Date of most recent edit: 3/28/25

[HS Chinese II Syllabus](#)

[HS Spanish II Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Interpretive (Novice High)	Reading Listening	Will vary by language	Dictations	1 year (students will work on all standards year-round and will continually be assessed on those standards in each unit). Students will have multiple chances to demonstrate proficiency in each of the core	MLR for World Languages Interpretive rubric Presentational rubrics Interpersonal rubric
Presentational (Novice High)	Speaking Writing		Reading comprehension assessment		
Interpersonal communication (Novice High)	Is skilled at predictable exchanges using practiced and some original phrases, simple sentences, and questions on		Free writes Speaking Q&A/recorded presentation Chinese II		

	familiar topics, with or without support.		Midterm Spanish II Midterm Spanish II Final	standards.	
--	---	--	--	------------	--

Curriculum Mapping Template

Department: World Language	Course Name: World Language - HS Level 3
Grade Level: 10-12	Date of most recent edit: 3/28/25

[HS Chinese III Syllabus](#)

[HS Spanish III Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Interpretive (Intermediate Low)	Reading Listening	Will vary by language	Dictations	1 year (students will work on all standards year-round and will continually be assessed on those standards in each unit). Students will have multiple	MLR for World Languages Interpretive rubric Presentational rubrics Interpersonal rubric
Presentational (Intermediate Low)	Speaking Writing		Reading comprehension assessment		
Interpersonal communication	Is skilled at maintaining		Free writes Speaking		

(Intermediate Low)	spontaneous exchanges, starting to create simple sentences to ask and answer questions in a variety of situations with or without supports.		Q&A/recorded presentation Chinese III Midterm Spanish III Midterm Spanish III Final	chances to demonstrate proficiency in each of the core standards.	
--------------------	---	--	---	---	--

Curriculum Mapping Template

Department: World Language	Course Name: Introduction to World Languages
Grade Level: 6th - 1 semester Spanish, 1 semester Chinese	Date of most recent edit: 3/28/25

[Introduction to World Languages \(Chinese\) Syllabus](#)

[Introduction to World Languages Spanish Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Interpretive (Novice Low)	Reading Listening	Curriculum is generally light, fun and exploratory so students develop curiosity and	Dictations Reading comprehension assessment Free writes	1 year (students will work on all standards year-round and will continually be assessed on those standards in each	MLR for World Languages Interpretive rubric Presentational rubrics

		confidence in learning languages	Speaking Q&A/recorded presentation	unit). Students will have multiple chances to demonstrate proficiency in each of the core standards.	Interpersonal rubric
Presentational (Novice Low)	Writing Speaking	• Culture exploration, especially for holidays and festivals • Basic thematic vocabulary (e.g. numbers, greetings, family terms, foods & drink, dates, etc.) • Conversational phrases			

Curriculum Mapping Template

Department: World Language	Course Name: World Language - MS Level 1
Grade Level: 7th	Date of most recent edit: 10/6/23

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Interpretive (Novice Mid)	Reading Listening		Dictations Reading	1 year	MLR for World Languages

			comprehension assessment		Interpretive rubric
			Free writes		Presentational rubrics
			Speaking Q&A/recorded presentation		Interpersonal rubric
Presentational (Novice Mid)	Speaking Writing				

Curriculum Mapping Template

Department: World Language	Course Name: World Language - MS Level 2
Grade Level: 8th	Date of most recent edit: 3/28/25

[MS Chinese II](#)

[MS Spanish II](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Interpretive (Novice High)	Reading Listening		Dictations Reading comprehension assessment	1 year	MLR for World Languages Interpretive rubric

			Free writes		Presentational rubrics
Presentational (Novice High)	Speaking Writing		Speaking Q&A/recorded presentation		Interpersonal rubric

PE/Health

Curriculum Mapping Template

Department: Physical Education	Course Name: Introduction to Middle School PE
Grade Level: 6	Date of most recent edit: 1/13

[MS PE Syllabus](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Standard PE 1 - Motor Skills and Movement Patterns	1.1 Movement and Rhythm 1.2 Game and Sport Skills 1.3 Offensive and Defensive Skills 1.4. Lifetime Activities	Demonstrates rhythmic movement and patterns with emphasis in keeping the beat. Uses specialized skills that are refined and appropriate for modified game play. Demonstrates basic offensive and defensive movement skills for	Holistic Performance Rubric https://openphysed.org/curriculum_resources/team-invasion-middle-school	8-12 classes throughout the year.	Open

		games, sports or physical activities. Demonstrates basic skills in individual performance or outdoor lifetime activities.			
Standard PE 2 - Concepts and Strategies	2.1 Movement Concepts	Applies advanced movement concepts to enhance game play/activities. Explains when and why strategies and tactics are utilized in game play and activities.			
Standard PE 3 – Fitness Education	3.1 Health-Related Fitness and Exercise. 3.2 Skill-Related Fitness and Training	Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises. Identifies and/or classifies exercises and physical activities for each health-related fitness components	Holistic Performance Rubric Exit Slips		https://openphysed.org/curriculum_resources/msfitnessknowledge
		Exhibits personal	Holistic		https://openphysed.org/curriculum_resources/msfitnessknowledge

Standard PE 4 - Responsible Personal and Social Behavior	4.1 Personal Responsibility	responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.	Performance Rubric		org/curriculum_resources/adventure-learning-grades-6-12
Standard PE 5 - Recognition of the Value of Physical Activity	5.2 Challenge	Identifies and compare health benefits and physical activities Applies strategies for overcoming individual challenges in a physical activity setting.	Academic Language Quiz		

Department: Physical Education

Course Name: Intermediate MS PE

Grade Level: 7	Date of most recent edit: 1/13
----------------	--------------------------------

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Standard PE 1 - Motor Skills and Movement Patterns	1.1 Movement and Rhythm 1.2 Game and Sport Skills 1.3 Offensive and Defensive Skills 1.4. Lifetime Activities	Demonstrates rhythmic movement and patterns for different dances and activities. Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities. Performs basic offensive and defensive movement skills for games, sports or physical activities. Performs basic skills in individual performance or outdoor lifetime activities.			

