



STUDENT/PARENT HANDBOOK 2018-19

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02/01/19

OUR MISSION

The New Community School empowers bright, talented students who are challenged by dyslexia and related learning differences. The innovative and research-based college preparatory curriculum uses a customized educational approach to build skills in language and math and to foster academic and personal strengths – igniting the passions and gifts of unique minds.

OUR VISION

The New Community School launches students with the knowledge, skills, and resilience to pursue their passions, navigate the opportunities and challenges of their world, and live their lives with courage, compassion, and purpose.

OUR GUIDING PRINCIPLES

- We believe students with dyslexia and related learning differences have the potential to succeed through increased skills, self-esteem and the identification and development of their strengths and passions.
- We believe the blend of research-based academic drill and a rigorous college preparatory curriculum is the foundation of our unique program.
- We believe in educating the whole student. Our student life programs help maximize potential for success and promote positive citizenship.
- We believe The New Community School has a responsibility to determine ways in which it can serve the educational public, including the encouragement of professional growth and educational research through the sharing of proven approaches and instructional strategies for working with the students we serve.
- We believe this program should be available to all students who are appropriate candidates.



2018-2019 Calendar

AUGUST

August 13	Monday	Upper School Fall Athletics Begin
August 15	Wednesday	Upper School Summer Social, 7-8pm
August 21	Tuesday	Middle School Fall Athletics Begin
August 22	Wednesday	Middle School Summer Social, 4:30-5:30pm
August 25	Saturday	Be An 11! Athletic Program, 9am-3pm
August 25-26	Saturday – Sunday	SAT Testing
August 27	Monday	Orientation – New Students & Parents, 12:30-3:30pm
August 28	Tuesday	First Day of Classes
August 30	Thursday	Back to School Family Picnic, 5-7pm

SEPTEMBER

September 3	Monday	Labor Day – No Classes
September 6	Thursday	Parents' Night (Parents & Teachers only), 6:30pm
September 7	Friday	Professional Development – No Classes

OCTOBER

October 6-7	Saturday – Sunday	SAT Testing
October 8	Monday	Fall Break – No Classes
October 12	Friday	Professional Development – No Classes
October 13	Saturday	PSAT Testing
October 19	Friday	Progress Review – No Classes
October 22	Monday	Picture Day
October 30	Tuesday	Dyslexia Simulation Event (public), 6:30pm

NOVEMBER

November 1	Thursday	Parent-Teacher Conference Day – No Classes
November 3-4	Saturday – Sunday	SAT Testing
November 8	Thursday	Picture Make-up Day
November 9	Friday	Admissions Program, 8:30am
November 10	Saturday	US Fall Dance
November 20	Tuesday	Grandparents Day
November 20	Tuesday	Fall Athletic Awards Assembly, 2:15pm
November 21-23	Wednesday – Friday	Thanksgiving Break – No Classes
November 26	Monday	Professional Development – No Classes
November 30	Friday	MS Drama Performance

DECEMBER

December 1-2	Saturday – Sunday	SAT Testing
December 13-18	Thursday – Tuesday	Grades 5-7 – Regular Schedule Grades 8-12 Exams – Special Schedule
December 19	Wednesday	Early Dismissal Winter Break Begins (No classes 12/20 -1/2)

JANUARY

January 3	Thursday	Classes Resume
January 18	Friday	Progress Review – No Classes
January 21	Monday	Martin Luther King, Jr. Day – No Classes
January 25	Friday	Upper School Ski Day

FEBRUARY

February 1	Friday	Middle School Ski Day
February 15	Friday	Professional Development – No Classes
February 18	Monday	President’s Day – No Classes
February 22	Friday	Winter Athletic Awards Assembly, 2:15

MARCH

March 9-10	Saturday – Sunday	SAT Testing
March 11-15	Monday-Friday	Spring Break – No Classes
March 22-23	Friday – Saturday	READ Art Show & Sale

APRIL

April 4	Thursday	Progress Review – No Classes
April 5	Friday	Professional Development – No Classes
April 13	Saturday	Prom
April 18	Thursday	Admissions Program, 8:30am
April 19	Friday	Student Led Conferences – No Classes
April 22	Monday	No Classes

MAY

May 2-3	Thursday – Friday	US Drama Production
May 4-5	Saturday – Sunday	SAT Testing
May 6	Monday	Professional Development – No Classes
May 16	Thursday	Spring Athletic Awards Assembly, 2:15pm
May 23	Thursday	Senior Dinner (Seniors & Parents), 6pm
May 24	Friday	Academic Awards Assembly, 2:15pm
May 27	Monday	Memorial Day Holiday – No Classes
May 28-30	Tuesday - Thursday	Grades 5-7 – Regular Schedule Grades 8-12 Exams – Special Schedule
May 31	Friday	Grades 5-7 Projects – No Classes Grade 8 Moving Up Ceremony, 10:30am Grades 9-12 Exams – Special Schedule

JUNE

June 1	Saturday	Make-Up Exams
June 3	Monday	Last Day of Classes
June 4	Tuesday	Commencement– All Students and Families, 5pm

Rev. 12/05/18

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The New Community School is accredited by the Virginia Association of Independent Schools and the Southern Association of Independent Schools, and is licensed by the Commonwealth of Virginia.

At times, local school districts will place a student at New Community. Parents, students, and placement agencies have the right to file any grievance or complaint against the school with the Virginia Department of Education.

OBJECTIVES FOR STUDENTS

PERSONAL & SOCIAL

Students of The New Community School will

- behave in ways that promote learning, health and safety, and respect for others, the school, and its purposes, and reflect honor, sound judgment, and personal integrity;
- develop an understanding of learning differences and a tolerance and respect for others;
- develop and promote teamwork and true accomplishment by participating and contributing positively to group efforts in school and community activities;
- pursue and develop personal strengths, interests, and passions;
- develop healthy habits, decision making strategies, and acquire life skills.

SKILL DEVELOPMENT

Students will

- become more knowledgeable about their learning styles, specific strengths and weaknesses, and the reasoning behind the educational approaches used at the school;
- work with their teachers to improve reading, writing, spelling and math skills to the levels of their fullest potential;
- improve organizational, planning, and study skills to the level that allows academic success and independence.

ACADEMIC GROWTH

Students will

- work cooperatively with teachers to expand their knowledge and to try new approaches, providing a solid foundation for further education;
- learn how to use research and technological resources that help them become more independent learners;
- ask relevant questions and use their strengths and intelligence to the fullest extent possible;
- apply improved skills and strategies to academic work;
- value academic integrity;
- practice responsible digital citizenship.

DIPLOMA REQUIREMENTS

Requirements for an academic diploma at The New Community School are as follows:

ENGLISH	4 credits
MATHEMATICS	3 credits, to include both Algebra I & either Geometry or Algebra II*
HISTORY & SOCIAL STUDIES	3 units, to include at least 1 unit each of World History/Geography, Government, and American History
LABORATORY SCIENCE	3 credits, to include both Biology and Chemistry
PRACTICAL & FINE ARTS	1 credit
ELECTIVES	8 credits **
<u>LANGUAGE FUNDAMENTALS</u>	<u>2 credits***</u>
TOTAL	24 units*

* Modifications of these specific course requirements may be made by the Head of the School. These modifications may impact a student's college options.

**Typically these include Health and Physical Education as well as additional credits in Math, History, Science, Language Fundamentals, and Practical and Fine Arts.

***In most instances students take LF each year they are enrolled at TNCS.

All juniors are required to take Junior Seminar which is a multi-disciplinary course dedicated to the preparation for college. Seniors must take and pass the Senior Seminar, which includes a required Community Service component, a job shadowing requirement, and a Senior Speech.

Students in grades 9 and 10 are required to be enrolled in Health and Physical Education classes for both years and will receive academic credit based upon the number of hours of instruction for those classes. Students who are unable to complete a class because of illness or other temporary condition will need to make up missed instruction. They may do so in a variety of ways, including after school, summer classes, and enrollment in Health and Physical Education in the upper grades, at the discretion of the Chair of the Health and Wellness Department. Students who are unable to complete the required Physical Education classes because of **permanent** physical limitations may be granted a waiver of this graduation requirement upon the recommendation of the school nurse, the Chair of the Health and Wellness Department, and the Head of School. In most instances every effort will be made to modify class requirements to allow the student to participate to the fullest extent possible.

Diploma requirements at The New Community School meet or exceed Virginia State standard diploma requirements, and with the exception of foreign language, meet or exceed the units required for entrance to most colleges. Courses in foreign language are not offered, because the introduction of a second set of language patterns is often counter-productive for students who have not yet mastered the patterns of their own language. Both the English and history departments provide students with many opportunities to become more aware of other cultures and heritages. In addition, language remediation often includes the study of Latin roots, prefixes, and suffixes, as well as the influence of other languages on the English language. Our research has shown that, because The New Community School does not offer foreign language in our program, our students' college options are not typically hindered due to lack of foreign language credits. Where appropriate, students can pursue foreign language studies through customized options with approval from the Head of School. Many colleges which require foreign language will consider waiving that requirement for otherwise well-prepared students with documented learning disabilities. Typical graduates of The New Community School exceed the units in math, history, and science required for college entrance.

Diplomas are awarded once each year in June. Seniors who fail to meet diploma requirements by graduation day may, at the discretion of the Head of the School, participate in the graduation ceremony. Typically this will be in instances when it is anticipated that they will be able to complete their requirements by July 1. Should they complete their required work by July 1, they will receive their diploma at that time. A student who completes diploma requirements after July 1 would receive a diploma the following June and would be included on the roll of alumni as a member of the class for the year in which the diploma was awarded. Once a student has completed diploma requirements the school will confirm that fact in writing for colleges or employers. Only seniors who are enrolled at the school for the entire senior year may participate in the

graduation ceremony. Senior Seminar is a senior course; a student who is not enrolled for the senior year will not be expected to take the Senior Seminar class. Students must take part in the June Commencement ceremony in order to be awarded a diploma, unless permission is given by the Head of School.

Upper school students carry a full course load each year (typically 6.6 credits) and progress towards the graduation requirement of 24 credits. Occasionally students carry slightly reduced course loads but are still able to make adequate progress towards graduation. Typically if a student carries a reduced course load each year they will either need to take summer courses or extend their high school career to a fifth year. Students are classified according to the following standard:

- In order to be classified as a sophomore a student must have at least 4.8 credits
- In order to be classified as a junior a student must have at least 10.8 credits
- In order to be classified as a senior a student must have at least 17.5 credits

Credits earned at The New Community School are accepted for transfer by both public and independent schools. The New Community School is accredited by the Virginia Association of Independent Schools (VAIS) and Southern Association of Independent Schools (SAIS), is a member of National Association of Independent Schools (NAIS), and is licensed by the Commonwealth of Virginia.

GRADES AND ASSESSMENT

At The New Community School, grades reflect mastery of the course objectives. Courses are designed to be intellectually stimulating and challenging with the appropriate skill support. Individual courses are described in the Catalog of Courses and outlined in detail in the Curriculum Guide each year. A grade reflects a student's performance in a course and shows the degree of success in meeting the objective at hand. Generally grades do not reflect difficulties with spelling and writing mechanics; however, in English classes students may be penalized for mechanical errors, if the particular error involves something the students have been taught and are now expected to apply.

Periodic narrative reports and conferences provide insight into each student's progress, including an account of the accommodations necessary for the student to achieve at his or her current level of performance.

Student progress reports are issued four times a year, at the end of each quarter, and interim information is posted on the school's Portals site frequently.

Letter grades are given for all courses in grades 8-12 except electives and LF classes. Classes in grades 5-7 are assessed on a standards-based system using a 0-4 proficiency scale. Math courses are graded using the letter scale beginning with Pre-Algebra.

Although assessment practices may differ slightly among departments and across grade levels, all teachers share certain beliefs. A brief description of grades as interpreted by our teachers is as follows:

- | | |
|--|--|
| A/4 = Excelling in the standards assessed | D/1 = Emerging ability in the standards assessed |
| B/3 = Proficient in the standards assessed | F/0 = No demonstrated progress in the standards assessed |
| C/2 = Developing mastery of the standards assessed | |

Grade point average (GPA) is cumulative beginning with ninth grade. The grade point average is the average of semester grades in academic classes only (typically, English, math, history and social studies, science, and foreign language in other schools). It is calculated and used only as required in communications with other schools. It includes courses taken at other schools, high school level courses (i.e. Algebra I) taken in middle school, as well as courses taken here. A failed course is included in a student's GPA. However, if a student repeats a course only the higher of the two grades is counted. Because most colleges seem to prefer a GPA that is expressed on a four-point scale we translate our letter grades to a four-point scale. The conversion scale used is as follows:

- | | | | | |
|---------------|----------------|----------------|----------------|-----------------|
| A = 3.5 - 4.0 | B+ = 3.2 - 3.4 | C+ = 2.3 - 2.6 | D+ = 1.3 - 1.6 | F = 0.6 & under |
| | B = 2.7 - 3.1 | C = 1.7 - 2.2 | D = 0.7 - 1.2 | |

ACADEMIC SUPPORT SYSTEMS

ACADEMIC SUPPORT AND STUDY HALLS

We offer several opportunities for academic support. All students have a daily Extra Help period. Students are encouraged to meet with teachers after school. In addition, a supervised after-school study hall is provided. Students may choose to attend after school study hall or work with a specific teacher after school voluntarily. We encourage students to take advantage of this opportunity to complete work in a structured, supervised environment where they can receive academic support, access to technology and supplies, and management of long-term projects. Athletic teams with late practices are provided a study hall. After-school academic support and study halls are an extension of the school day and all school rules apply.

Additionally, teachers may assign students to study hall to complete assignments, whether overdue or due the next day. These students are required to report to study hall or the assigned teacher promptly at 3:40pm.

Students returning to school after an absence should plan to remain after school on the day of their return to meet with teachers and begin catching up on their assignments.

It is the student's responsibility to notify his or her parents or guardians of the need for alternative transportation arrangements. **Assigned students should plan to stay in After School Study Hall until they have completed their obligations and have been dismissed, or until study hall ends for the day. Middle School Study Hall ends at 4:30, and Upper School ends at 5:00.**

STUDY HALL STUDENT RULES AND RESPONSIBILITIES

1. COME PREPARED

The time between 3:30 and 3:40pm. is for pulling supplies together, using the restroom, getting a snack, copying any necessary assignment sheets, and getting organized and ready to work.

2. BE ON TIME

Study hall roll will be checked at the beginning of Study Hall. Students must be present and ready to work at 3:40pm.

3. RESPECT YOUR PURPOSE

Student behavior will focus on learning, putting forth good effort, making use of resources, and positive study habits.

4. MAKING ALTERNATIVE ARRANGEMENTS

If a student cannot attend study hall, they must make arrangements with their teacher. In some circumstances, permission from their Division Director may be needed. Turning in your work ahead of time is not a substitute for this procedure. Students may not leave the assignment in a teacher's mailbox without it being checked by a teacher.

COLLEGE AND CAREER COUNSELING

The mission of The New Community School's College and Career Program is to work in partnership with family, faculty/staff, and community members to provide a comprehensive and developmentally appropriate college and career counseling program that will address each Upper School student's individual academic and career goals while supporting their personal and social well-being. Our college counseling office engages students with learning differences in the process of transitioning successfully from high school to college or a career by providing critical strategies for making meaningful selections. The counselor helps students apply for college testing accommodations, identify schools that will be a good fit for unique learning styles, cultivate effective self-advocacy skills, and secure the right accommodations at college. The New Community School's College and Career Program provides college and career counseling designed to empower all students

to maximize their potential to thrive in their post-secondary experiences and successfully transition to becoming socially responsible and productive 21st century citizens. More than 90% of our graduates matriculate to institutions of higher learning.