Standard PE 2 - Concepts and Strategies	2.1 Movement Concepts 2.2 Strategies and Tactics	Applies concepts from other content areas (i.e. physics, geometry) to movement skills. Demonstrates game strategies and tactics at appropriate times and using appropriate methods.			
Standard PE 3 – Fitness Education	3.3 Training Principles for Fitness and Sport 3.4 Health-related and/or sport training fitness plan	Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.). Maintains a pace while walking, jogging, or running			
Standard PE 4 -	4.2 Cooperative Skills	Demonstrates personal responsibility by using a variety of			

Responsible Personal and Social Behavior		appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.			
Standard PE 5 - Recognition of the Value of Physical Activity	5.3 Self-expression and Enjoyment 5.4 Social Interaction	Describes how different types of physical activity exert a positive impact on health and improve the quality of life. Uses positive strategies when faced with a group challenge.			

Curriculum Mapping Template

Department: Physical Education	Course Name: Experienced Middle School PE
Grade Level: 8	Date of most recent edit: 9/25/24

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Standard PE 1 - Motor Skills and Movement Patterns	1.1 Movement and Rhythm 1.2 Game and Sport Skills 1.3 Offensive and Defensive Skills 1.4. Lifetime Activities	Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group. Executes complex combinations of movements specific to at least two game, sport, or physical activities. Applies offensive and defensive movement skills for			https://openphysed.org/

		at least two games, sports or physical activities that contribute to successful participation. Applies skills in at least two individual performance or outdoor lifetime activities that contribute to successful participation.			
Standard PE 2 - Concepts and Strategies	2.1 Movement Concepts 2.2 Strategies and Tactics	Utilizes complex movement principles to evaluate and improve performance. Applies appropriate game strategies and tactics during game play and activities.			
Standard PE 3 – Fitness Education	3.5 Fitness, Sport, and Technology 3.6 Physical	Creates simple exercise routines and records workout data in a simple log. Creates a	FITNESS LOG	6 weeks	

	Activity, Community	skill-related fitness exercise circuit and records data in a personal log Examines fitness data to improve fitness or sport performance			
Standard PE 4 - Responsible Personal and Social Behavior	4.2 Cooperative Skills 4.3 Rules, Etiquette, and Safety	Demonstrates personal responsibility by working independently from adults. Consistently applies strategies to reinforce positive behaviors when completing assigned tasks.			
Standard PE 5 - Recognition of the Value of Physical Activity	5.3 Self-expression and Enjoyment 5.4 Social Interaction	Explains the connections between health related fitness and overall physical and mental health, and the positive impacts on the quality of life.			

		Applies strategies to overcome challenges in a physical activity.			
--	--	---	--	--	--

Department: PE/Wellness	Course Name: Middle School Health/Wellness
Grade Level: 7 or 8	Date of most recent edit: 2/14/23

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Nutrition and Body Image	HE1.1 Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. HE3.1 Students explain the importance of assuming responsibility for personal health behaviors. Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills. HE3.2 Students demonstrate health-enhancing behaviors to avoid or reduce health risks to self and others. HE 4.1 Students analyze positive and negative influences on adolescent health practices and	~ Nutrients ~ Carbohydrates ~ Protein ~ Fats ~ Vitamins ~ Fiber ~ Basal metabolic rate ~ Moderation & Variety ~ Diet cycle ~ Food labels ~ Media influences ~ Hidden sugars ~ Hydration	Food draft activity Reading food labels (bring sample food items) Create my plate Journal body image exercise Body image questionnaire	3-4 lessons	MyPlate 5210 program TeensHealth FDA food labels

	behaviors including peers, family, media, culture, community, technology, and social platforms. HE 6.1 Students apply decision-making skills to enhance health as an individual and through collaboration. HE 6.2 Students apply goal-setting skills to achieve a personal short-term health goal.				
Hygiene and sleep	HE1.1 Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. HE 1.4 Students determine how the environment and other factors impact personal health. HE3.1 Students explain the importance of assuming responsibility for personal health behaviors. Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills. HE 3.2 Students demonstrate health-enhancing behaviors to avoid or reduce health risks to self and others. HE 6.1 Students apply decision-making skills to enhance health as an individual and through collaboration. HE 6.2 Students apply goal-setting skills to achieve a personal short-term health goal.	~ Hygiene ~ Body odor ~ Skin care ~ Acne ~ Dental care ~ Caries ~ Gum disease ~ Melatonin ~ Sleep cycle ~ Routine development ~ Blue light ~ Effects of caffeine	Sleep factors paper clip chain activity Sleep tracker	2 lessons	Sleep Foundation sleep log CDC Tips for Better Sleep CHOC Sleep Hygiene for Teens
	HE1.1 Students explain the importance of assuming responsibility for behaviors and the	~ Daily	Heart rate checks	2	CDC daily exercise

Exercise	impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. HE 1.3 Students investigate causes of health conditions and ways to reduce, prevent, treat, and/or manage them. HE3.1 Students explain the importance of assuming responsibility for personal health behaviors. Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills. HE 3.2 Students demonstrate health-enhancing behaviors to avoid or reduce health risks to self and others. HE 6.1 Students apply decision-making skills to enhance health as an individual and through collaboration. HE 6.2 Students apply goal-setting skills to achieve a personal short-term health goal.	recommendations ~ Aerobic exercise ~ Anaerobic exercise ~ Bone building exercise ~ Endorphins ~ Heart rate ~ Cardiovascular disease ~ Disease risk and prevention	Activity log Family history of disease worksheet	lessons	recommendations Mayo Clinic disease prevention through exercise CDC physical activity log
Substance use	HE1.1 Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. He 1.2 Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional. HE 1.4 Students determine how the environment and other factors impact personal health. HE3.1 Students explain the importance of	~ Addiction ~ Substance use disorder ~ Dopamine ~ Brain receptors ~ Tolerance ~ Opioids ~ Nicotine ~ Marijuana ~ Alcohol ~ Stimulants ~ Overdose	Overdose response practice Drug effects on body mapping Safer does not equal Safe activity Marketing campaign for vapes activity	4 lessons	Voices of Hope video, Episode 1, starting 35:22, end 43:30 Narcan kit CDC vaping website CDC info on marijuana use in teens Marijuana in teens