EXTRA HELP

The Extra Help period provides students with an opportunity to receive additional help with academic work, course assignments and study skills as they begin their homework assignments. Students not needing individual help use this time as a study hall and proceed with their academic work independently. All students must report to their Extra Help at the start of the period. A student who wishes to see another teacher for help may leave only after obtaining a pass and must return to Extra Help before the end of the period. Course teachers may request that a student see them during Extra Help by giving them a pass for that purpose. In all cases, students must first report to their Extra Help class to be excused to confer with another teacher.

HOMEWORK

Independent work assignments are an important aspect of the instructional program. Students and their parents can therefore expect that assignments will be appropriate, meaningful, and help students develop productive habits that lead to independence.

Assignments are distributed in class and posted on Portals. Teachers are accessible for questions regarding independent work during reasonable evening hours. Students should expect independent work to be assigned in all their academic classes daily. If you have concerns about the amount of time your child is spending on independent work, please contact their advisor.

Parents can assist at home by providing a good study environment (writing area, good light, and freedom from distraction) for a portion of every night and encouraging the student to contact the teacher to clarify any confusion about the assignment.

A teacher may ask a student to redo an assignment. A teacher may also ask to meet with the student to clear up any confusion. It is important that parents support the school in our approach to help students better manage their academic responsibilities. The school encourages students to demonstrate their best effort on independent work assignments so that students and their teachers can have accurate information regarding progress.

INSTRUCTIONAL MATERIALS

Technology Requirements

- 5th through 7th grade students will need a Wi-Fi capable iPad. We recommend the iPad, iPad Pro, or iPad mini 4. If you have an older model iPad it is recommended that you reach out to our Director of Educational Technology & Information Services to discuss your device. Most older models will work. Parents are encouraged to put a rugged case on their device. Some to consider would be OtterBox, LifeProof, Survivor, and Gumdrop. Families will be given a list of required apps towards the end of the summer.
- 8th through 12th grade students will need an Apple laptop. Please select from the MacBook Pro or MacBook Air. It needs to have a minimum of
 - Storage: 256 GB
 - Processor: at least 1.6 GHz dual-core
 - Memory: 8 GB

NOTE: the newer models of the Macbook Pro have USB-C ports only, which will require attachments (called dongles, available at extra costs) to do things usually done with a USB-3 enabled accessory (thumb drives, cameras, projectors, etc). Please keep this in mind when purchasing and inquire if you will need an adapter (also known as

a dongle).

Additional Instructional Materials Provided For All Grades

The New Community School will provide 5th through 12th grade students with a variety of tools utilized throughout the school year to include:

- Office365 school account (with 5 downloads of Office)
- Learning Ally (approximately \$30 billed annually to student account)
- Bookshare
- Britannica School
- Britannica Image Quest
- NoodleTools (specific grade levels)
- School Library resources

See the Policy on Acceptable Use of Technology, Appendix 1, pg. 25

LONG-TERM PROJECTS

Long-term projects are an important part of a college preparatory curriculum. They provide the opportunity to teach students the strategies and processes of inquiry, research and independent academic work. At The New Community School, teachers design long-term projects with an awareness of the impact of existing language skill deficits on a student's ability to produce these projects. We also believe it is important to offer students significant opportunities to use their improving skills on a level more commensurate with their intelligence.

In cases of extreme language skill difficulty, the requirements for an instructed long-term project in science, English, or history should be adjusted by the course teacher if language or other skill deficits clearly indicate an inability to complete the project with reasonable independence and resource help. Adjustments may include length of the assignment, type of required resources, and the requirement for typewritten work. Resource help may include individual appointments with the course teacher, supported in several instances by an Extra Help teacher or LF teacher assisting after school. These sessions could focus on direct teaching of research and organizational skills, reading assistance or dictation support.

Students may use voice to text software but may not employ or use typists, scribes or editors who are not on the school faculty without prior approval from the teacher.

SUPPLIES

A full set of the supplies that are specifically required will be issued the first day of school. Students are responsible thereafter for replenishing (and/or replacing) these supplies from the school store. Purchases from the school store will be charged to a student's account and parents will be billed for these purchases.

In order to be prepared for class work and homework assignments, students need certain required supplies. All required supplies are available for purchase from the school store. Prices are at or below usual retail cost. Students may wish to purchase duplicates of certain supplies: one set for home and one set for the backpacks they carry to school daily. A backpack is a useful means of carrying around books and materials.

ONLINE LEARNING

The New Community School offers students Virtual Learning opportunities during the academic year, predominantly through the Virtual High School. VHS is accredited by AdvancED and the Middle States Commission on Secondary Schools. It offers courses that are accepted by the NCAA and the College Board's Advanced Placement program. The New

Community School also accepts credits from other pre-approved accredited online providers in situations where the family wishes to extend the student's education beyond regular school hours.

- Students who take online courses are provided with a study hall during the school day.
- Students who take courses in disciplines offered by TNCS (such as advanced math and science courses) work with a TNCS faculty member who has background in that discipline. Students who select courses designed to provide opportunities not offered at TNCS (i.e. foreign languages, music, etc.) have a study hall and the opportunity to ask for technical assistance, but may not receive the same degree of support as students who select courses where TNCS has faculty expertise. In those instances the family may wish to arrange and pay for outside support to provide extra help for the student.
- The College and Career Counselor is the TNCS site coordinator for online learning, has completed online training, and is a certified teacher. She monitors student progress in online courses weekly and communicates directly with the online teachers as needed.
- In order to receive credit towards graduation, students are required to take end of semester exams under the supervision of a TNCS teacher.

The New Community School offers an option for students who wish to make up Physical Education credits missed due to injury or illness or to free up space in their schedule for other courses, and that is to complete an online Physical Education course. Over the past few years several students have taken classes through Carone Fitness, another accredited provider.

TESTS AND EXAMINATIONS

Students are assessed in academic classes at intervals appropriate to the curriculum. Tests and quizzes are announced in advance and are preceded by review and study preparation. Students are given additional time when needed to complete tests; however, any test must be completed before the student leaves for the day. Students tested on academic curriculum receive reading or dictation support as appropriate for their current language skills.

Final examinations are given twice a year, in December and June. In some classes, summative projects will be given in lieu of an exam. In the Upper School and 8th grade, examinations cover the entire semester's work. Examinations take longer than a usual class period or test. Students in grades 5-7 collaborate on cross-curricular projects during examination periods instead of taking exams. Specific details on schedules during exam week will be provided by the school.

Final examinations are preceded by a review period. During Review Week, classes review material previously covered and discuss and practice study strategies. There are no tests given during Review Week. However, nightly assignments are an important part of the review process and, during Review Week, tend to be more lengthy than normal. It is important that families not schedule conflicting activities during review and exam weeks.

Seniors who have an A or a B in a class entering the spring Review Week may opt out of the spring exam for that course. Students are not expected to be on campus during Review Week for classes in which they are opting out. However, exempt seniors are still expected to be at school for other obligations, and should be in communication with the Director of Upper School about expectations during Review Week.

GENERAL INFORMATION

ABSENCES AND TARDIES

The program at The New Community School is based upon a carefully structured instructional sequence, requiring daily attendance to ensure good progress. Absence from class interrupts the student's educational progress and places a burden upon the teacher and other students. The school expects all students to be in regular attendance for the full school day, every day.

If a student must be absent or late because of illness or unavoidable events, the parent should notify the school office in advance or early in the morning of the absence. Written explanation or description from a physician may be required for absences of more than three days. An absence is categorized as either excused or unexcused. If appointments must conflict with school, it is important not to miss the same class repeatedly.

Families are expected to make all reasonable efforts to assure that students arrive at school between 7:45 and 7:55am. Students who are late to school are required to report to the school office in Massey Hall for a late pass before reporting to their classes. Similarly, students being picked up early must check out from the school office, waiting in Massey Hall for their transportation unless otherwise instructed.

An excused absence is one due to illness or one that has been excused by the Head of School. Except for absences due to illness, permission for an excused absence must be requested well in advance. A student whose absence has been excused by the school is entitled to make up tests and other work missed while absent; these students shall be entitled to a reasonable amount of assistance from the faculty in order to catch up on work missed. Faculty will not be able to provide assignments ahead of time for a family related absence or to cover all instruction missed as a result of an extended family vacation.

An unexcused absence is one that has not been excused by the school. Following an unexcused absence, students may lose their opportunity for extra help and make-up instruction for the work missed.

Family vacations, college visits, and outside appointments should be scheduled to coincide with school holidays when possible. Professional Development days are an optimal time. Requests for early dismissal or late arrival should be made in writing and in advance of the scheduled absence. The student shall be responsible for obtaining notes and assignments and for making up all work missed. Students who have been absent for any reason should plan to stay after school beginning the first day of their return to confer with their teachers and to complete make-up work.

If a student misses more than 10% of class meeting times, his/her credit for the class may be in jeopardy. In such cases, the course teacher, Division Director, student, and family will work together to construct a plan that will allow the student to recover as much missed instruction and assessment as possible and appropriate. The Head of School has the final say in awarding credit for any class.

When a student establishes a pattern of absences and tardies, a mandatory meeting involving the student, parents, and Division Director to develop a plan that will allow for the maximum academic and personal benefit for the student. The school may require follow-up meetings after additional absences to update the plan.

ADMINISTRATION

The Board of Trustees adopts the school's mission, vision, and strategic goals, has fiduciary responsibility to be careful stewards of the school's resources, and employs the Head of School to carry out the school's program. The Head of School employs all other faculty and staff members and establishes specific procedures to achieve the school's mission. The Administrative Staff consists of the following persons:

- Head of School – Nancy Foy, Ext. 2212
- Director of Enrollment Management – Carolyn Tisdale, Ext. 2218
- Director of Upper School – Adam Rothschild, Ext. 2246
- Director of Middle School – Scott Kay, Ext. 2326

- Director of Athletics – Eric Gobble, Ext. 2225
- Director of Educational Technology & Information Services – Jessica DelMonte, Ext. 2226
- Director of Business and Operations – Joy Buzzard, Ext. 2211
- Director of Development – Dan Stackhouse, Ext. 2228

ADVISORS

Each student is assigned to an advisor. The advisor is a faculty member who serves as a liaison between the student, teachers, and parents with a focus on academic and personal growth. Advisors meet with their advisees regularly to review progress and to help the advisee to become better skilled in setting goals, solving problems, communicating with teachers and peers, and becoming more academically independent. The advisor is most often a current teacher of the student and therefore is easily accessible to the student on any school day. The advisor also is the first line of communication between the parents and the school; if parents have questions, the advisor is most often the first contact to be made.

CELL PHONES / ELECTRONIC DEVICES

Smart phone technology can be a helpful tool. There are many applications that are educational and useful for students in the 21st century classroom; however, a student also has a responsibility to use electronic devices in a safe and appropriate manner that will not distract themselves or others.

Cell phones are permitted at school; however, phones should be kept silent and put away unless permitted. Permissible times include: in-class activities when instructed by the teacher, during individual work time with teacher permission, and to call home to arrange transportation needs when at sports practice or on field trips. When on campus, students should use school phones to call home or ask permission to use their personal device.

During free time such as lunch or break, Upper School students may use their device recreationally; however, the acceptable use policy governing the use of school technology applies to personal devices when on campus or during school activities.

Middle School students are not allowed to use their electronic devices during school hours without permission.

The school reserves the right to temporarily confiscate phones and other electronic devices, or prohibit a student from bringing electronic devices to school, if used inappropriately. Examples of inappropriate use include: phones ringing in class, texting, gaming, watching videos, or social media use during class, cheating, cyber bullying, circumnavigating the firewall, inappropriate websites, and unauthorized photography, video, or audio recording.

ENROLLMENT

Enrollment at The New Community School is for one academic year at a time and made by mutual agreement of the school and the parents, or in some cases New Community and the public school system with parent approval. The terms of that agreement are spelled out in a contract called the Enrollment Agreement.

FAMILY LIFE EDUCATION PROGRAM

Subjects including substance abuse and sexuality are part of the Health and Wellness curriculum. Boys and girls are separated for the sexuality portion of the course. In accordance with guidelines of the Commonwealth of Virginia's Department of Education, the school must have parental permission in order for students to participate in the Family Life portion of Health class.

Directly correlated to the National Health Education Standards, our health and wellness curriculum continually evolves to remain relevant to the needs of our students and our community. The 9-week course provided every year in grades 5-10 integrates developmentally appropriate topics taught in a skills-based approach. Inquiry, discussions, demonstrations, and project-based learning will enable students to demonstrate the ability to access, understand, and analyze concepts related to health promotion and disease prevention. Additionally, students will demonstrate the ability to practice, promote, and advocate for health-enhancing behaviors, and reduce health risks for personal, peer, and community health.

GRIEVANCE PROCEDURE

The goal at TNCS is to work in partnership with families. Parents should feel free to contact their child's advisor, appropriate Division Director, and then Head of School if you have concerns.

At times, local school districts will place a student at New Community. Parents, students, and placement agencies have the right to file any grievance or complaint against the school with the Virginia Department of Education.

Parents of private pay students may also file a complaint with VDOE if they feel the school is not in compliance with the Regulations Governing the Operation of Private Day Schools for Students with Disabilities.

INDIVIDUAL INSTRUCTION PLAN

The Individual Instruction Plan (IIP) is a document that outlines the specific plan at the school for the remedial instruction for each student's specific language learning difficulties. It is developed by the school, the parents, and individualized for and shared with each student. It describes the student's performance levels, the school's response to his/her specific needs and the annual goals for remediation of language and math skills.

The Language Fundamentals teacher initiates the development of this plan early in the school year by proposing a draft of the plan, conferring with the student and with parents, and having parents state their agreement or concerns in a conference held in early fall. Parents of new students have their initial IIP conference within the first 30 days of school in accordance with state law. After the conference parents may obtain a copy of the plan for their reference throughout the year. The plan may be changed during the school year with agreement between parents and the school.

INDIVIDUALIZED EDUCATION PROGRAMS

When students are placed at The New Community School by their district, the Director of Admission and Enrollment Management will work directly with the district's case manager to amend the IEP and to ensure all rules and regulations pertaining to the special education regulations are followed, in keeping with Code of Virginia (8VA/C20-671-460).

For those students who are placed at The New Community School through a public school division, the Director of Enrollment Management will work with the division to administer any mandatory statewide assessments or SOL tests. We participate in IEP meetings as required at public schools.

PARENT MEETINGS

There are several times throughout the year for parents to meet with school personnel. Each fall there are grade level gatherings for parents and representatives from the school, which are helpful opportunities for networking with other parents and discussing topics of relevance.

Parent's Night, held in September, is very informative and attendance is encouraged. There are monthly "Coffees with Nancy" that are open to all parents. The Parents Association holds several meetings throughout the year to plan activities to support the school. In addition, periodic parent education outreach programs are offered. Parents meet with Language Fundamentals in the fall and spring, a parent-advisor conference in the fall, and a student-led parent conference in the spring. In addition, parents are always welcome to request a meeting with a teacher, advisor, Director, or Head of School.

RECORDS REVIEW

Parents and guardians of a student enrolled at The New Community School have access to all educational and confidential records of their child. Any persons with rightful access to these records may arrange to see them by appointment with the Head of School. The presence of The New Community School staff person provides an opportunity for discussion of any questions regarding the records and for the school to become more aware of any concerns the parents or guardians might have about the child's progress.

RELEASE OF RECORDS

Transcripts and other school records may be sent to other schools, colleges, or agencies upon receipt of written authorization signed by the parent or guardian. Release forms should specify exactly what would be released and a specific name and address for the recipient. A release form may be obtained from the school office.

REPORTS

Progress reports are sent quarterly as well as:

Report Cycle:

FALL:

- Conference day
- Individualized Instruction Plan (IIP) presented by LF teacher in separate parent meetings

MID-YEAR:

- Academic comments
- Written LF report on student's learning style, strengths, and weaknesses. Mid-year testing results presented.

SPRING:

- Student led advisor conference
- Written progress report on IIP goals

END OF YEAR:

- Advisor reports
- LF Parent conference discussing year-end testing
- LF Present Levels of Performance report

SCHOOL HOURS

School supervision begins at 7:45am, the first bell rings at 7:55am, and classes end with dismissal at 3:30pm. Additional supervision is only provided for school-sanctioned events.

Students are responsible for informing their parents if they are participating in activities that extend beyond the usual dismissal.

Supervised After School Study Hall ends at 4:30 pm in the Middle School, and 5pm in the Upper School. Transportation arrangements should be made to prevent a student from being on the school premises unsupervised in the early morning and after dismissal. It is occasionally necessary for a student to remain at school after 3:30pm for later transportation. Students may be required to complete homework until they are picked up. Once students leave the school grounds, they are no longer under the supervision of the school; however, we encourage students to come back for school-sponsored events.

Students are not allowed to leave school grounds during the school day, when waiting to be picked up, or when waiting for an after-school event without permission or supervision. If a student needs to remain on campus after school, their location must be accounted for with the front office.

Administrative offices are open from 7:45am until 5pm.

TRIPS AND STUDENT ACTIVITIES

School-sponsored extracurricular activities shall be under the direct supervision of staff. All staff follow the Virginia Department of Education requirements of CPR and first aid training as required by licensure.

At the beginning of the school year, parents sign medical releases and general forms. At times during the year, the school will ask for signed permission slips for field trips. These usually involve special circumstances such as changes in school schedule or notification of additional costs to be billed through the student's school store account.

Parents who receive financial assistance for tuition may also request assistance for the cost of trips that are related to student activities that are intended to build a sense of community among the students. In these instances, the family should contact the Head of School or the Director of Finance & Operations to request assistance.

WEATHER-RELATED CHANGES OF SCHEDULE

In the event of weather-related change in the schedule, the school will activate our notification system, communicating via telephone, text message and/or email to share information. In addition, the school announces emergency closings or late openings on its website, social media, and on local news affiliates and their websites.

The New Community School does not necessarily follow the closing patterns of other schools. Decisions to close school, open late, or dismiss early are made by the TNCS administration in accordance with school crisis management policies.

Weather conditions are sometimes variable over the greater metropolitan area. Although the school may remain open at times of inclement weather, parents may decide at any time that conditions are sufficiently poor for them to keep their child at home, come later, or leave early. Of course the school will work cooperatively with parents at these times for the students' safety.

Each year there are additional hours built into the calendar for emergency closings. On days when late openings are necessary due to weather, dismissal may be extended to 4:30pm to preserve instructional time. If additional hours are necessary, the Head of School will communicate the make-up plan.

On days when school is closed due to weather, students should expect to have assignments to complete from their teachers. Students should check Portals and their TNCS email for assignments and instructions from each of their teachers.

WEEKLY UPDATES

Weekly Updates are posted in the Campus News section of the website. Each week, this page is updated with important information about the upcoming week. Parents also receive a weekly email with a direct link to this resource. The school encourages parents to make a habit of checking this helpful resource regularly.

HEALTH & SAFETY ISSUES

ACCIDENTS, INJURIES & ILLNESSES

The school and the clinic keep signed medical release forms on file in the event of emergencies. If a student becomes ill while at school, she/he should report to the clinic. If it is determined that a student should go home due to illness or injury, the school will communicate with parents. Students are not permitted to initiate this communication. The school nurse or her representative will initiate communication with parents when a student needs a dismissal for medical reasons. Any accidents or injuries received at school should be reported to the nurse immediately. In accordance with the school's policy for handling potential blood-borne pathogens, students are not to touch or come in contact with the blood of another person. Teachers are prepared to get help for the injured child and instructed to disinfect an area in which blood has been spilt in an accident. As a courtesy, please inform the school of injuries incurred outside of school.

ALCOHOL & SUBSTANCE ABUSE

In keeping with our concern for the healthy development of our students, we encourage open, confidential communications between parent and child and early identification and prevention of use of illegal substances.

The New Community School is a smoke-free, tobacco-free, and drug-free campus. The possession, abuse, or illegal use of drugs or alcohol, or tobacco/vaping products on the school premises or on school trips is strictly forbidden and places the student's enrollment in jeopardy.

If the school has reason to suspect alcohol, tobacco, nicotine, or drug use, the appropriate Division Director will convey our concerns to the student and to the student's parents. The school considers these proactive communications to be confidential. Hopefully early communication of concern or possible warning signs could prevent the later possibility of more definitive patterns of risk taking, negative behavior, and more severe consequences.

If parents have any concerns about their child's change of behaviors or tendency to take unhealthy risks, they should discuss their concerns confidentially with the Head of School or the Upper or Middle School Director. When the parents take the initiative with the school, the school and family can work together on behalf of the young person to prevent and solve problems that either one would have difficulty tackling alone.

CONCUSSION PROTOCOL

A student-athlete who is suspected of sustaining a concussion or brain injury during a practice game, or PE class shall be removed from activity immediately, and shall not return to play that same day, and will not begin the process of re-entering activity until evaluated and cleared for activity in writing by a licensed health care provider. If a student is suspected of sustaining a concussion, the parent should seek medical evaluation for the child as soon as possible.

The New Community School has adopted the "Graduated Return to Play Protocol" guidelines set forth by the Sports Concussion Institute. Once cleared by a medical professional, the athlete must meet a sequence of five benchmarks of increasingly strenuous physical activity, and remain symptom-free following each benchmark, before returning to full activity. In conjunction with the school nurse, coaches tailor the athlete's activity to the appropriate benchmark on a given day within the protocol, and the presence or absence of symptoms during and after activity is monitored by the school nurse, the coach, the parents, and the student-athlete. When a student-athlete is in the concussion protocol program, parents are urged to be in communication with the school nurse regarding the presence or absence of concussion symptoms.

Coaches are trained annually on concussion recognition, prevention, treatment, and the rules governing return to play.

Concussions have an impact on academics as well. The Center for Disease Control has published guidelines for schools that allow concussed students a gradual return to normal academic activity. In case of a concussion, the school, the parents,

and the child's medical professional should work together to develop an ongoing, appropriate plan that will balance the child's academic and medical needs.

CONTRABAND

Weapons, or explosives, are not allowed in the possession of students on the school premises, on school trips, or school activities. Any student who inadvertently arrives at school with questionable or known contraband items should inform their Division Director. If it is not allowed or known to be contraband, the item must be turned in to the Head of School or appropriate Division Director. Contraband items that present a threat to health or safety will be confiscated or held by the school for possible return to the parents or appropriately removed from the campus.

For the safety of our community, the school reserves the right to inspect any school owned property or personal property.

CRISIS PREVENTION & MANAGEMENT RESPONSES

The school has a Crisis Management and Disaster Response Plan that addresses preparation for and management of potential disruptions to the school's daily functioning. The plan's top priority as charged by the Board of Trustees is to maintain an effective environment for enhancing the well being of the student, faculty and staff as they pursue their work at the school. The primary objective in a time of crisis is to quickly adjust the school community situation from one of effective appropriate emergency response to one of relative control, with timely movement toward healing and returning to the learning process.

Among other topics, this plan instructs the faculty, staff, students and campus volunteers regarding the school's specific responses to various crises. It includes specific procedures and drills for emergency evacuation of the buildings, for a lock-down of the buildings, response to dangerous intruder, and a drill for seeking emergency shelter from severe storm, tornado, or airborne threat. Students, faculty, and staff practice these drills according to state law in order to prepare for safe and effective responses to an emergency, and emergency procedures are posted throughout campus.

EMERGENCY PROCEDURES FOR STUDENTS

Emergency	Where to Go	What to Do
Fire	Central Green	<ul style="list-style-type: none"> Line up with your first period teacher Be quiet and wait for instructions
Tornado	The nearest tornado shelter	<ul style="list-style-type: none"> Answer roll call Be quiet and wait for instructions. Be ready to duck and cover if instructed.
Lockdown	The nearest classroom	<ul style="list-style-type: none"> Stay quiet and away from windows Wait for instructions from a teacher
Earthquake	<p><u>During the quake:</u></p> <ul style="list-style-type: none"> If you're inside, stay inside If you're outside, stay outside, away from buildings, trees, and power lines <p><u>After the quake:</u></p> <ul style="list-style-type: none"> Whitlock Field 	<p><u>During the quake:</u></p> <ul style="list-style-type: none"> Drop to the ground Cover your head by moving under a table or desk, or, cover your head with your arms. Hold onto the table leg so it doesn't move. Stay away from glass, trees, and power lines. If you're outside, stay away from buildings. <p><u>After the quake:</u></p> <ul style="list-style-type: none"> Go to Whitlock Field and find your first period teacher for roll call. Stay quiet and wait for instructions. Be ready for aftershocks.
Violent or Threatening Behavior	Away from the incident to a safe place, such as a classroom	Tell a teacher.

HEALTH FORMS

The following health forms may be required for students:

Physical Examination Form

- Students must have a completed physical on file before they can participate in athletics.
- Portions of this form need to be completed by the student, parent, and a physician.
- Beginning in Fall 2018, all students will need a completed annual physical examination form on file before the start of school dated after May 1, 2018.

Administration of Medication Forms

This form should be completed if:

- the student should take any medication at school (prescription or non-prescription),
- the student should be allowed to carry a prescribed inhaler or epi-pen with his or her belongings or have it available in the clinic,
- the student is taking medication at home before leaving in the morning and may need to have a small supply on hand stored in the clinic in case he or she forgets to take it at home and needs to take it at school.

School Entrance Immunization Certification

This form should be completed if:

- your child is starting the school year as a new student,
- there have been any changes to student's vaccine record.

Medical Authorizations

Parents must complete this form to:

- provide authorizations in case medical emergency treatment is needed for your student,
- allow the school to dispense some over-the-counter medications to your student as needed,
- provide the school with additional medical information regarding your student.

MEDICATION

Any medication (prescribed or “over-the-counter”) must be kept in the clinic for dispensing. These medications must be brought to the school office or the clinic by an adult and accompanied by a signed authorization from a physician that includes specific instructions for administration. Any medication must be in the original container, and accompanied by written order from the doctor regarding instructions for dispensing to the student. The school nurse will release medications only as prescribed by the doctor. However, the nurse may request communication with the physician at any time regarding the distribution of any medication. The fact of standing prescription of any medication should be noted on the annual health form.

In order to allow a student to carry an inhaler or epi-pen, the parent or guardian and physician must also complete a TNCS medication permission form. If a parent/guardian and physician request that the student not carry these medications, the medications will be kept in the clinic. Even if the student carries these aids as prescribed, an extra inhaler or epi-pen must be supplied by the parent/guardian to be kept in the clinic in case of emergency.

The nurse maintains a supply of ibuprophen, acetaminophen, antacids, antihistamine, and cough drops. A student may receive this medication in standard dosage upon request if an authorization form signed by a parent is on file in the clinic.

Any medical condition requiring special attention and/or medications such as diabetes, epilepsy, severe allergies, etc., must be reported on the annual health form and discussed with the school nurse. Such medical conditions discovered during the school year must also be brought to the attention of the nurse as soon as possible.

The student is responsible for going to the clinic at the appropriate time to receive the medication. However the nurse will work cooperatively to help students taking daily medication to get into the habit of taking this responsibility. Parents who are interested may call the nurse to check on the student’s patterns of coming for such medication.

STUDENT ILLNESS

Any students with a contagious condition or illness should remain at home and the nurse should be notified at first indication of such illness. The school expects the parents to provide for the immediate medical care and supervision of the illness. If the student experiences a fever, he/she should remain at home. **The school requires that the student be fever-free for twenty-four hours without fever-reducing medication before returning to school.** On that basis, the school will work closely with the student and the family to help the student keep up with work missed as appropriate to the student's need for rest for recovery and within the limits of what can be accomplished without classroom instruction. The school may exercise the right to request written medical verification that the student's illness is no longer at a contagious or infectious stage before allowing the student to return.

SUSPECTED CHILD ABUSE AND NEGLECT

It is the policy of The New Community School that all cases of suspected child abuse and/or neglect are reported to the child protective services department of the local department of social services of the locality where the abuse or neglect was believed to have occurred, or to the Department of Social Services toll-free child abuse and neglect hotline. This will occur as quickly as possible, within the required 24 hours, as required by the *Code of Virginia* § 63.2-1509.

Any case of suspected child abuse or neglect occurring at the school or on a school-sponsored event or excursion shall be reported immediately to the student's parent. For publically placed students, the home school division and the placing agency shall also be notified. All notifications will be made by the Head of School or his/her appointee.

STUDENT LIFE

Our Student Life programs are purposefully designed to enhance the overall school experience. Students are encouraged to compete in interscholastic sports, create art, and join clubs to complete their learning experience. Every student has the opportunity to participate in a sport, regardless of skill or experience. However, participation on a team is a privilege that can be removed for reasons related to attendance or attitude. Throughout the year, students bond through collaborative activities, assemblies, and other community-building and social opportunities. The rich student life program allows students to interact in ways that nurture both personal and community development.

DISCIPLINE

The school firmly believes that the best discipline in a school setting is self-discipline. To aid students in determining acceptable behavior, the faculty and advisors encourage students to examine their behavior in terms of three over-riding goals. These goals include:

1. Preserving the complete health and safety of each member of the school community;
2. Creating an environment which encourages learning and involvement;
3. Encouraging full participation by showing respect for one's self, for one another, for the school and its purpose, and for the school's property.

Students who adopt these goals as their own make an excellent adjustment to this school community. Activities contrary to these goals (such as disrupting classroom instruction, defacing property, rough housing, or being abusive or disrespectful of others) slow the progress that is possible in a more cooperative atmosphere. Persistence in such activities places a student's enrollment in the school in jeopardy.

According to the Commonwealth of Virginia, "Bullying means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power of imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. 'Bullying' includes cyber bullying. 'Bullying' does not include ordinary teasing, horseplay, argument or peer conflict." Because safety is a prerequisite to learning and growth, The New Community School will treat instances of bullying as serious offenses which place the student's enrollment in jeopardy.

If students or parents have concerns about any student behavior or discipline, they should feel free to speak confidentially with the Head of School or the appropriate Division Director. In most instances, addressing such concerns can be accomplished rapidly and discreetly.

The New Community School reserves the right to terminate placement if your child's behavior impedes his education or the education of fellow students as determined by the Head of School.