	assuming responsibility for personal health behaviors. Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills. HE 4.1 Students analyze positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms. HE 4.2 Students examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors. HE 5.1 Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology. HE 5.2 Students utilize advocacy skills for self and others to make positive health choices.	~ Narcan ~ Routes of administration ~ Short term vs long term effects ~ Developing brain ~ Peer pressure ~ Media influences ~ Family history ~ Vape/e-cigarette ~ Marketing campaign			TeensHealth.org. American Academy of Child and Adolescent Psychiatry
Sexual Education	HE1.1 Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. HE 1.2 Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional. HE 1.3 Students investigate causes of health conditions and ways to reduce, prevent, treat, and/or manage them.	~ Puberty ~ Menstruation ~ Intercourse ~ Birth control ~ Contraception ~ Consent ~ Sexually transmitted disease ~ Pregnancy ~ Intimacy ~ Healthy	Condom awareness Unhealthy relationships worksheet Confidential question submission via google quiz	3 lessons	Amaze.org educational videos Planned Parenthood website

	HE 1.4 Students determine how the environment and other factors impact personal health. HE 2.1 Students analyze the reliability of health information, products, and services. HE 2.2 Students locate reliable health information, products, and services. HE 3.1 6-8a Students explain the importance of assuming responsibility for personal health behaviors. HE 3.1.6-8b - Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills. HE 3.2 Students demonstrate health-enhancing behaviors to avoid or reduce health risks to self and others. HE 5.1 Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology. HE 5.2 Students utilize advocacy skills for self and others to make positive health choices.	relationships and red flags of unhealthy relationships			
Mental health	HE 1.2 Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional. HE 1.4 Students determine how the environment and other factors impact personal health. HE 4.1 Students analyze positive and negative	~ Anxiety ~ Depression ~ Bullying ~ Therapy ~ Mood regulation ~ Mindfulness ~ Suicidal ideation		2 lessons	wahmh-lesson-powerpoint-final.pdf

	influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms. HE 5.1 Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology.	~ Coping strategies ~ Discomfort tolerance ~ Social media influences ~ Peer pressure			
--	--	---	--	--	--

Curriculum Mapping-Grade 10 Wellness

Health/Wellness Curriculum is based off of [Health Education Today Curriculum](#)

Department: PE/Health	Course Name: Wellness
Grade Level: 10	Date of most recent edit: 4/9/25

[Wellness Syllabus](#)

Health is all about the student. Topics include real-life situations for teens. The topic areas are based on teen pressures and teenage risk behaviors:

- 1. Mental Health:** Dealing with stress, depression, suicide; having empathy for others; violence prevention; positive self-esteem; handling peer pressures; making decisions; the importance of sleep; anger management; communication skills; conflict resolution skills, uncompromising values; dealing with bullies, understanding media literacy and more...
- 2. Sexual Health and Responsibility:** Understanding reproductive anatomy and related issues; preventing sexually transmitted infections (diseases) and pregnancy; the benefits of abstinence; recognizing healthy and

unhealthy Relationships; birth control, handling sexual abuse and assault, being safe, including internet safety.

3. Drug Use and Abuse: Understanding the dangers of substance use and helping them know how to be above the influence to use.

4. Nutrition: Balanced eating; understanding nutrients; reading food labels; the importance of exercise; the dangers of many diets and eating disorders

[Link to Maine Health Education Standards](#)

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Standard HE 1 - Health Concepts	1.1 Health Concepts, Behaviors and Personal Health 1.2 Dimensions of Health 1.4 Environment and Personal Health	1.1 Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. 1.2 Students analyze the impact of current health issues on the dimensions of health including physical, mental,	1. Overcoming Hardships worksheet 2. Life story Project 3. Overcoming Articles		

		social, and emotional. 1.4 Students analyze how one's environment and other factors impact personal health.			
Standard HE 2 - Health Information, Products, and Services	2.1 Reliability of Resources 2.2 Accessing Health Resources	2.1 Students evaluate the reliability and accessibility of health information, products, and services. 2.2 Students access reliable health information, products, and services.	Community Resource Center Project		
Standard HE 3 - Health Promotion and Risk Reduction	3.1 Health-Enhancing Behaviors and SelfManagement 3.2 Avoiding/Reducing Health Risks	3.1 Students analyze the role of individual responsibility for enhancing health. 3.2 Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.	1. Commutable Disease Worksheet 2. Disease Unit Assessment 3. Disease Research Project 4. Community Health Public Service Poster 5. Health		

			Career Research Project		
Standard HE 4 - Influences on Health	4.1 Influences on Health Behaviors 4.2 Compound Effects of Health Behaviors	4.1 Students evaluate positive and negative influences on health practices and behaviors, including peers, family, media, culture, community, perception of norms, government, technology, and social platforms. 4.2 Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.	Influences analysis project		
Standard HE 5 - Communication and Advocacy Skills	5.1 Interpersonal Communication Skills 5.2 Advocacy Skills	5.1 Students analyze effective communication skills for self and others to enhance health and build relationships, including affirmative	1. SO QUIC quiz 2. Final Conflict Resolution Unit Quiz 3. "I" Statement		

		consent, refusal, and negotiation skills. 5.2 Students analyze advocacy skills for self and others to make positive health choices.	Worksheet 4. Resolving Conflict with SO QUIC worksheet		
Standard HE 6 - Decision-Making and Goal-Setting Skills	6.1 Decision-Making Skills 6.2 Goal-Setting Skills	6.1 Students analyze decision making skills to enhance health outcomes. 6.2 Students analyze goal-setting skills to achieve short and/or long-term personal health goals.			

Curriculum Mapping Template

Department: Physical Education	Course Name: Physical Education 9
Grade Level: 9	Date of most recent edit: 4/11/25

[PE 9 Syllabus](#)

Core Standards	Supporting	Essential	Assessments	Estimated Time	Recommended
----------------	------------	-----------	-------------	----------------	-------------

	Standards	Concepts/Vocab	(Benchmark assessments identified in bold)		Resources
Standard HE 1 - Health Concepts	1.1 Health Concepts, Behaviors and Personal Health 1.2 Dimensions of Health 1.4 Environment and Personal Health	1.1 Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. 1.2 Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional. 1.4 Students analyze how one's environment and other factors impact personal health.	1. Overcoming Hardships worksheet 2. Life story Project 3. Overcoming Articles		
Standard HE 2 - Health Information, Products, and Services	2.1 Reliability of Resources 2.2 Accessing Health Resources	2.1 Students evaluate the reliability and accessibility of health information, products, and services.	Community Resource Center Project		

		2.2 Students access reliable health information, products, and services.			
Standard HE 3 - Health Promotion and Risk Reduction	3.1 Health-Enhancing Behaviors and SelfManagement 3.2 Avoiding/Reducing Health Risks	3.1 Students analyze the role of individual responsibility for enhancing health. 3.2 Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.	1. Commutable Disease Worksheet 2. Disease Unit Assessment 3. Disease Research Project 4. Community Health Public Service Poster 5. Health Career Research Project		
Standard HE 4 - Influences on Health	4.1 Influences on Health Behaviors 4.2 Compound Effects of Health Behaviors	4.1 Students evaluate positive and negative influences on health practices and behaviors, including peers, family, media, culture, community, perception of norms,	Influences analysis project		

		government, technology, and social platforms. 4.2 Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.			
Standard HE 5 - Communication and Advocacy Skills	5.1 Interpersonal Communication Skills 5.2 Advocacy Skills	5.1 Students analyze effective communication skills for self and others to enhance health and build relationships, including affirmative consent, refusal, and negotiation skills. 5.2 Students analyze advocacy skills for self and others to make positive health choices.	1. SO QUIC quiz 2. Final Conflict Resolution Unit Quiz 3. "I" Statement Worksheet 4. Resolving Conflict with SO QUIC worksheet		
Standard HE 6 - Decision-Making and Goal-Setting Skills	6.1 Decision-Making Skills 6.2 Goal-Setting Skills	6.1 Students analyze decision making skills to enhance health outcomes.			

		6.2 Students analyze goal-setting skills to achieve short and/or long-term personal health goals.			
--	--	---	--	--	--

Visual and Performing Arts

[Richmond Visual Art curriculum](#)

Visual Art

Department: Visual Art	Course Name: 6 level art Sixth Grade Syllabus
Grade Level: Sixth grade	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold) Baseline rubric used to assess	Estimated Time	Recommended Resources

			most art projects. Basic example of Scoring rubric in art		
Generate and conceptualize artistic ideas and work	B. Formulate an artistic investigation of personally relevant content for creating art.	The process of planning, researching, and considering what subject a student would like to depict when making a work of art.			
Organize and develop artistic ideas and work.	A. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art and design.	To explore a variety of art making methods in the making of artwork.	Painting Drawing Ceramics Printmaking Illustration	This is a full year concept that requires multiple examples using a variety of materials and processes.	
Refine and complete artistic work.	Reflect on important information about personal artwork.	To self reflect on the process of creating artworks.			
Perceive and analyze artistic work.	A. Identify and interpret works of art or design that reveal how people live around the	Investigate works of art and time periods in art to learn how others viewed the world.			

	world and what they value.				
Interpret intent and meaning in artistic work.	Interpret arts by distinguishing between relevant and non-relevant contextual information.	Looking at works of art and breaking down the elements and images to understand what is and is not important in an image.	Art Criticism Investigate how a work of art was created.		
Apply criteria to evaluate artistic work.	Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as on historical and cultural contexts.				
Relate artistic ideas and works with societal, cultural, and historical	Analyze how art reflects changing times and traditions.				

contexts to deepen understanding.					
-----------------------------------	--	--	--	--	--

Visual Art

Department: Visual Art	Course Name: 7th grade art Seventh Grade Syllabus
Grade Level: Grade Seven	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold) Baseline rubric used to assess most art projects.	Estimated Time	Recommended Resources

			Basic example of Scoring rubric in art		
Generate and conceptualize artistic ideas and work	A. Apply strategies, concepts, and different points of view to overcome creative blocks. B. Develop criteria to guide making a work of art or design to meet an identified goal.		A:		
Organize and develop artistic ideas and work.	C. Apply visual strategies to design and produce a work of art, design, or media that clearly communicates information and ideas.				
Refine and complete artist work.	Reflect on and explain important information about personal artwork in an artist statement or another format.				
Perceive and analyze artistic work.	B. Analyze ways that visual elements and cultural connections suggested by				

	images influence ideas, emotions, and actions.				
Interpret intent and meaning in artistic work.	Interpret arts by analyzing subject matter, characteristics of form and structure, and use of media.	Looking at works of art and breaking down the elements and images to understand what is and is not important in an image.	Art Criticism Investigate how a work of art was created. Art criticism.docx	One class period to complete. Will repeat four times through the year.	
Apply criteria to evaluate artistic work.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of artwork based on a set of established criteria.				
Relate artistic ideas and works with societal, cultural,	Analyze how art reflects tradition, resources, and				

and historical contexts to deepen understanding.	cultural uses.				
--	----------------	--	--	--	--

Visual Art

Department: Visual Art	Course Name: 8Th grade art Eighth grade Syllabus
Grade Level: Grade Eight	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold) Baseline rubric used to assess most art projects. Basic example of Scoring rubric in art	Estimated Time	Recommended Resources