Commonwealth of Virginia regulations require The New Community School to document that the following acts, related to student behavior management, are prohibited:

- Restraint and seclusion, except when necessary to protect the student or others from personal harm, injury, or death, and when other less restrictive interventions were unsuccessful;
- Prone "face down" restraints, mechanical restraints, pharmacological restraints, and any other restraint that restricts breathing or harms the child or interferes with the child's ability to communicate;
- Deprivation of food or drinking water;
- Limitation on contacts and visits from a student's probation officer, social worker, placing agency representative, or other service provider as appropriate;
- Any action that is humiliating, degrading, or abusive;
- Corporal punishment;
- Deprivation of approved prescription medication or other necessary services;
- Denial of access to toilet facilities;
- Application of aversive stimuli;
- Strip and body cavity searches;
- Discipline, restraint, or implementation of behavior management plans by other students.

APPROPRIATE DRESS FOR STUDENTS

The TNCS community values a system for student dress that allows for comfort, is easily defined and enforceable, and encourages neatness and respect for the occasion. Student dress is expected to convey a sense of respect for themselves, for others, for the school, and for the serious academic endeavor in which we are all engaged. When students dress well, their attire sets the tone for a focused, professional learning environment, even while allowing for some degree of individual expression.

The TNCS Dress Code is a three-tiered system. On a typical school day, student dress expectations outline a casual yet neat appearance to reflect the seriousness of the student's purpose at school while allowing for some individual preferences and comfort. On pre-announced occasions calling for a more formal level of dress, students will maintain established guidelines to reflect an additional level of respect for a special occasion. Examples include awards assemblies, graduation, and Science Fair. On other days, a more casual atmosphere is appropriate, so students will be permitted to dress in line with "Casual Day" guidelines. Examples include the school's Halloween celebration, themed dress days that are part of the Student Life program, and days with special outdoor activities or field trips.

Some key standards, however, run through all three tiers. Clothes that depict objectionable, inappropriate, or offensive messages are never allowed. Torn, ragged, or dirty clothes are impermissible. Overly revealing clothing of any kind should be considered inappropriate.

Tier 2: Typical School Day

Pants, Dresses, and Skirts
<ul style="list-style-type: none">• Khaki-style pants, corduroy pants, capri pants, or jeans may be worn. Pants must not have holes.• Khaki-style shorts of any color may be worn. Athletic pants or shorts may not be worn.• Dresses, skirts, and shorts may be worn that are fingertip length or longer. Sleeveless dresses must have straps that are at least two finger-widths wide and fully cover undergarments.• Leggings and other tight knit pants may only be worn under skirts or dresses that are fingertip length or longer.
Shirts, Sweaters, and Tops
<ul style="list-style-type: none">• Collared shirts, button-down shirts, flannel shirts, or polo shirts, henleys, sweaters, blouses (with or without collars) are permitted.• Shirts must be buttoned, except for the top button, which may remain unbuttoned.• T-shirts without graphics, pictures, slogans, or logos on the front, back, or sleeves are permitted. A small brand logo on the chest or sleeve is permitted. Branded TNCS t-shirts are permitted. Tie-dye and camouflage patterns are not permitted.• Sleeveless blouses must have straps that are at least two finger-widths wide and fully cover undergarments.• All tops must have a non-revealing neckline.• Seniors may wear a t-shirt branded with the college to which they have committed to attending.
Sweatshirts and Layers
<ul style="list-style-type: none">• Sweatshirts, hooded sweatshirts, fleece jackets, and quarter zips, including those worn as outerwear, must be free of logos except for:<ul style="list-style-type: none">▪ a small brand logo on the chest.▪ branded TNCS clothing▪ Seniors may wear sweatshirts branded with the college to which they have committed to attending.▪ Tie-dye and camouflage patterns are not permitted.• Layers may not be removed to reveal clothing that does not comply with the TNCS dress code.• Outerwear should be removed in class.
Other Considerations
<ul style="list-style-type: none">• In general, clothing must not be frayed, see-through, overly revealing, inappropriately tight, or have holes. Clothing may not contain inappropriate language or advertise alcohol, tobacco, or other illegal substances. School administration has the final say as to appropriateness of attire.• Hats and other headwear should not be worn indoors. Hairbands designed to keep hair away from the face are permitted. Bandanas may not be used for this purpose.• Students may not have extreme piercings or tattoos.• Students must have hair of a natural color, without extreme hairstyles.• With permission from school administration, exceptions to this dress code may be made on an individual basis for religious or health-related reasons.

Tier 3: Formal Occasions

- Sport coat, dress shirt tucked in, tie, dress pants or khakis, belt, and dress shoes.

OR...

- Dress or skirt (fingertip length or longer) with dress shoes

OR...

- Blouse and dress slacks with jacket and dress shoes

- No flip-flops, clogs, or sneakers.

- No baseball caps.

On days of formal occasions, students are expected to arrive to school dressed for the event and remain so dressed for the duration of the school day. Students should not expect to change clothes for the event during the school day.

Tier 1: Casual Days and Themed Dress Days

- Tank tops are not permitted.
- Revealing tops are not permitted. All tops must have straps that are at least two finger-widths wide and fully cover undergarments.
- Shirts, including tee shirts, with appropriate, non-offensive graphics and writing are permitted.
- Athletic pants and shorts are permitted. Standards governing length and form-fitting attire remain in place.
- Standards for fit, decency, cleanliness, and appropriate messaging remain in place.

The Head of School and the Division Directors, or their designees, have the final say in what constitutes appropriate dress. Students who are in violation of the Dress Code will be asked to remedy the situation. Depending on the nature of the violation, students may be asked to change into more appropriate clothing, issued appropriate clothing to wear for the day, or have appropriate clothing brought from home.

In the case of repeated Dress Code violations, the Division Director will assist the student in formulating a plan for compliance, which should also involve the parents.

Labeling Clothing

Please place the student's name in clothes worn or brought to school so they can be returned to their owners. At the end of the school year, unclaimed clothes left in Lost and Found are donated to charity.

HONOR CODE

The New Community School is built on trust. This trust exists because faculty and students are people of honor. The system that helps define and encourage honorable behavior is called the Honor Code. Honor offenses include the following:

Lying

Lying is communicating something that is not true. Usually the honor offense of lying would include:

1. Lying for personal gain or advantage;
2. Telling a lie that harms another person;
3. Telling a lie that prevents full disclosure of the truth;
4. Lying by omission.

Stealing

Stealing is taking something that does not belong to you without the owner's approval.

Cheating

Cheating includes any of the following situations:

1. Presenting another person's work as your own;
2. Giving your work to another student to present as his/her own;

3. Giving or receiving help on a quiz, test or examination;
4. Using unauthorized sources of information for help in testing situation; and
5. Plagiarism (presenting another author's work or ideas as one's own).

Questions of what constitutes cheating should be raised to the course teacher involved. When in doubt, students should ask the teacher.

At the beginning of each year, students review the Honor Code and are asked to pledge that they have read and understand it.

LUNCH AND FOOD

We urge students to bring nutritional lunches and substantial snacks to have at break and lunch periods. We encourage students to bring water to class. Pizza is available for purchase at school on Monday to help support our athletic program and will be charged to student accounts. Lunch can be purchased in advance Tuesday, Wednesday and Thursday through our outside vendor. Information on ordering those lunches is on our website. On Fridays, TNCS will host various food truck vendors (cash or credit) on our campus. Occasionally, school organizations will hold fundraising lunches (cash or account). Healthy vending machine options are available for purchase in Founders Hall at designated times of day.

ON / OFF LIMIT AREAS

Students are required to be in supervised areas during lunch and break and before and after school.

PERSONAL PROPERTY

Students should leave valuable personal property not used for instruction at home. The school cannot be responsible for keeping clothing that is not adequately labeled or for personal property not stored, locked, or carried as suggested. All outerwear and layered clothing should be labeled or initialed for possible return if misplaced.

Middle school students have designated cubbies in which outerwear and textbooks may be stored during the school day. Lockers and combination locks may be assigned to upper school students to provide a secure place for personal property. Students who want locks may use only those distributed by the school.

To ensure a safe learning environment, the school reserves the right to search personal property, including vehicles, backpacks, technological devices, and contents of lockers or cubbies.

PHYSICAL EDUCATION ATTIRE

At The New Community School, physical education is required of all Middle School students. Upper School students must take two years of Health and PE.

For participation in physical education class each student will need to wear a TNCS gym shirt, shorts, socks, and sneakers (non-marking soles). A student is prepared for class only when he/she attends class wearing the proper clothing (shirt, shorts, socks and shoes). Gym shirts are available for purchase online.

Attendance and excused absences in P. E. class will be considered under the same attendance policy governing all other classes. Students who do not participate in P.E. class because they do not have their proper clothing will be required to make up missed class time, potentially before school, to receive credit for the course.

SCHOOL PROPERTY

Any breakage or damage to school property, accidental or otherwise, should be reported immediately to the school office. Although occasional accidents are expected in a school setting, the costs for property damage due to vandalism, carelessness, or lack of self-control may be charged to the student responsible.

TRANSPORTATION

CAR POOLS

Because The New Community School students come from all over the Richmond metropolitan area and beyond, our families frequently cooperate with each other to set up reasonable transportation arrangements. Although car pool arrangements are entirely up to the families involved, setting the ground rules early seems to make everything run more smoothly.

PARKING

Parking is allowed in designated spaces only. Parking in fire lanes, on grassy areas, or other inappropriate areas can result in a vehicle being removed at the driver's expense.

STUDENT DRIVERS

Students wishing to drive to and from school must complete the application and submit it to the school office. If approved, they must obey traffic signs on campus, drive in a safe manner, and comply with school parking and campus regulations. Drivers who drive at unsafe speeds, demonstrate poor driving, reckless, or inconsiderate behavior while entering, leaving, or on school grounds will be reported to their parents. Such behavior may also cause them to lose the right to park their vehicles on school property.

Student drivers must park in areas designated for them.

Students who drive to school are not permitted to make trips to their vehicles during the school day. Students who are not drivers should not be in the parking lot during the school day.

TNCS-PROVIDED STUDENT TRANSPORTATION

Students may be transported on field trips or athletic activities by TNCS bus, chartered coach, or a staff member's personal car. All staff are routinely screened through DMV. Our TNCS buses are properly licensed and frequently inspected.

TRAFFIC FLOW

All traffic enters campus through the first (south) gate and exits campus through the second (north) gate in front of Massey Hall. Students may be picked up or dropped off in the Massey Hall driveway at low-traffic times during the school day.

Dropoff and pickup of students at other locations are prohibited.

Morning Dropoff

After entering through the main gate, continue straight past Massey Hall. Student drivers will continue on the roadway past the Cottage and park in the Gym parking lot. Drivers who are dropping off students will turn left after passing the Stannard Science Labs and unload passengers between the Labs and Massey Hall. Cars should complete the left turn before allowing students to unload.

Dismissal Pickup

After entering through the main gate, continue straight toward the Gym parking lot, being careful of all crosswalks and of two-way traffic in front of the Cottage. The dismissal line continues through the Gym parking lot, turns left at the end of

the lot and into the loading zone between Founders Hall and the crosswalk. Students should load in the loading zone only. Please pull up as far as traffic allows before loading students. Student drivers are required to wait until dismissal traffic subsides before leaving the parking lot. Dismissal traffic has right-of-way ahead of cars leaving parking spaces. Cell phone use in the dismissal line is prohibited for safety reasons.

The curb in the dismissal zone is a fire lane. Drivers waiting for the end of an athletics practice or a student in study hall should wait in a parking space in the Gym lot if one is available.

Drivers on a tight schedule for pickup might consider arriving a few minutes after dismissal time to allow for the major dismissal traffic to clear. For safety and traffic management concerns, please do not leave a vehicle blocking any driveway or walkway and never leave the motor running in an unattended vehicle. For safety reasons, please refrain from cell phone use during carpool.

ACCEPTABLE USE OF TECHNOLOGY

Use of technology at The New Community School should reflect a genuine respect for health and safety of each member of the school community, a desire to shape an educational environment which encourages learning and involvement, and a willingness to show respect for one another, the school, and for the school property. Technology includes but is not limited to: computers, other hardware, electronic devices including any cell phone, tablet, software, Internet, Intranet, e-mail, and all other networks. The following code of conduct is meant to clarify acceptable use of the technology at school. As the technology changes, the code will also change. However, the goal will always remain the same – to ensure that The New Community School remains an environment that values and fosters personal growth, positive self-regard, and the personal characteristics of a productive citizen. The New Community School may provide students with access to online educational services and websites through contracts with educational companies and vendors. Students may be provided with a username and password to access educational content on these websites. Such websites may collect personally identifiable information from students including usernames and passwords.

Specific website company/vendor privacy policies should be consulted regarding collection of information, including information for students under the age of 13. Please contact The New Community School at any time regarding privacy questions or concerns or to request to review what personally identifiable information has been provided by the school. As requested, The New Community School can also provide contact information for the educational companies and vendors for such websites for parents to contact directly. Parents can also contact The New Community School (and/or the website company/vendor) at any time to request that they delete the personally identifiable information of their child and disallow further access. Please note that this removal could prevent the student from having access to critical instructional materials.

TNCS has the right to inspect any computer or other electronic device and the contents contained therein on demand with or without notice to the user.

CODE OF CONDUCT

1. The purpose of the Internet service and computer technology in the school is to support research, education, and personal growth. All activities should support educational objectives of The New Community School.
2. All use of the technology shall respect privacy, copyright law, and shall not violate federal, state, or local laws. The school's honor code shall be respected.
3. Use of technology at school is considered a privilege and not a right. As such, the privilege may be removed for inappropriate use.
4. We will abide by general rules of etiquette in our use of technology at The New Community School. These include (but are not limited to) the following:
 - a. Be polite in all communications with others.
 - b. Use appropriate language.
 - c. Never tell your personal address or phone number to a stranger.
 - d. Electronic mail (email) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Protect the privacy of others. Do not try to learn their password, copy, change, read or use their files, or access their wireless networks.
5. No image, audio, or video recording shall be taken, used, shared, or published without the subject's knowledge and consent.
6. The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. The New Community School is not responsible for any damage, including loss of data. Use of any information obtained via the Internet is at the user's risk. The New Community School is not responsible for the accuracy or quality of information on networks.
7. Security is a high priority. Do not attempt to change, alter, or adjust the software or hardware configurations. Do not download, load, or run executable files (other than those provided by the school) of any kind on the school's computers.
8. Attempts to harm or destroy another person's data, the Internet, or other networks connected to the Internet backbone are considered vandalism.
9. Cyber bullying of any kind will not be allowed or tolerated at TNCS.
10. All aspects of our Honor Code apply to use of technology.

SCHOOL HISTORY, ENROLLMENT, NON-DISCRIMINATION POLICY

HISTORY OF THE SCHOOL

The New Community School began in 1974 when four sets of parents sought an educational alternative for children with average to above average intelligence and poor language skills due to dyslexia (specific language learning disability.) These parents had children in a unique program in their public school, but they had been told that the same kind of program could not be continued in the secondary grades because a child needed to have basic skills to be independent. They were told that the secondary setting could not support basic skill remediation in reading, spelling, writing, and math and still move ahead with the challenge of academic courses.

Since then TNCS programming has worked to address both the remedial and academic challenge for students with specific language learning problems within one program. This is accomplished by daily intensive remediation while accommodating temporarily for skill deficits in the academic setting. As basic skills improve, the student uses those skills and increased knowledge of his or her learning style to become increasingly independent in the academic setting. Small class size of six to eight students in academic classes and two to four students in remedial language classes as well as creative academic support systems (pg 5) are key to the success of the students who attend.

After being housed in churches for the first seven years the school moved in 1981 to its current location. The campus style setting with small classrooms and offices in ten buildings is located near the interchange of Interstates 95 and 64 in the Hermitage Road Historic District of Richmond's north side.

FACILITIES AND EQUIPMENT

The New Community School currently maintains student and faculty spaces in 11 buildings on 8.5 acres. Buildings are maintained to provide safe and adequate space to facilitate learning and provide space for administrative staff. Additional spaces are provided for the library and for physical education.

All spaces are accessible, barrier free, safe, and clean. If you observe any areas of concern, please report them immediately to the Business Office.

Inspections of safety equipment by the local fire department and/or other fire system professional is completed annually, as required by law. A copy of the report is maintained in the Business Office.

The School currently operates 5 activity buses which are inspected and maintained to provide safe and adequate transportation for students and faculty for field trips and athletics. Faculty who serve as "bus drivers" have provided their DMV driving records for review. Additionally, faculty receive training on the features of the activity bus from the designated school trainer, or the trainer from Sonny Merryman (activity bus provider).

The School provides instructional materials and equipment necessary to support the instructional program. Students received instruction on the safe and proper use of classroom equipment as appropriate and demonstrate their knowledge of these rules before being allowed to use such equipment independently.

Students provide their own technology and agree to adhere to the technology guidelines as described in Appendix 1: Acceptable Use of Technology.

NON-DISCRIMINATION POLICY

The New Community School admits students of any race, religious belief, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate

on the basis of race, religious belief, national or ethnic origin in the administration of its educational policies, admissions policies, hiring, scholarship and loan programs, athletics and other school administered programs.

VIOLENCE PREVENTION

Commonwealth of Virginia regulations require The New Community School to include a statement of violence prevention policy, to include prevention of self-injurious behavior.

While incidents of student violence at The New Community School are extremely rare, the School has nonetheless maintained a variety of measures to, among other reasons, prevent instances of student violence and self-injurious behavior. These include:

- early intervention through the School's low student-teacher ratio, advisor system, and individualized, counseling-oriented philosophy on discipline
- communication with parents, the School Counselor, and outside counselor (if applicable) in the event of a student's emerging tendency toward violence
- faculty supervision at break, lunch, and after school, and well-defined on- and off-limit areas for students
- advising and counseling programs that offer students positive alternatives to unacceptable behaviors, including violence

If the School becomes aware of a student's potential tendency toward self-harm, the student may not be permitted to attend school without a note from an attending psychologist saying that the student is no longer a threat to self or others.

Behavior management techniques are applied in order of their degree of intrusiveness or restrictiveness. The decision to use behavior management techniques of increasing degrees of intrusiveness or restrictiveness should be that of the Division Director, and only when less intrusive or restrictive techniques have proven ineffective.

Physical restraint or seclusion is allowed only in an emergency situation and only when necessary for a time period to protect the student or others from imminent danger of serious harm, and only after less intrusive interventions have been attempted and have failed to manage that particular behavior, and where there is a substantial explanation for why the other interventions were deemed inadequate or inappropriate. The need for such measures is extremely rare at The New Community School.

The use of restraint or seclusion, particularly if there is repeated use for an individual child, multiple uses within the same classroom or office, or multiple uses by the same individual, shall trigger a review and, if appropriate, a revision of behavioral strategies currently in place to address dangerous behavior.

ADMISSIONS

THE APPLICATION PROCESS

An application is complete when the admissions office has received the following:

- An application form completed by the parents and signed by the parent and the student
- School records, IEP if applicable, and transcripts
- Results of a Wechsler Intelligence testing (WISC IV or WISC V) that includes subtest scores and is no more than three years old (preferably WISC V including naming speed and symbol translation index scales)
- Any other professional evaluations relevant to the student's learning difficulties (psychological evaluation, educational evaluation, audiological evaluation, etc.) that have been previously completed
- The \$125 application fee
- Current photo
- Teacher recommendation form
- Student visits

Families are invited to schedule a visit to the school. Visits are scheduled directly with the Director of Admission & Enrollment Management.

Once the application is complete the school will schedule on-campus diagnostic testing. This testing will be followed by a feedback appointment with school personnel. At the feedback we will discuss the results of the testing and the Admissions Committee's determination of the appropriateness of the school's program for the student.

ADMISSIONS CALENDAR

The school will begin to accept applications for the coming school year as early as a year prior to the intended enrollment date. Testing can begin when all necessary materials have been received and testing session has begun.

In cases where there are more appropriate candidates for the grade than we have space available, students will be placed on a waiting list. It is possible that some grades will be completely filled by applicants from this first group. For this reason we urge families who would like to consider The New Community School as an option for their child to apply early and arrange for all necessary records to be sent in a timely manner.

Since significant aspects of the school's schedule for the coming year will already be determined by late spring, spaces will be offered to those candidates best able to fit into the existing schedule. Based upon previous experience we will have some openings available after April, but not necessarily at every grade level. We will continue to consider applicants for available space throughout the summer.

2018-19 COURSE TITLES**ENGLISH**

English 5/6
 English 7
 English 8
 English 9
 English 10
 English 11
 English 11/12
 English 12
 English 12 Honors

MATH

Math Foundations
 Fractions, Decimals, & Percents
 Basic Geometry & Measurement
 Pre-Algebra
 Algebra 1
 Algebra 2
 Geometry
 Statistics
 Pre-Calculus
 AP Calculus

HISTORY

Social Studies 5
 Social Studies 6
 World History 7
 World History 8
 World History 9
 American History
 U.S. in the Modern World
 Government & Politics
 A.P. U.S. History

SCIENCE

Science 5
 Science 6
 Science 7
 Science 8
 Physical Science
 Chemistry
 Biology
 Environmental Biology

LANGUAGE FUNDAMENTALS

Language Fundamentals
 Reading & Writing
 Advanced Reading & Writing

HEALTH & WELLNESS

Physical Education
 Advanced PE
 Fitness Lifestyle
 Health 5-6
 Health 7-8
 Health 9-10

ELECTIVES

8th Grade Capstone
 Art 5/6
 Art 7/8
 Careers in Science
 Ceramics & Sculpture
 ConSenses Art
 Creative Writing
 Digital Photography
 Drama 5-6
 Drama Production
 Drama Skills
 Entrepreneurship
 Green Garden Project
 Guitar
 Guitar 5-6
 Intro to App Development
 Introduction to Programming
 Introduction to TNCS
 Introduction to Visual Arts
 iPad Digital Photography
 iPad Digital Photography 5-6
 Junior Seminar
 Keyboarding
 Lego Robotics
 Multimedia
 Oil & Hot Wax Painting
 Personal Finance
 Programming
 Recording Studio
 Robotics
 Senior Seminar
 STEAM
 Ukulele
 Wondering About Philosophy
 Woodworking

FACULTY PROFESSIONAL DEVELOPMENT

Faculty professional development at The New Community School happens in many forms. We dedicate eight calendar days in the school year to professional development on a variety of topics, plus numerous after-school professional development sessions. Faculty are generally provided one professional membership in their chosen field each year, and are encouraged to attend local, regional, or national conferences, present at these conferences, and share with fellow faculty what they learn.

The school supports the ongoing education of our faculty. The school reimburses faculty for the cost of courses that enhance skills in their chosen field, licensure coursework, and graduate level studies.

PLACEMENT PROCESS

When a family or the school wonders if TNCS continues to be the best educational option for a current student, Placement Process is implemented. All teachers are provided an input form to complete. A summary is merged and the student's advisor, LF teacher, Division Director, Director of Enrollment Management, and the Head of School discuss the findings and make recommendations on future enrollment. Afterward, a meeting with the student's parents is scheduled to discuss the findings and recommendation.

Appendix 7a is an example of the form the school uses to evaluate a student during the placement study process.

PLACEMENT STUDY – INPUT FORM

Date:	
Student Name:	
Teacher Name:	

Please indicate all accommodations this student currently uses:

<input type="checkbox"/>	Multisensory options for demonstrating acquired knowledge (art, drama, oral reports, projects, etc.)
<input type="checkbox"/>	Ability to speak to teachers at home for help or advice.
<input type="checkbox"/>	Written work and tests graded on content without penalty for poor spelling, grammar, or mechanics.
<input type="checkbox"/>	Partial credit in math when student demonstrates understanding of concept or procedure.
<input type="checkbox"/>	Written suggestions for improvement of assignments and ability to redo poor quality work.
<input type="checkbox"/>	Structured long-term projects with interim deadlines and support.
<input type="checkbox"/>	Requires unusual degree of teacher support in extra help.
<input type="checkbox"/>	Near-point copies of notes or additional time to copy class notes from the board.
<input type="checkbox"/>	Permission to use a computer for class notes or access digital books (speech-to-text and text-to-speech).
<input type="checkbox"/>	Reading period where literature is read and discussed.
<input type="checkbox"/>	Recorded versions of required reading (or digital/online books).
<input type="checkbox"/>	Reading and dictation support for tests and homework.
<input type="checkbox"/>	Dictation Support.
<input type="checkbox"/>	Individual or small group review sessions.
<input type="checkbox"/>	Separate, distraction-free place for testing.
<input type="checkbox"/>	Use of a computer for taking tests.
<input type="checkbox"/>	Extra time to complete tests.
<input type="checkbox"/>	Individual clarification of questions and directions on tests.
<input type="checkbox"/>	Reduced academic load.
<input type="checkbox"/>	Tape in class notes.

Comments:

If this student transitioned to an independent or public school, how would you describe his/her level of success in:

	Very Limited	Somewhat Limited	OK	Strong	NA
Decoding Skills					
Reading Rate					
Spelling					
Reading Comprehension					
Written Expression					
Writing Mechanics					
Handwriting					
Math Skills - Computation					
Math Skills – Problem Solving					
Note Taking					
Keyboarding					
Organization					
Class Participation					
Test Performance					
Attention					
Social Interaction					
Behavior					
Self-Awareness					
Memory					
Use of Technology					
Shows interest and involvement in college prep curriculum					
Completes homework in timely manner					
Thoroughness of daily work					
Seeks teacher assistance when needed					
Uses Resources					
Has adequate study strategies					
Manages long term projects independently					
Developing strategies for independence					
Oral Expression					
Concrete Comprehension					
Abstract Comprehension					
Following Oral Directions					
Following Written Directions					
Sequencing					
Other:					

Comments (Required for “Very Limited” notations):

What is this student’s awareness, acceptance and understanding of his/her learning difference?

Very Limited	Limited	Developing	Strong

Comments:

What is the student’s ability to self-advocate?

Very Limited	Limited	Developing	Strong

Comments:

Will The New Community School be an appropriate placement for this student next year?

No	Somewhat	Yes

Explain:

COURSE OBJECTIVES

English (page 37)

Math (page 58)

History (page 94)

Science (page 122)

English 5/6 2018-2019, Even Year

<p>English 5/6 focuses on building fundamental skills in basic parts of speech and sentence structure, composition, and literary analysis. The literature studied includes the novel <i>The Mighty Miss Malone</i>, selections from <i>Scholastic News Magazine</i>, and a variety of other short stories and sources. In composition, students are introduced to basic parts of speech and sentence structures. Then, they apply these basic structures to longer writing tasks. They learn a multi-step writing process and use it repeatedly to develop their creative potential through varied writing experiences and cross-curricular activities and projects. Instructional strategies include interactive demonstrations, daily guided practice, and regular use of manipulatives to reinforce and review content. Small group discourse, role-playing, kinesthetic learning activities and audio-visual resources stimulate and enhance learning.</p>			
	<p>Basic Parts of Speech and Sentence Structure</p>	<p>Composition</p>	<p>Literature</p>
<p>First Semester</p>	<p>Standard 1: The student will develop understanding of the basic parts of speech (nouns, verbs, adjectives).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, and compound sentences (simple and compound subjects and predicates).</p>	<p>Standard 3: The student will apply each step of the writing process during composition.</p> <p>Standard 4: The student will demonstrate knowledge of basic paragraph structure (emphasis on informational text summary writing).</p>	<p>Standard 5: The student will develop strategies for understanding, extracting, and reporting information from a variety of informational text genres.</p>
<p>Second Semester</p>	<p><u><i>Continuing Studies of...</i></u></p> <p>Standard 1: The student will develop understanding of the basic parts of speech (nouns, verbs, adjectives).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, and compound sentences (simple and compound subjects and predicates).</p> <p><u><i>Exploring New Units of...</i></u></p> <p>Standard 1: The student will develop understanding of the basic parts of speech (pronouns, adverbs, prepositions, and conjunctions).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, and compound sentences (simple sentences, clauses and phrases, and compound sentences).</p>	<p><u><i>Continuing Studies of...</i></u></p> <p>Standard 3: The student will apply each step of the writing process during composition.</p> <p>Standard 4: The student will demonstrate knowledge of basic paragraph structure (emphasis on reflective and creative writing).</p>	<p><u><i>Continuing Studies of...</i></u></p> <p>Standard 5: The student will develop strategies for understanding, extracting, and reporting information from a variety of informational text genres.</p> <p><u><i>Exploring New Units of...</i></u></p> <p>Standard 6: The student will develop an understanding of the basic elements of literature found in a variety of fiction and nonfiction genres.</p>
<p>Materials and Activities</p>	<p><u>Texts:</u> <i>Thank you, Ma'am</i> by Langston Hughes <i>All Summer in a Day</i> by Ray Bradbury <i>The Gift of the Magi</i> by O'Henry <i>The Mighty Miss Malone</i> by Christopher Paul Curtis <i>Love That Dog</i> by Sharon Creech</p>	<p><u>Student Resources:</u> <i>Writing Matters: Developing Sentence Skills in Students of All Ages</i> by William Van Cleave <i>Scholastic Magazine: News Edition</i>, in addition to appropriate online articles, websites, newspaper, textbook articles, and cross-curricular content</p>	<p><u>Major Projects:</u> Writer's Workshop Cross-Curricular Projects per semester Novel study and analysis Cross-curricular writing support: Science Fair, history research</p>
<p>Evaluation System</p>	<p><u><i>Types of Assessments:</i></u></p> <ol style="list-style-type: none"> Homework and classwork – formative Tests and quizzes – summative Projects – summative Writer's Workshop products - summative 	<p><u><i>Mastery Scale:</i></u></p> <p>4 = Excelling 3 = Proficient 2 = Developing 1 = Emerging</p>	

English 5/6 Standards and Learning Objectives

BASIC PARTS OF SPEECH & SENTENCE STRUCTURE

Standard 1:

The student will develop understanding of the basic parts of speech.

Learning Objectives for Standard 1:

Objective E1: Demonstrate knowledge of **nouns**.

Objective E2: Demonstrate knowledge of **action verbs, helping verbs, and linking verbs**.

Objective E3: Demonstrate knowledge of **adjectives**.

Objective E4: Demonstrate knowledge of **pronouns**, distinguishing between subject and object pronouns.

Objective E5: Demonstrate knowledge of **adverbs**.

Objective E6: Demonstrate knowledge of concrete **prepositions**.

Objective E7: Demonstrate knowledge of **conjunctions**.

Standard 2:

The student will develop understanding of basic sentence parts, simple sentences, and compound sentences.

Learning Objectives for Standard 2:

Objective E8: Demonstrate knowledge of **subjects and predicates** (simple, complete, compound subjects).

Objective E9: Demonstrate knowledge of **simple sentences and phrases**.

Objective E10: Demonstrate knowledge of **independent clauses**.