Generate and conceptualize artistic ideas and work	Document and reflect on the stages of the creative process visually and/or verbally in traditional or new media.	Sketching concepts Mind map Developing creative ideas.	Reflection on the artistic art making process. Description of the process, from initial idea to final product, that shows understanding of the stages of making art.	Done for each project.	Research on the artistic process of a famous artist. School library resources
Organize and develop artistic ideas and work.	A. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. C. Select, organize, and design images and text to make visually clear and compelling artistic work.	A. Creative experimentation. Exploring different techniques in artmaking. C. Working with Text Illustration Graphic design	Documenting the ways that a student used a technique or art material that they had not utilized before. Creation of an illustration that utilizes both text and visual images to express an idea or subject.	A. Ongoing through the year. C. Two week specific project to create an illustrated image utilizing text.	Examples of illustrations, scientific illustrations, posters, and other images combining text and visual images.
Refine and complete artist work.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in	Rubrics Set criteria	Students use a set rubric during the creative process to adjust their ideas and visual images.	Used for a handful of art projects through the year.	

	progress.				
Convey meaning through the presentation of artistic work.	Assess, explain, and provide evidence of how museums or other places reflect history and values of a community and/or culture.	Museums Art history	Reflection on the role of museums and galleries highlight history through collections of artifacts.	1 to 2 classes	Museum visit Looking at galleries digitally.
Perceive and analyze artistic work.	A. Explain how a person's aesthetic choices are influenced by culture, environment, and personal experiences that impact the message it conveys to others.	People understand the world from their cultural experiences.	Students write a response about a work of art based upon what they know and understand about the subject.	1 to 2 classes	A series of artworks for students to choose from to write about.
Interpret intent and meaning in artistic work.	Interpret ideas and mood in art by analyzing artmaking approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of materials.	Analyze artwork Interpret meaning.	Art criticism and the ability of students to break down a work of art based upon evidence found in the painting.	2 to 3 times a school year both on paper and verbally in class.	Short videos: "Great art explained" that help break down a work of art.
Apply criteria to	Create a convincing	Persuasive essay	Students choose a	1 to 2 days.	

evaluate artistic work.	and logical argument to support an evaluation of art.		work and discuss or write about the importance of the artwork as a cultural product.		
Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Cultural importance of art Social impact of art.	Art piece that uses a key cultural factor of a group that helps to highlight the cultural impact of that group.	1 to 2 weeks	

Visual Art

Department: Visual Art	Course Name: Art One Art One Syllabus
Grade Level: High School	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
			Final Final Art OneExi Baseline rubric		

			used to assess most art projects. Basic example of Scoring rubric in art		
Generate and conceptualize artistic ideas and work	A. Use multiple art-making approaches to begin creative endeavors. B. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Sketches Artistic resources Brainstorming Investigation research	A. All projects will utilize many ways to start an artmaking process. Students choose a modern social issue to research and then create a visual response to this issue in a work of art.	All year 3 to 4 weeks. This is a culminating assignment for the school year.	
Organize and develop artistic ideas and work.	C. Develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Understanding how artwork can change how the public can view and interact with a space.	Design project that has the student play the role of an artist tasked to make a work for a public space. Proposal for a public sculpture	Twice. Introduced during the first semester and then used as a portion of the mid-term.	
Refine and complete artistic work.	Apply relevant criteria from traditional and contemporary cultural contexts to	Create multiple works that show the planning and revision process. Make works that		Completed through the creation of multiple projects through the school year.	

	examine, reflect on, and plan revisions for works of art and design.	show understanding of time and place.			
Perceive and analyze artistic work.	A. Hypothesize ways in which art influences perception and understanding of human experiences.	Understanding the purposes of art through history and how it has influenced societies and cultural identities.	Research essay on one of six purposes of art. What is the purpose of Art	Start of the school year to be completed by the end of the first month.	
Interpret intent and meaning in artistic work.	Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in various contexts.	Understand the how and why an artist creates a work of art.	Art Criticism Art Analysis.	Throughout the year to be mastered by the end of the course.	
Apply criteria to evaluate artistic work.	Establish relevant criteria in order to evaluate a work of art or collection of works.				
Synthesize and relate knowledge and personal experiences to make art.	Document the process of developing ideas from early stages to fully elaborated ideas.	Understand the importance of planning out ideas and compositions. Understand the importance of	The use of sketch paper and/or a sketchbook. This is turned in with the final and is graded as part of the whole project.	Completed before each project.	

		practice before starting a final work.			
Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Understand how art is not created in a vacuum and that it is influenced by time and place.	The students will research a historical event and then look at works of art created around that historical period. Ex. Looking at the works of Turner and Monet and their representation of London and how the industrial revolution created atmospheric conditions that they could capture in paint.		

Visual Art

Department: Visual Art	Course Name: Art Two/Advanced Art Advanced Art Syllabus
Grade Level: High School	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold) Baseline rubric used to assess most art projects. Basic example of Scoring rubric in art	Estimated Time	Recommended Resources
Generate and conceptualize artistic ideas and work	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.				
Organize and develop artistic ideas and work.	A. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. C. Redesign an object, system, place, or design in response to contemporary issues.				

Refine and complete artist work.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.				
Perceive and analyze artistic work.	A. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. B. Evaluate the effectiveness of an image to influence ideas, feelings, and behaviors or various audiences.				
Interpret intent and meaning in artistic work.	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of artworks.				

Apply criteria to evaluate artistic work.	Establish relevant criteria in order to evaluate a work of art or collection of works.				
Synthesize and relate knowledge and personal experiences to make art.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.				
Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.				