Objective E11: Demonstrate knowledge of **compound sentences**.

Objective E12: Demonstrate consistent use of the required **elements** of a sentence (subject, predicate, capitalization, punctuation).

COMPOSITION

Standard 3:

The student will apply each step of the writing process.

Learning Objectives for Standard 3:

Objective E13: Use a variety of prewriting strategies to generate ideas.

Objective E14: Produce a complete rough draft.

Objective E15: Apply editing strategies to improve the quality of writing.

Objective E16: Apply revision strategies to improve the quality of writing.

Objective E17: Apply basic formatting structure when publishing work.

Standard 4:

The student will demonstrate knowledge of basic paragraph structure.

Learning Objectives for Standard 4:

Objective E18: Identify the intended audience and the author's purpose for writing.

Objective E19: Demonstrate knowledge of topic sentences.

Objective E20: Demonstrate knowledge of concluding sentences.

Objective E21: Include the most essential information to support a central topic.

Objective E22: Demonstrate appropriate usage of paraphrasing.

LITERATURE

Standard 5:

The student will develop strategies for understanding, extracting, and reporting information from a variety of informational text genres.

Learning Objectives for Standard 5:

Objective E23: Develop mastery of the “reflecting the question” technique to demonstrate comprehension of text.

Objective E24: Use the main idea, supporting details, and textual evidence to support analysis, draw conclusions, and make inferences.

Objective E25: Demonstrate knowledge of text structure.

Standard 6:

The student will develop an understanding of the basic elements of literature found in a variety of fiction and nonfiction genres.

Learning Objectives for Standard 6:

Objective E26: Analyze examples of the basic elements of literature within a given text.

Objective E27: Analyze quotes from a given text to strengthen comprehension and make connections.

Objective E28: Determine the meaning of basic figurative language as used in text.

Objective E29: Determine an appropriate theme of a text and how it is conveyed through details.

English 7 2018-2019

English 7 focuses on fundamental skills in composition and literary analysis. The literature studied includes: an autobiography John Muir: My Life with Nature, the novel Boy of the Painted Cave, and a variety of short stories, informational texts, and other selected genres of literature. In composition, students engage in multi-sensory instruction beginning with basic parts of speech combined with sentence building and generation techniques. Students will learn how to create simple, compound, and complex sentence structures. Then, students apply these basic structures to longer writing tasks and are introduced to writing the academic paragraph. They learn a multi-step writing process and use it repeatedly to develop their creative potential through varied writing experiences and cross-curricular activities and projects. Instructional strategies include structured note-taking, daily practice, and regular use of manipulatives to reinforce and review content. Small group discourse, role-playing, kinesthetic learning activities and audio-visual resources stimulate and enhance learning.

	Basic Parts of Speech and Sentence Structure	Composition	Literature
First Semester	<p>Standard 1: The student will develop understanding of the basic parts of speech (nouns, pronouns, verbs, verb tense, adjectives, and adverbs).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, compound sentences, and complex sentences (subjects, predicates, and simple sentences).</p>	<p>Standard 3: The student will apply each step of the writing process during composition.</p> <p>Standard 4: The student will begin to recognize and form basic topic, supporting (detail), and concluding sentences as parts of the academic paragraph.</p> <p>Standard 5: The student will write narratives to develop real or imagined experiences or events.</p>	<p>Standard 7: The student will develop strategies for understanding, extracting, and reporting information from a variety of genres.</p> <p>Standard 8: The student will develop an understanding of the basic elements of literature found in fiction and nonfiction.</p>
Second Semester	<p><u>Continuing Studies of...</u></p> <p>Standard 1: The student will develop understanding of the basic parts of speech (nouns, pronouns, verbs, verb tense, adjectives, and adverbs).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, compound sentences, and complex sentences (subjects, predicates, and simple sentences).</p> <p><u>Exploring New Units of...</u></p> <p>Standard 1: The student will develop understanding of the basic parts of speech (phrases, prepositions, clauses, and conjunctions).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, compound sentences, and complex sentences (phrases, independent clauses, dependent clauses, and compound sentences).</p>	<p><u>Continuing Studies of...</u></p> <p>Standard 3: The student will apply each step of the writing process during composition.</p> <p>Standard 4: The student will begin to recognize and form basic topic, supporting (detail), and concluding sentences as parts of the academic paragraph.</p> <p>Standard 5: The student will write narratives to develop real or imagined experiences or events.</p> <p><u>Exploring New Units of...</u></p> <p>Standard 6: The student will write informative texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content resources.</p>	<p><u>Continuing Studies of...</u></p> <p>Standard 7: The student will develop strategies for understanding, extracting, and reporting information from a variety of genres.</p> <p>Standard 8: The student will develop an understanding of the basic elements of literature found in fiction and nonfiction.</p>
Materials & Activities	<p><u>Texts:</u></p> <p><i>Scope: The Language Arts Magazine</i>; “The Return of the Wolves” and other informative texts (to support cross-curricular reading with Science Fair); and a variety of examples from: Textbooks, Primary Sources, Websites, Articles, Journals, Newspapers, and Magazines</p> <p><u>John Muir: My Life with Nature</u> by Joseph Cornell</p> <p><u>Boy of the Painted Cave</u> by Justin Denzel</p> <p><i>Writing Matters: Developing Sentence Skills in Students of All Ages</i> by William Van Cleave</p>	<p><u>Student Resources:</u></p> <p>Grammar Concept Cards</p> <p>Teacher-developed notes, paragraph planners, and rubrics</p>	<p><u>Major Projects:</u></p> <p>Writer’s Workshop</p> <p>Cross-Curricular Projects per semester: (<i>Monumental Richmond: The Discovery of Richmond’s Past and Its Lingering Legacy</i> and <i>Food for Thought</i>)</p> <p>Novel study and analysis</p> <p>Cross-curricular writing support: Science Fair, history research</p>
Evaluation System	<p><u>Types of Assessments:</u></p> <ol style="list-style-type: none"> 1. Homework and classwork – formative 2. Tests and quizzes – summative 3. Projects - summative 4. Writer’s Workshop products - summative 		<p><u>Mastery Scale for Assessments:</u></p> <p>4 = Excelling 3 = Proficient 2 = Developing 1 = Emerging</p>

English 7 Standards and Learning Objectives

BASIC PARTS OF SPEECH & SENTENCE STRUCTURE

Standard 1:

The student will develop understanding of the basic parts of speech.

Learning Objectives for Standard 1:

- Objective E1: Demonstrate knowledge of **nouns** (collective, idea, singular/plural/irregular).
- Objective E2: Demonstrate knowledge of **pronouns**.
- Objective E3: Demonstrate knowledge of **verbs** (action, linking, helping, main, verb phrase).
- Objective E4: Demonstrate knowledge of **verb tense** (past/present/future/progressive).
- Objective E5: Demonstrate knowledge of **adjectives** (articles, comparative, superlative, order).
- Objective E6: Demonstrate knowledge of **adverbs**.
- Objective E7: Demonstrate knowledge of **phrases**.
- Objective E8: Demonstrate knowledge of **prepositions** (prepositional phrases, object of the preposition).
- Objective E9: Demonstrate knowledge of **prepositional phrases**.
- Objective E10: Demonstrate knowledge of **object of the preposition**.
- Objective E11: Demonstrate knowledge of **dependent clauses**.
- Objective E12: Demonstrate knowledge of **independent clauses**.
- Objective E13: Demonstrate knowledge of **coordinating conjunctions**.
- Objective E14: Demonstrate knowledge of **subordinating conjunctions**.

Standard 2:

The student will develop understanding of basic sentence parts, simple sentences, compound sentences, and complex sentences.

Learning Objectives for Standard 2

- Objective E15: Write in complete sentences that reflect the question.
- Objective E16: Demonstrate knowledge of **subjects** (simple, complete, compound).
- Objective E17: Demonstrate knowledge of **predicates** (simple, complete, compound).
- Objective E18: Demonstrate knowledge of **simple sentences**.
- Objective E19: Demonstrate knowledge of **phrases, independent clauses, and dependent clauses**.
- Objective E20: Demonstrate knowledge of **compound sentences**.
- Objective E21: Demonstrate knowledge of **complex sentences**.
- Objective E22: Identify and use the required **elements** of a sentence. (capitalization, end punctuation, and appropriate commas in a sentence).

COMPOSITION

Standard 3:

The student will apply each step of the writing process during composition.

Learning Objectives for Standard 3:

- Objective E23: Use a variety of prewriting strategies to generate ideas.
- Objective E24: Produce a complete rough draft.
- Objective E25: Apply editing and revision strategies to improve the quality of his or her writing.
- Objective E26: Apply basic formatting structure when publishing his or her work.

Standard 4:

The student will begin to recognize and form basic topic, supporting (detail), and concluding sentences as parts of the academic paragraph.

Learning Objectives for Standard 4:

- Objective E27: Recognize and create topic sentences.
- Objective E28: Recognize and create supporting (detail) sentences.
- Objective E29: Recognize and create concluding sentences.
- Objective E30: Produce and expand the basic paragraph into the academic paragraph.

Standard 5:

The student will write narratives to develop real or imagined experiences or events.

Learning Objectives for Standard 6:

Objective E31: Engage the reader by establishing a context and introduce characters, setting, event sequences that are natural and logical.

Objective E32: Use narrative techniques to develop experiences, events, characters, etc.

Objective E33: Use precise words and phrases, relevant descriptive details, figurative language, and sensory language to convey experiences and events.

Objective E34: Provide a conclusion that follows from the narrated experiences or events.

Standard 6:

The student will write informative texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content resources.

Learning Objectives for Standard 5:

Objective E35: Introduce a topic, organize ideas, concepts, and information, and using strategies when useful to aid comprehension (such as definition, classification, comparison/contrast, cause/effect, formatting, graphics, etc.).

Objective E36: Develop the topic with relevant information and examples.

Objective E37: Use precise language, vocabulary, and transition words to inform about or explain the topic.

Objective E38: Provide a concluding statement or section that follows the information or explanation presented.

LITERATURE

Standard 7:

The student will develop strategies for understanding, extracting, and reporting information from a variety of genres.

Learning Objectives for Standard 7:

Objective E39: Develop mastery of the “reflecting the question” technique to demonstrate comprehension of text.

Objective E40: Use the main idea, supporting details, and textual evidence to support analysis, draw conclusions, and make inferences.

Objective E41: Use strategies to determine the meaning of content vocabulary found in non-fiction texts.

Objective E42: Integrate information presented to develop a coherent understanding of a topic or issue.

Standard 8:

The student will develop an understanding of the basic elements of literature found in fiction and nonfiction.

Learning Objectives for Standard 8:

Objective E43: Analyze examples of the basic elements of literature within a given text.

Objective E44: Use quotes containing story elements as evidence to support conclusions and inferences and to create summaries.

Objective E45: Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings.

Objective E46: Determine a theme or central idea of a text and how it is conveyed through details.

English 8

Eighth grade English begins with a review of each student’s composition skills and literary analysis skills. The literature curriculum focuses on themes relating to coming of age. We evaluate characterization and analyze the impact of characters’ actions on others and their world through our study of *Peak*, *The Outsiders*, and the *Red Kayak*. We also explore the author’s use of language, settings, and plot. In composition, students review basic parts of speech, as well as simple and compound sentences. Students then progress to complex sentence structure and academic paragraphs. They learn a multi-step writing process. Composition work develops student awareness of the elements of writing: content, expression and word choice, format, and mechanics. Instructional strategies include structured note-taking, daily practice, and regular use of manipulatives to reinforce and review content. Small group discourse, role-playing, peer collaboration, kinesthetic learning activities and audio-visual resources are used as well to enhance learning.

	Basic Parts of Speech and Sentence Structure	Composition	Literature
First Semester	<p>Standard 1: Students will demonstrate understanding of the basic parts of speech: nouns, pronouns, verbs, verb tense, adjectives, adverbs, and coordinating conjunctions.</p> <p>Standard 3: Students will develop understanding of basic sentence parts as well as sentence structures in their writing: simple subjects and simple predicates, simple sentences, and compound sentences.</p>	<p>Standard 5: Students will apply each step of the writing process during composition.</p> <p>Standard 6: Students will begin to recognize and form basic topic, one reason, evidence/supporting (detail), and concluding sentences as parts of the basic academic paragraph.</p> <p>Standard 7: Students will form topic, two reasons/supporting (detail), and concluding sentences as parts of the intermediate academic paragraph.</p>	<p>Standard 9: Students will develop an understanding of literary elements found in fiction and nonfiction.</p> <p>Standard 10: Students will use reading strategies for comprehension of a selected text.</p>
Second Semester	<p><u>Continuing Studies of...</u> Standard 1: Standard 3:</p> <p><u>Exploring New Units of...</u> Standard 2: Students will demonstrate correct use of the basic parts of speech: phrases, prepositions, clauses, and subordinating conjunctions.</p> <p>Standard 4: Students will develop understanding of basic sentence parts as well as sentence structures in their writing: prepositional phrases, independent and dependent clauses, and complex sentences.</p>	<p><u>Continuing Studies of...</u> Standard 5: Standard 6: Standard 7:</p> <p><u>Exploring New Units of...</u> Standard 8: Students will write a basic three-paragraph essay to examine a topic and convey their ideas after analysis of selected and relevant content.</p>	<p><u>Continuing Studies of...</u> Standard 9: Standard 10:</p> <p><u>Exploring New Units of...</u> Standard 11: Students will interpret selected passages through literary analysis of a given text.</p>

Materials & Activities	<p>Text: -<i>Peak</i> by Roland Smith -<i>The Outsiders</i> by S.E. Hinton -<i>Red Kayak</i> by Priscilla Cummings -<i>Writing Matters: Developing Sentence Skills in Students of All Ages</i> by William Van Cleave</p>	<p>Student Resources: -Grammar concept cards -Binder inserts -Teacher-developed notes, paragraph planners, and rubrics</p>	<p>Videos: -Selected instructional videos as appropriate -<i>The Outsiders</i></p>	<p>Major Projects: Cross-curricular project</p>
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Assessment	Fall Semester		Spring Semester	
	1 st quarter	= 37.50%	3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	Exam Project	= 25%	Final Exam	= 25%

English 8 Standards and Learning Objectives

BASIC PARTS OF SPEECH & SENTENCE STRUCTURE

Standard 1: Students will demonstrate correct use of the basic parts of speech: nouns, pronouns, verbs, verb tense, adjectives, adverbs, and coordinating conjunctions.

Learning Objectives for Standard 1:

- Objective A: Demonstrate knowledge of **nouns**
- B: Demonstrate knowledge of **pronouns**.
- C: Demonstrate knowledge of **verbs**
- D: Demonstrate knowledge of **verb tense**
- E: Demonstrate knowledge of **adjectives**
- F: Demonstrate knowledge of **adverbs**.

Standard 2: Students will demonstrate correct use of the basic parts of speech: phrases, prepositions, clauses, and subordinating conjunctions.

Learning Objectives for Standard 2:

- Objective A: Demonstrate knowledge of **phrases**.
- B: Demonstrate knowledge of **prepositions** (prepositional phrases, object of the preposition).
- C: Demonstrate knowledge of **clauses** (independent, dependent).
- D: Demonstrate knowledge of **conjunctions** (coordinating, subordinating).

Standard 3: Students will develop understanding of basic sentence parts as well as sentence structures in their writing: **simple subjects** and **simple predicates, simple sentences, and compound sentences**.