Curriculum Mapping Template

Department: Performing Arts	Course Name: Ensembles (Band) [Link to Syllabus]
Grade Level: 9-12	Date of most recent edit:

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources

B3 – Connect with a variety of musical experiences through the relationships between music, history, and culture.	<u>Proficient</u> a. Identify and describe the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context. b. Identify and explore music and musicians that influenced societal change and/or politics and describe how they reflected culture at a particular time in history.	Historical Context: The time period in which a piece was created and how events or societal movements impacted the music. Cultural Context: The role of music within a specific culture, including traditions, beliefs, and practices. Stylistic Features: Understanding the musical elements (rhythm, melody, harmony, instrumentation, form) that define a genre or historical period. Descriptive Language in music: Timbre is the unique quality or color of a sound that distinguishes it from others, even when they share the same pitch and volume. It is shaped by the sound's harmonic content, attack, and resonance, allowing us to differentiate between instruments or voices.	<u>Program Notes</u>		
---	---	--	---	--	--

	c. With guidance, classify unfamiliar musical works by genre, style, historical period, and/or culture and defend the classification. <u>Advanced</u> a. Analyze and articulate the stylistic features of known musical works that serve to define their aesthetic tradition and historical or cultural context.				
--	---	--	--	--	--

	b. Analyze music and musicians that influenced societal change and/or politics and describe how they reflected culture at a particular time in history. c. Classify unfamiliar musical works by genre, style, historical period, and/or culture and defend the classification.				
C1 – Perform a rich and diverse	<u>Proficient</u>	Healthy Instrumental Technique: Developing correct posture,	Continuous Formative Assessment throughout the Rehearsal Process		

repertoire of music.	a. Practice healthy playing/singing habits. b. Accurately and expressively sing and/or play a rich and diverse repertoire of music using appropriate skills throughout an expanded range. c. Perform a rich and diverse repertoire that requires attention to phrasing and interpretation,	embouchure (for wind instruments), and hand positioning to promote sound quality and prevent injury. Breath Control: For wind and brass players, mastering diaphragmatic breathing to produce a steady, controlled airflow for consistent tone. Ensemble Balance and Blend: Understanding how to balance sound levels across different sections of the band and blend individual tones to create a cohesive ensemble sound. Expressive Playing: Using dynamics, articulation, and phrasing to convey musical expression appropriate to the style of the repertoire. Expanded Instrumental Range: Increasing proficiency across the full range of an instrument, including higher and lower	Concerts District and All-State Audition preparation.		
-----------------------------	---	---	---	--	--

	and the ability to perform various meters and rhythms in a variety of keys.	registers. Phrasing and Interpretation: Shaping musical phrases with intention and interpreting the piece to reflect its style, era, and cultural context. Rhythmic Precision: Mastering a variety of meters and rhythms, including complex syncopation, to ensure tight ensemble playing. Key Signatures and Scales: Performing in a variety of keys and knowing scales appropriate for the instrument's range and ability level. Repertoire Diversity: Learning and performing pieces from different genres (e.g., marches, jazz, classical, contemporary) and cultures, each requiring specific performance techniques.			
--	--	---	--	--	--

C2 - Apply criteria and feedback to rehearse and re-create musical experiences.	<u>Proficient</u> Analyze, evaluate, and refine music experiences using criteria and feedback from the teacher and others. <u>Advanced</u> Analyze, evaluate, and refine personal elements of music experiences independent of guidance from the composer, conductor, or fellow musicians.	Active Listening: Sharpening listening skills to identify areas for improvement, such as intonation issues, rhythmic discrepancies, or unbalanced dynamics. Defining Criteria for Evaluation: Understanding and applying specific musical criteria such as note/ rhythm accuracy, tone quality, balance, blend, articulation, and phrasing to evaluate performances. Self-Evaluation: Developing the ability to critically assess one's own performance and make adjustments independently. Peer Feedback: Learning how to give and receive feedback from fellow musicians that is specific, actionable, and focused on improving performance aspects in order to refine ensemble performance.	SMART Music Goals Guided Practice using practice strategies. Reflections on recorded rehearsals and/or performances		
---	--	--	--	--	--

		Teacher/Conductor Feedback: Applying the conductor's instructions and critiques to enhance ensemble cohesion and personal performance.			
D2 – Read and communicate musical ideas using terms and symbols.	<u>Proficient</u> a. Read and interpret the terms and symbols for a piece of music to inform a performance or critique. b. Analyze musical terms and symbols to express musical ideas to other musicians. <u>Advanced</u>	Rhythm Durational Symbols - Whole - Half - Quarter - Eighth Sixteenth - Dotted values - Triplets Meter - Simple - Compound - Mixed Elements of Pitch - Musical Staff - Treble and Bass Clefs - Accidentals	Basic Music Theory/Literacy tests. Music Theory Final Sight reading quizzes Performing scale patterns Dictation quizzes Ear Training Practice Quizzes		

	a. Fluently read and interpret familiar and unfamiliar musical terms and symbols while performing. b. Evaluate the ability of musical terms and symbols to express subtle musical ideas to other musicians.	- Ledger Lines Time Signature Key Signature Intervals Scales - Major - Minor - Pentatonic - Modes Melody - Conjunct - Disjunct Harmonic Progression - Chord Structures (triads and 7th chords) - Chord Function Tempo Dynamics - <i>pp</i>-<i>ff</i>			
--	---	---	--	--	--

		Articulation - <i>Legato</i> - <i>Staccato</i> - <i>Marcato</i> - <i>Leggiero</i> - <i>Tenuto</i> Timbre			
F1 – Identify positive inter- and intra-personal skills that impact the quality of a musician’s art and participation in the arts.	<u>Proficient</u> Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. <u>Advanced</u> Demonstrate positive leadership skills and reflect on	Interpersonal Skills: Effectively communicating, collaborating, and working with others in an ensemble. Intrapersonal Skills: Developing self-awareness, self-discipline, and responsibility to improve individual contributions to the ensemble. Verbal Communication: Clear, respectful, and constructive communication between peers and with the conductor to resolve musical challenges and enhance group performance.	Community Circle Reflections		

	the impact of leadership skills on personal success in the arts.	Practice Strategies: Developing efficient and effective practice techniques, including goal-setting, repetition, and focusing on specific technical challenges. Time Management: Allocating appropriate time for individual practice, ensemble rehearsals, and other responsibilities to ensure thorough preparation. Resilience: Maintaining persistence and adaptability in the face of challenges, setbacks, or performance pressure, and continuing to strive for improvement. Organization: Being prepared for rehearsals and performances, managing sheet music, equipment, and schedules effectively. Self-Confidence: Believing in one's abilities and			
--	---	---	--	--	--

		demonstrating assurance in individual and group performance situations. Teamwork: Understanding the importance of each member's role in the ensemble and how working together enhances the performance.			
F2 – Make technical and expressive adjustments to meet the goals of the performing group.	<u>Proficient</u> Select strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Technical Adjustments: Making changes in technique, such as breath control, embouchure, articulation, or fingering, to achieve the desired sound or musical effect. Expressive Adjustments: Modifying dynamics, phrasing, articulation, and tempo to better convey the emotional or artistic intent of the music. Self-Reflection: Assessing personal performance and identifying areas for technical and expressive improvement.			