Learning Objectives for Standard 3:

- Objective A: Demonstrate knowledge of **subjects and predicates**
- B: Demonstrate knowledge of **simple sentences**.
- C: Demonstrate knowledge of **compound sentences**.

Standard 4: Students will develop understanding of basic sentence parts as well as sentence structures in their writing: **prepositional phrases, independent and dependent clauses, and complex sentences**.

Learning Objectives for Standard 4:

- Objective A: Demonstrate knowledge of **phrases**
- B: Demonstrate knowledge of **clauses, independent clauses, and dependent clauses**.
- C: Demonstrate knowledge of **complex sentences**.

COMPOSITION

Standard 5: Students will apply each step of the writing process during composition.

Learning Objectives for Standard 5:

- Objective A: Use a variety of prewriting strategies to generate ideas.
- B: Produce a complete rough draft.
- C: Apply revision strategies to improve the “sound” quality of his or her writing.
- D: Apply editing strategies to improve the “look” quality of his or her writing.
- E: Apply basic formatting structure when publishing his or her work (appropriate font style and size, spacing, headings and titles).

Standard 6: Students will begin to recognize and form basic topic, one reason, evidence/supporting (detail), and concluding sentences as parts of the **basic academic paragraph**.

Standard 7: Students will form topic, two reasons, evidence/supporting (detail), and concluding sentences as parts of the **intermediate academic paragraph**.

Learning Objectives for Standards 6-7:

- Objective A: Recognize and create a topic sentence.
B: Recognize and create reason(s) sentence(s)
C: Recognize and create supporting (detail) sentences.
D: Recognize and create concluding sentences.

Standard 8: Students will write a **basic three-paragraph essay** to examine a topic and share ideas supported with literary analysis of a selected text.

Learning Objectives for Standards 8:

- Objective A: Establish the topic with relevant information and examples.
B: Use the writing process to develop the topic sentence.
C: Develop an introductory paragraph with a hook that announces the topic and expands topic sentence.
D: Use the writing process to elaborate with supporting details in a logical manner.
E: Develop a body paragraph that explains the topic with supporting details from the text.
F: Use the writing process to develop a powerful concluding statement.
G: Develop a conclusion paragraph that summarizes the topic with supporting details from the text.
H: Use transition words within each paragraph.
I: Use the revision process to add precise words, relevant details, and figurative language to their sentence.

LITERATURE

Standard 9:

Students will develop an understanding of the basic elements of literature found in fiction and nonfiction.

Learning Objectives for Standard 9:

- Objective A: Demonstrate knowledge of basic literary elements
B: Examine examples of characterization within a selected text.
C: Examine examples of plot within a selected text.
D: Determine the theme(s) within a selected text through supporting evidence.
E: Use quotations containing story elements as evidence to support conclusions and inferences, and to create summaries

Standard 10: Students will use reading strategies for comprehension of a selected text.

Learning Objectives for Standards 10:

- Objective A: Use textual evidence to support conclusions (concrete comprehension).
B: Use textual evidence to support inferences (abstract comprehension).
C: Determine the meaning of content vocabulary found within a selected text (denotation).
D: Determine the meaning of phrases as they are used within a selected text, including figurative language (connotation).

Standard 11: Students will interpret selected passages through literary analysis of a given text.

Learning Objectives for Standards 11:

- Objective A: Use annotations while reading to mark key quotations as evidence to support characterization.
B: Use annotations while reading to mark key quotations as evidence to support plot.
C: Use annotations while reading to mark key quotations as evidence to support theme(s).
D: Use pre-defined quote analysis structure to analyze selected passage of a given text.
E: Use pre-defined figurative language analysis structure to analyze a passage of a given text

English 9

The ninth grade English curriculum focuses on structures of academic composition and analysis of literature. Literature study includes short stories, two novels, and a play. Students study standard literary vocabulary to analyze and evaluate these texts. The composition component includes the review of basic parts of speech and sentence structures and emphasizes the use of increasingly complex sentences in writing. Students use a multi-step writing process as well as a model for task analysis and self-evaluation of written expression. Students develop their academic writing skills with a collaborative English/History research paper. Instructional strategies include structured notes, daily review and practice, and regular use of manipulatives to reinforce concepts. Small group discussion, role-playing, kinesthetic learning activities and audio-visual resources stimulate and enhance learning.

	Basic Parts of Speech and Sentence Structure	Composition	Literature
First Semester	<p>Standard 1: The student will improve and expand knowledge of parts of speech.</p> <p>Standard 2: The student will improve and expand knowledge of sentence components (phrase, independent clause, dependent clause).</p> <p>Standard 3: The student will improve and expand knowledge of sentence types (simple, compound, complex).</p>	<p>Standard 5: The student will apply each step of the writing process during composition.</p> <p>Standard 6: The student will expand and improve skills in writing academic paragraphs.</p>	<p>Standard 9: The student will read, interpret, and analyze short stories.</p> <p>Standard 10: The student will read, interpret, and analyze a novel.</p>
Second Semester	<p><u>Continuing Studies of...</u></p> <p>Standard 1: The student will improve and expand knowledge of parts of speech (noun, verb, pronoun, adjective, adverb, preposition).</p> <p>Standard 2: The student will improve and expand knowledge of sentence components (phrase, independent clause, dependent clause).</p> <p>Standard 3: The student will improve and expand knowledge of sentence types (simple, compound, complex).</p> <p><u>Exploring New Units of...</u></p> <p>Standard 4 : The student will integrate knowledge of proper punctuation (commas, capitals) in a variety of sentence types.</p>	<p><u>Continuing Studies of...</u></p> <p>Standard 5: The student will apply each step of the writing process during composition.</p> <p>Standard 6: The student will expand and improve skills in writing an academic paragraph.</p> <p><u>Exploring New Units of...</u></p> <p>Standard 7: The student will expand and improve skills in writing an academic essay.</p>	<p>Standard 11: The student will read, interpret, and analyze an Elizabethan tragedy.</p> <p>Standard 10: The student will read, interpret, and analyze a novel.</p>
		Research Skills	<p>Standard 8: The student will produce a research paper with citations.</p>

Materials & Activities	Text: Selected short stories <i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i> <i>Lord of the Flies</i>	Student Resources: Grammar concept cards Teacher-developed notes, paragraph planners, and rubrics	Videos: <i>To Kill a Mockingbird</i> Shakespeare's Globe Theater production of <i>Romeo and Juliet</i> <i>Lord of the Flies</i>	Major Projects: 4 th quarter collaborative research paper
Assessment	Fall Semester 1 st quarter	= 37.50%	Spring Semester 3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	Exam Project	= 25%	Final Exam	= 25%

English 9 Standards and Learning Objectives

BASIC PARTS OF SPEECH & SENTENCE STRUCTURE

Standard 1

The student will improve and expand knowledge of parts of speech.

Learning Objectives for Standard 1:

The student can...

- a) Define and identify basic parts of speech (noun, verb, pronoun, adjective, adverb, preposition).
- b) Generate examples of basic parts of speech.
- c) Apply and integrate knowledge of basic parts of speech in sentences.

Standard 2

The student will improve and expand knowledge of sentence components.

Learning Objectives for Standard 2:

The student can...

- a) Define and identify clauses and phrases.
- b) Generate examples of clauses and phrases.
- c) Define and identify components of sentence types: independent clause, dependent clause, conjunctions.

Standard 3

The student will improve and expand knowledge of sentence types.

Learning Objectives for Standard 3:

The student can...

- a) Generate examples of sentence types (simple, compound, complex).
- b) Apply knowledge of sentence types in written expression.

Standard 4

The student will integrate knowledge of proper punctuation (commas, capitals) in a variety of sentence types.

Learning Objectives for Standard 4:

The student can...

- a) Apply rules of capitals and ending punctuation.
- b) Apply rules for commas in compound sentences.
- c) Apply rules for commas in complex sentences that follow the dependent clause, independent clause pattern.
- d) Apply rules for commas in series sentences.
- e) Apply rules for commas in sentences that have prepositional phrases.
- f) Apply rules for commas in sentences that contain dates.
- g) Apply rules for commas in sentences that contain cities/states and cities/countries.

COMPOSITION

Standard 5

The student will apply each step of the writing process during composition.

Learning Objectives for Standard 5:

The student can...

- a) Use a variety of prewriting strategies to generate ideas.
- b) Produce a rough draft on a specific topic.
- c) Apply editing and revising strategies/suggestions to produce a final draft.
- d) Format final draft to include proper heading, spacing, margins, font size, and title.

Standard 6

The student will expand and improve skills in writing academic paragraphs.

Learning Objectives for Standard 6:

The student can...

- a) Define the components of paragraphs: topic, topic sentence, supporting details, concluding sentence, transition words.
- b) Recognize and create components of academic paragraphs.

English 9

- c) Produce an academic paragraph with teacher assistance/guided practice.
- d) Produce independently an academic paragraph that includes the required components.

Standard 7

The student will expand and improve skills in writing an academic essay.

Learning Objectives for Standard 7:

The student can...

- a) Define the components of essays: introduction (grabber, lead, thesis statement), body paragraphs (topic sentence, details, transition words), conclusion.
- b) Recognize and create each component of an academic essay.
- c) Produce an academic essay with teacher assistance/guided practice.
- d) Produce independently an academic essay that includes the required components.

Standard 8

The student will produce a research paper with citations.

Learning Objectives for Standard 8:

The student can...

- a) Write a 2-3 page paper that integrates information from at least three sources.
- b) Correctly cite sources using MLA formatting.

LITERATURE

Standard 9:

The student will read, interpret, and analyze short stories.

Learning Objectives for Standard 9:

The student can...

- a) Annotate and/or highlight while reading to improve comprehension and review.
- b) Identify story components and literary techniques while reading.
- c) Explain the use of story components and techniques in short stories.
- d) Apply knowledge of short story components by independently analyzing a short story.
- e) Analyze quotes from literature in a step-by-step process to better understand the perspectives of characters and to gain understanding of the story.

Standard 10:

The student will read, interpret, and analyze a novel.

Learning Objectives for Standard 10:

The student can...

- a) Annotate and/or highlight while reading to improve comprehension and review.
- b) Identify story components and literary techniques while reading.
- c) Analyze quotes from literature in a step-by-step process to better understand the perspectives of characters and to gain understanding of the story.
- d) Analyze symbols from literature in a step-by-step process.
- e) Analyze characters through their actions, words, and descriptions.
- f) Analyze the theme of a novel.

Standard 11:

The student will read, interpret, and analyze an Elizabethan tragedy.

Learning Objectives for Standard 11:

The student can...

- a) Annotate and/or highlight while reading to improve comprehension and review.
- b) Identify and explain the basic components and terminology of an Elizabethan tragedy.
- c) Identify and explain figurative language in an Elizabethan tragedy.
- d) Create original examples of figurative language.
- e) Explain the terms idealist and realist.
- f) Compare characters who are idealists and realists.
- g) Explain the term tragic flaw.
- h) Analyze the impact a tragic flaw has on a character and the plot.

English 10

Tenth grade English provides a review of students' composition skills and skills of literary analysis and then builds greater sophistication. The composition component begins with a review of grammar and sentence types and then moves on to the academic paragraph. During second semester, emphasis is placed on the multi-paragraph essay and a collaborative research paper with the history department. The tenth-grade literature is multicultural and includes short stories, a drama, a novel and a memoir. The literature curriculum focuses on analyzing the authors' use of characterization techniques, settings, and universal themes. Students examine the experience of characters from different cultures through the lens of our common humanity. Small group discussion, role-playing, kinesthetic learning activities and audio-visual resources stimulate and enhance learning.

	Basic Parts of Speech and Sentence Structure	Composition	Literature
First Semester	<p>Standard 1: The student will understand the basic parts of speech (nouns, pronouns, verbs, verb tense, adjectives, and adverbs).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, compound sentences, and complex sentences.</p>	<p>Standard 3: The student applies each step of the writing process during composition of a variety of informal and formal writing tasks.</p> <p>Standard 4: The student uses the writing process to produce an academic paragraph.</p> <p>Standard 5: The student uses the writing process to produce an academic essay.</p> <p>Standard 6: Students will write Literary Analysis paragraphs and essays that include correctly cited text support.</p>	<p>Standard 8: The student will read, interpret, and analyze short stories.</p> <p>Standard 9: The student will read, interpret, and analyze a drama.</p>
Second Semester	<p><u>Continuing Studies of...</u></p> <p>Standard 1: The student will develop understanding of the basic parts of speech (nouns, pronouns, verbs, verb tense, adjectives, and adverbs).</p> <p>Standard 2: The student will develop understanding of basic sentence parts, simple sentences, compound sentences, and complex sentences.</p>	<p><u>Continuing Studies of...</u></p> <p>Standard 4: The student uses the writing process to produce an academic paragraph.</p> <p>Standard 5: The student uses the writing process to produce an academic essay.</p> <p>Standard 6: The student will write Literary Analysis paragraphs and essays that include correctly cited text support.</p>	<p>Standard 10: The student will read, interpret, and analyze a novel.</p> <p>Standard 11: The student will read, interpret, and analyze a memoir.</p>
		<p>Research Skills</p>	
		<p><u>Exploring New Units of...</u></p> <p>Standard 7: The student will produce a research paper consistent with college expectations.</p>	

Materials & Activities	Text:	Student Resources:	Videos:	Major Projects:
	Selected short stories <i>A Raisin in the Sun</i> <i>The Absolutely True Diary of a Part-Time Indian</i> <i>The Glass Castle</i>	Grammar concept cards Binder inserts Notes, paragraph planners, and rubrics	<i>A Raisin in the Sun</i> <i>The Glass Castle</i> Selected instructional videos as appropriate	4 th quarter collaborative research paper
Assessment	Fall Semester 1 st quarter	= 37.50%	Spring Semester 3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	Exam Project	= 25%	Final Exam	= 25%

English 10
English 10 Standards and Learning Objectives

BASIC PARTS OF SPEECH & SENTENCE STRUCTURE

Standard 1

The student will improve and expand knowledge of basic parts of speech.

Learning Objectives for Standard 1:

The student can...

- a. Define, generate examples, identify, and generate sentences reflecting proficient knowledge of the basic parts of speech. (noun, verb, adjective, pronoun, adverb)
- b. Define, generate examples, identify, and generate sentences reflecting proficient knowledge of coordinating conjunctions.
- c. Define, generate examples, identify, and generate sentences reflecting proficient knowledge of subordinating conjunctions.
- d. Define, generate examples, identify, and generate sentences reflecting proficient knowledge of prepositions.

Standard 2

The student will improve and expand knowledge of sentence parts, simple sentences, compound sentences, and complex sentences.

Learning Objectives for Standard 2:

The student can...

- a. Define, identify, and generate subjects and predicates.
- b. Define, identify, and generate simple sentences.
- c. Define, identify, and generate clauses and phrases.
- d. Define, identify, and generate compound sentences.
- e. Define, identify, and generate complex sentences.
- f. Define, identify, and generate compound-complex sentences.

COMPOSITION

Standard 3

The student applies each step of the writing process during composition of a variety of informal and formal writing tasks.

Learning Objectives for Standard 3:

The student can...

- a. Use a variety of prewriting strategies to generate ideas.
- b. Brainstorm, plan, and outline before drafting.
- c. Produce a rough draft on a specific topic, which includes sufficient details and is mindful of the intended audience.
- d. Apply editing and revising strategies/suggestions, differentiating between macro and micro revisions.
- e. Communicate ideas clearly in accurate, varied sentences with correct capitalization and punctuation.
- f. Format final draft to include proper heading, spacing, margins, font style and size, and title.