	<u>Advanced</u> Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.				

Curriculum Mapping Template

Department: Performing Arts	Course Name: Ensembles (Choral)
Grade Level: 9-12	Date of most recent edit:

Career and College Readiness

Special Education- Life Skills Department

Life Skills Curriculum Mapping Template

Department: Special Ed	Course Name: Life Sciences
Grade Level: 6-12	Date of most recent edit: 3/9/2023

Unit	Core Standards	Skill Development	Essential Concepts/Vocab	Assessments (Benchmarks in bold)	Estimated Time	Recommended *Resources
Movement, Exercise	Warm ups, Stretching, personal goals, weights, 20 minutes of getting your heart	• Importance of sleep, with sleep log • Measuring their heart rate	Endorphins, Different Muscle Groups, Cardio,	Personal Goals met as measured with workout logs.	1-2 Times a week, 15-20 minutes	Work Out logs, Gym, weights/ equipment

	rate up. Importance of sleep	• Making and keep health goals • Keeping exercise log • Understand the effects of exercise on the body's strength and endurance			minutes, 1 semester	
Financial Literacy	Apply addition, subtraction, making change, budgeting. Writing a check, balancing your cash flow	• Understand credit & cash • Being able to use a debit card & credit card • How bank accounts work • Bills and other life expenses • Making and keeping a budget	Endorse Credit Check Debit Stub Deposit Balance Void Withdrawal Overdraw Finance fee Credit score	3 pieces of evidence with an accuracy of 80% or higher	Until Goal is mastered/ Student Pace	IXL.com Worksheets Manipulatives (play money) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ https://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf
Budgeting	Living expenses, taxes, savings, rent, insurance, subscriptions,	• Rent, security deposits • Loan application • By and trading a car or other big expenses • Responsibilities of maintaining property • Registering your vehicles and "Toys" • INcome and State Taxes (April 15th)	Debt, savings, prioritize, planing, compound interest, credit, loans, bankruptcy, late fees,	3 pieces of evidence with an accuracy of 80% or higher	1-2 Days, Student Pace	Self Developed Curriculum/worksheets

		• Comparing insurance premiums • Paying property taxes				
Weather,	Stay current with the weather,	• Stay current with the current weather, plan accordingly • Understand weather patterns and terminology • Track and compare 3 different weather forecast over a period of a month and evaluate your findings • Understand vocabulary term around weather	Cloud types, hurricanes, Tornados, Nor Easterns, droughts, heat index, Hlghs and Lows, barometric pressure, fahrenheit and celsius. Water Cycle		Daily, 5-10 a day.	Watch Weather, Mon and Fridays
Screen time and Alternatives to it	Effects of screen time on the brain/body.	• Understanding the effects of screen time on your physical and mental health • Be able to name several alternative activities to screen time		Informal Assessment through class participation	1-2 Days	Latest Surveys
Self Assessments,	Use online resources to self evaluate	• Take a self assessment	Social, extroverted, introverted, real,		Until Goal is achieved	O-net online, https://www.cacar

Job Search	personal skills, abilities and interests. 1st step in job exploration	- Explore jobs that align with the results of your assessment - learn about skills, educational needs and task associated with the careers that interest you	investigative, conventional, hands-on, salary, hourly			eerzone.org/
Workplace Video Lessons	Discuss how to apply for, and keep a job, workplace expectations. Interviews, workplace safety, habits at home that help you at work	- After viewing content, participate in class discussions - Answer questions to demonstrate understanding between the right and wrong ways to survive the first 90 days of work	Soft Skills Grunt Jobs Probation Period	Informal Assessment through class participation and Unit Test	Until the Series is completed. Go at student pace	James Stanfield's Work Place Videos
Managing Emotions	Controlling anger, Strategies to regulate yourself. Appropriate times and ways to express your feelings	- Understand how the brain works - Understand the chemicals that are released from your body and how they affect you - Understand maturity and ways to manage and cope with your emotions	3 Stages of Anger Mature/ immature Rider and the Horse analogy Emotional Regulation 3 Parts of the Brain (Amygdala, Frontal Lobe, Cerebral Cortex), Adrenaline, Endorphins	Informal Assessment through class participation	1 Class with reminders mixed in throughout the year.	
Mindfulness	Mindful listening,	Understand how	Mindfulness	Informal	1 a day, 15	The MindUP

	seeing, smelling, movement, expressing gratitude, awareness, how our brains work,	your actions affect others • Understand to be aware of feelings around you • Learn how pay attention to and be sensitive to your whole environment using all your senses	Reflective Present, Sensory Cortisol Stress Hormone	Assessment through class participation	units in all	Curriculum
Social Circles, What to share and what's too personal	Safe and unsafe people, personal vs public info, private things	• Learn what information is personal and what is safe to share • Learn who is in your personal circle vs who you need to be more careful around. • Learn how protect your personal information and belongings, and yourself	Safe, unsafe people Private / personal Confidential Identity theft abuse/ take advantage	Informal Assessment through class participation	1-2 Days	https://www.commonsense.org/education/digital-citizenship/curriculum Commonsense.org https://docs.google.com/presentation/d/13I7A_0WgnDI9LkpvridIPDyz2GFp2sMif9h5c6sYLw/edit#slide=id.g5bdd7a23bb0_0_0 That's Private, Slide show
Telling Time	Analog and digital, quarter, half past, adding and subtracting elapsed	• Be able to read both an analogue clock and digital clock • Know the difference	Half past, quarter past, quarter of, o'clock, am/pm, 5 minute to,	3 pieces of evidence with an accuracy of 80% or higher	Until Goal is mastered	IXL

	time.	- between am and pm - Be able to add and subtract increment of time (5 min, an hour)				
Self Care/ Hygiene	Brushing Teeth, Bathing, Deodorant, Clean clothes	- Learn proper brushing techniques - Learn a brushing schedule - Learn about gum disease and tooth decay	Gum disease, fungus	Informal Assessment through class participation	1-2 days	O.T. and P.T. Support.
Communication skills	Active listening, turn taking, Starting conversations, ending, understanding tone and body language.	- Participate in role play, demonstrate understanding - Learn socially accepted expected behaviors around communication	Active Listening, Passive Listening. Tone, Body Language,	Informal Assessment through class participation	10-15 per lesson. Pick lessons that fit the population doing them.	https://www.semel.ucla.edu/peers/resources/role-play-ideas Role Play Videos
Cooking	Independence with; Planning meals, shopping, prepping, clean up, safety with knives and hots, What to do if there's a fire	- plan healthy meals - Determine shopping lists - Follow directions and gain experience/confidence with cooking - Locate, compare brands, pay for (school debit card) and stay within a	Measurements, cross contamination, fire safety, sharps safety, following directions, converting serving sizes (half or double), expiration dates, food borne illnesses. Cross contamination,	Informal Assessment through class participation by counting the number of prompts needed and types of prompts needed. (ie verbal vs hand over hand)	Twice a month or more, Trip to Hann, and a class of cooking	https://docs.google.com/presentation/d/1I7q-GOcevWJ75sIkxm_GqgGiWchAL0TX/edit#slide=id.p1 Kitchen Slide Show https://www.slideshare.net/cristinagroup4/stocks-soups

		budget for ingredients. • Learn food safety and proper handling of sharps • Learn safe use of appliances				-and-sauces Stock, Stews and Sauces Slideshow
Relationships	How to form them, keep them, the importance of having them. Social media, facetime, get togethers, gifts. Both Friends and more than friends.	• Learn online safety with people • Learn importance of relationships to personal health and wellbeing • Learn how develop and maintain relationships	- Expected and unexpected behaviors/ conversations. - Progression of relationships/ signs that the other person is ready for more.	Informal Assessment through class participation	Unit Lesson	https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-healthy-relationships.pdf https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf
Health/ Nutrition	Making healthy food choices. Sleep Habits,	• Learn vocabulary terms associated with eating healthy • Learn how different foods affect your body • Learn how sleep affects your body	4 Basic Food Groups, Good Fats vs Not good, Sugars in drinks, Effects of too little and too much sleep on the body and brain,	3 pieces of evidence with an accuracy of 80% or higher		5210 Curriculum Guide

		• Learn how to read food labels • Learn portion sizes and recommended eating habits				
News, CNN10 Student News	Be an informed citizen Maine Learning Results	• Be informed on what's currently happening today in the news • Understand bias and be able to recognize it when you see it. • Evaluate, observe and discuss what you think about current news topics.	Discuss Vocab Used in Broadcast. Evaluate, Discuss Bias Reflect and on Ethical Sides to stories. Personalize, Self reflect on Hero's Stories.	Class Participation, Comments reflect understanding.	10-20 min Ea class depending on length of discussion s during broadcast	https://www.youtube.com/channel/UCTOoRgpHTjAQPk6Ak70u-pA
Solar Systems	Be informed about the night sky	• Learn about planets, stars, comets • Learn about space terms • Learn about current space missions	Orbit, lightyears, nebula Black hole. Satellites, asteroids, comets, meteorites, constellations, dwarf planets	evidence with an accuracy of 80% or higher	Unit lesson	https://www.sciencebuddies.org/blog/teach-solar-system-science#craters

Technology

Technology Curriculum Mapping Template

Department: Technology	Course Name: Technology 6
Grade Level: 6	Date of most recent edit: Oct 4, 2024

Core Standards	Supporting Standards	Essential Concepts/Vocab	Assessments (Benchmark assessments identified in bold)	Estimated Time	Recommended Resources
Unit 1: Digital Citizenship 1.2 Digital Citizen	1d Technology Fundamentals 3b Evaluate Information 3d Explore Real-World Issues	Media Balance Privacy & Security (identity theft and phishing scams) Digital Footprint & Identity Media Literacy (evaluating sites for credibility and bias) Canva skills	End-of-Lesson Quizzes Digital Citizenship Poster	4 weeks	Common Sense Media Lessons Google Be Internet Awesome Canva for Education
Unit 2: Google Workspace Skills 1.1d Technology Fundamentals	1.3 Computational Thinking 1.6 Creative Communicator 1.3 Knowledge Constructor	<i>Google Workspace tools:</i> Docs, Slides, Sheets (including how to do basic calculations), Sites	Google Workspace Skills Portfolio overview	6 weeks	Applied Digital Skills Curriculum

Unit 3: Block Coding 1.3 Computational Thinking	1.6 Creative Communicator 1.1 Technology Fundamentals	<i>Block Coding Basics:</i> Sequencing Sprites Events Loops Conditionals Functions Variables Debugging	Scratch Final Project	4 weeks	Computer Science Express Course Scratch Ideas and Tutorials
Unit 4: Programming & Electronics		Inputs/Outputs Power Supplies Circuit Construction Sensors Motors Problem Solving Iterative Design	** I am still doing the training to implement these kits and the Arduino kits I plan on using with 8th grade but I will add it all when done!	4 weeks	Little Bits STEAM Project Log Little Bits STEAM+ Coding Kits