Standard 4

The student uses the writing process to produce an academic paragraph which maintains a formal style and tone.

Learning Objectives for Standard 4:

The student can...

- a. Identify the required elements of the academic paragraph.
- b. Develop and support a thesis.
- c. Organize ideas in a logical sequence and use transitions between ideas.

Standard 5

The student uses the writing process to produce an academic essay.

Learning Objectives for Standard 5:

The student can...

- a. Identify the parts of the academic essay structure: hook, topic sentence, sub-topics, supporting details, transition words, and conclusion sentence.
- b. Develop and support a thesis.
- c. Organize ideas in a logical sequence and use transitions between ideas.

Standard 6

Students will write Literary Analysis paragraphs and essays that include correctly cited text support.

Learning Objectives for Standard 6:

The student can...

- a. Use the writing process to develop structurally sound work that is supported by details from the text *when given a thesis*.
- b. Use the writing process to develop structurally sound work that is supported by details from the text *when given supporting details*.
- c. Use the writing process to *independently develop* structurally sound work with a thesis supported by details from the text.

Standard 7

The student will produce a research paper consistent with college expectations.

Learning Objectives for Standard 7:

The student can...

- a. Write a research paper that integrate the information from several sources.
- b. Correctly structure, cite, and format the research paper.

LITERATURE

Standard 8:

The student will read, interpret, and analyze short stories.

Learning Objectives for Standard 8:

The student can...

- a. Identify story components and literary techniques of a short story.
- b. Use reading strategies, such as annotating and highlighting, to maximize understanding of fictional texts and write succinct summaries.
- c. Explain the use of story components and techniques in short stories.
- d. Apply knowledge of short story components by independently analyzing a short story.
- e. Analyze quotes for abstract concepts.
- f. Use pre-defined structures to analyze theme.
- g. Use pre-defined structures to analyze characterization.

Standard 9:

The student will read, interpret, and analyze a drama.

Learning Objectives for Standard 9:

The student can...

- a. Understand the basic components of a drama.
- b. Use reading strategies, such as annotating and highlighting, to maximize understanding fictional texts and write succinct summaries.
- c. Analyze quotes for abstract concepts.
- d. Analyze symbols for abstract concepts.
- e. Use pre-defined structures to analyze theme.
- f. Use pre-defined structures to analyze characterization.

Standard 10:

The student will read, interpret, and analyze a novel.

Learning Objectives for Standard 10

The student can...

- a. Understand the basic components of a novel.
- b. Use reading strategies to maximize understanding of fictional texts and write succinct summaries.
- c. Analyze quotes for abstract concepts.
- d. Analyze symbols for abstract concepts.
- e. Use pre-defined structures to analyze theme.
- f. Use pre-defined structures to analyze characterization.

Standard 11:

The student will read, interpret, and analyze a memoir.

Learning Objectives for Standard 11:

The student can...

- a. Understand the basic components of the memoir.
- b. Use reading strategies to maximize understanding of fictional texts and write succinct summaries.
- c. Analyze quotes for abstract concepts.
- d. Analyze symbols for abstract concepts.
- e. Use pre-defined structures to analyze theme.
- f. Use pre-defined structures to analyze characterization.

English 11

The eleventh grade English curriculum develops students' composition proficiency, critical thinking, literary analysis, research skills, and oral communication in a seminar setting. In the literature curriculum, students read non-fiction, poetry, novels, and modern dramas: selections from *Walden*; selected poetry by Emily Dickinson and Walt Whitman; *The Great Gatsby*; *Death of a Salesman*; and *Catcher in the Rye*. Students are encouraged to use audio versions of the literature as they follow along in their texts. Students also employ a discipline-specific vocabulary to analyze and evaluate these texts. In composition, students follow a structured writing process to complete all lengthy assignments as well as a research paper. Additionally, they practice self-evaluation of writing tasks. Throughout the year, students demonstrate increased independence in writing, research, and studying. Students will be introduced to the more rigorous demands they are likely to encounter as they pursue their education beyond high school.

	Composition	Literature
First Semester	<p>Standard 1: The student will demonstrate command of the conventions of standard English: capitalization, punctuation, grammar, usage, and formatting.</p> <p>Standard 2: The student will draw evidence from literary texts to support analysis, reflection, and research.</p> <p>Standard 3: The student will write literary analysis paragraphs and essays.</p> <p>Standard 4: The student will convey complex ideas clearly in a variety of writing.</p> <p>Standard 5: The student will write a narrative.</p> <p>Standard 6: The student will use the writing process to develop and strengthen writing through planning, revising, and editing.</p>	<p>Standard 10: The student will comprehend, interpret, and analyze a variety of nonfiction texts, including essays and memoir.</p> <p>Standard 11: The student will comprehend, interpret, and analyze fictional texts.</p> <p>Standard 12: The student will recognize and analyze authors' choices in craft and structure.</p> <p>Standard 13: Read and demonstrate knowledge of selected literature, including how they address related themes and concepts.</p>
Second Semester	<p><u>Continuing Studies of...</u></p> <p>Standard 1</p> <p>Standard 2</p> <p>Standard 3</p> <p>Standard 4</p> <p>Standard 5</p> <p><u>Exploring New Units of...</u></p> <p>Standard 7: Create a presentation, art work, or text that develops personal, textual, or thematic connections to a literary work</p> <p style="text-align: center;">Research Skills</p> <p>Standard 8: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Standard 9: Gather relevant and sufficient information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><u>Continuing Studies of...</u></p> <p>Standard 10</p> <p>Standard 11</p> <p>Standard 12</p> <p>Standard 13</p> <p><u>Exploring New Units of...</u></p> <p>Standard 14: The student will describe and analyze relationships between the texts, history, and culture.</p>
Materials & Activities	<p>Text: <i>Walden</i>, <i>The Great Gatsby</i>, <i>Death of a Salesman</i>, and <i>Catcher in the Rye</i></p> <p>Student Resources: Grammar cards, binder inserts, notes, paragraph planners, and rubrics</p>	<p>Videos: Selected instructional videos, <i>Field of Dreams</i></p> <p>Major Projects: 3rd Quarter- Research Project</p>
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <p>2nd quarter = 37.50%</p> <p>Exam = 25%</p>	<p>Spring Semester</p> <p>3rd quarter = 37.50%</p> <p>4th quarter = 37.50%</p> <p>Final Exam = 25%</p>

English 11
English 11 Standards and Learning Objectives

COMPOSITION

Standard 1: The student will demonstrate command of the conventions of standard English: capitalization, punctuation, grammar, usage, and formatting

Learning Objectives for Standard 1:

- a. Use a variety of sentences: simple, compound, complex
- b. Use various types of phrases and clauses to add variety and interest to writing
- c. Use commas and quotation marks to mark direct speech and quotations from a text
- d. Use commas correctly in a variety of sentence types
- e. Use punctuation (parentheses, dashes, hyphens, semicolons, colons, and ellipses) to clarify and enhance writing
- f. Use quotation marks or italics to indicate titles of works

Standard 2: The student will draw evidence from literary texts to support analysis, reflection, and research.

Learning Objectives for Standard 2:

- a. Select the most relevant quote, example, or detail from a text to support a point
- b. Cite evidence correctly according to MLA format
- c. Paraphrase evidence
- d. Summarize evidence
- e. Use words, phrases, and clauses to introduce evidence and connect to independent thought

Standard 3: The student will convey complex ideas clearly in a variety of writing.

Learning Objectives for Standard 3:

- a. Introduce a specific, appropriately complex thesis
- b. Develop and support the thesis
- c. Organize ideas in a logical sequence and use transitions to connect ideas
- d. Establish and maintain a formal style and recognize when a formal style is appropriate
- e. Provide an effective conclusion statement or paragraph

Standard 4: The student will write literary analysis paragraphs and essays.

Learning Objectives for Standard 4:

- a. Introduce a specific, appropriately complex thesis
- b. Develop and support the thesis
- c. Organize ideas in a logical sequence and use transitions to connect ideas
- d. Establish and maintain a formal style and recognize when a formal style is appropriate
- f. Provide an effective conclusion statement or paragraph
- e. Use precise language and domain-specific vocabulary, such as literary terminology, to explain the topic.

Standard 5: The student will write a narrative.

Learning Objectives for Standard 5:

- a. Set out a problem, situation, or observation and its significance to develop the plot and provide a logical and satisfying conclusion
- b. Use narrative techniques, such as dialogue, flashback, and point of view to add interest
- c. Use imagery and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters

Standard 6: The student will use the writing process to develop and strengthen writing through planning, revising, and editing.

Learning Objectives for Standard 6:

- a. Brainstorm, plan, and outline a paper before writing it
- b. Revise, reorganize, and when necessary start over to make macro-revisions when needed
- c. Edit for micro-revisions
- d. Apply teacher and peer feedback effectively
- e. Use technology to proofread and publish a professional document

Standard 7: Create a presentation, art work, or text that develops personal, textual, or thematic connections to a literary work

Learning Objectives for Standard 7:

- a. Make well-supported personal, cultural, textual, and thematic connections across genres.
- b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work)

RESEARCH

Standard 8: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Learning Objectives for Standard 8:

- a. Use multiple sources to build knowledge of a topic
- b. Brainstorm questions to guide research

English 11

- c. Synthesize information from multiple sources, showing depth of understanding
- d. Write an 8-10 page research paper

Standard 9: Gather relevant and sufficient information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Learning Objectives for Standard 9:

- a. Gather relevant information from multiple print and digital sources
- b. Use search terms effectively
- c. Assess the credibility, accuracy, and appropriateness of each source
- d. Quote or paraphrase accurately while avoiding plagiarism
- e. Follow MLA format for citation
- f. Avoid over-reliance on any one source
- g. Weave relevant information and quotes smoothly into paper

LITERATURE

Standard 10: The student will comprehend, interpret, and analyze a variety of nonfiction texts, including essays and memoir.

Learning Objectives for Standard 10:

- a. Accurately summarize a complex text
- b. Develop and support conclusions drawn from a text
- c. Use literary terms in describing and analyzing texts.
- d. Determine central themes of a text and analyze their development

Standard 11: The student will comprehend, interpret, and analyze fictional texts, including novels, drama, and poetry.

Learning Objectives for Standard 11:

- a. Accurately summarize a complex text
- b. Develop and support conclusions drawn from a text
- c. Use literary terms in describing and analyzing texts
- d. Analyze how and why characters, events, and ideas develop and interact
- e. Analyze quotes for abstract concepts
- f. Analyze symbols for abstract concepts
- g. Determine central themes of a text and analyze their development

Standard 12: The student will recognize and analyze authors' choices in craft and structure.

Learning Objectives for Standard 12:

- a. Recognize and analyze examples of figurative language and literary devices
- b. Explain how the sound of a poem supports the subject, mood, or theme
- c. Analyze the impact of an author's choices regarding the order and structure of a text
- d. Understand the characteristics of a drama, specifically a tragedy

Standard 13: Read and demonstrate knowledge of selected literature, including how they address related themes and concepts.

Learning Objectives for Standard 13:

- a. Read and demonstrate knowledge of transcendental essays and *Walden*
- b. Read and demonstrate knowledge of selected poetry from Emily Dickinson, Walt Whitman, and others
- c. Read and demonstrate knowledge of *The Great Gatsby*
- d. Read and demonstrate knowledge of *Death of a Salesman*
- e. Read and demonstrate knowledge of *Catcher in the Rye*
- f. Read and demonstrate knowledge of *The Bell Jar*

Standard 14: The student will describe and analyze relationships between the texts, history, and culture.

Learning Objectives for Standard 14:

- a. Understand the concept of the American Dream, including its development and relationship with changing cultural values
- b. Understand the concept of the individual versus society
- c. Compare characters, themes, and texts
- d. Understand and describe how historical context influences an author or text
- e. Read an example of literary criticism and explain how it applies to a text
- f. Make connections to texts, ideas, cultural perspectives, eras, and personal experiences, including connections to current events and culture

English 12

The twelfth grade English curriculum strengthens students' composition proficiency, critical thinking, literary analysis, research skills, and oral communication in a seminar setting. In the literature curriculum, students read non-fiction, novels, and dramas: *Oedipus Rex*, *Antigone*, *Macbeth*, *Animal Farm*, *Fahrenheit 451*, and selected speeches and essays. Students also employ a discipline-specific vocabulary to analyze and evaluate these texts. In composition, students develop skills preparatory for first-year college writing courses. Students develop an individually effective writing process. Major writing assignments, including the research paper, are self-directed. They refine their ability to self-evaluate their written work. Throughout the year, students practice independence in reading assigned texts and studying. Students are expected to use audio support as needed. In final preparation for college English composition classes, students will learn to transfer their composition skills and understanding into the more rigorous demands they are likely to encounter as they pursue their education beyond high school.

	Composition	Literature	
First Semester	<p>Standard 1: The student will demonstrate command of the conventions of standard English: capitalization, punctuation, grammar, usage, and formatting.</p> <p>Standard 2: The student will draw evidence from literary texts to support analysis, reflection, and research.</p> <p>Standard 3: The student will write literary analysis paragraphs and essays.</p> <p>Standard 4: The student will convey complex ideas clearly in a variety of writing.</p> <p>Standard 5: The student will write a narrative.</p> <p>Standard 6: The student will use the writing process to develop and strengthen writing through planning, revising, and editing.</p>	<p>Standard 10: The student will comprehend, interpret, and analyze a variety of nonfiction texts, including essays, letters, and speeches</p> <p>Standard 11: The student will comprehend, interpret, and analyze fictional texts.</p> <p>Standard 12: The student will recognize and analyze authors' choices in craft and structure.</p> <p>Standard 13: Read and demonstrate knowledge of selected literature, including how they address related themes and concepts.</p>	
Second Semester	<p><u>Continuing Studies of...</u></p> <p>Standard 1</p> <p>Standard 2</p> <p>Standard 3</p> <p>Standard 4</p> <p>Standard 5</p> <p><u>Exploring New Units of...</u></p> <p>Standard 7: Create a presentation, art work, or text that develops personal, textual, or thematic connections to a literary work</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Research Skills</td> </tr> </table> <p>Standard 8: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Standard 9: Gather relevant and sufficient information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	Research Skills	<p><u>Continuing Studies of...</u></p> <p>Standard 10</p> <p>Standard 11</p> <p>Standard 12</p> <p>Standard 13</p> <p><u>Exploring New Units of...</u></p> <p>Standard 14: The student will describe and analyze relationships between the texts, history, and culture.</p>
Research Skills			

Materials & Activities	Text: <i>Oedipus Rex</i> , <i>Antigone</i> , <i>Macbeth</i> , <i>Fahrenheit 451</i> , <i>Animal Farm</i> , selected essays and short stories	Student Resources: Grammar concept cards, binder inserts, notes, paragraph planners, rubrics	Videos: <i>Oedipus Rex</i> , <i>Antigone</i> , selected instructional videos	Major Projects: 3 rd Quarter- Research Project
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <p>2nd quarter = 37.50%</p> <p>Exam Project = 25%</p>		<p>Spring Semester</p> <p>3rd quarter = 37.50%</p> <p>4th quarter = 37.50%</p> <p>Final Exam = 25%</p>	

English 12
English 12 Standards and Learning Objectives

COMPOSITION

Standard 1: The student will demonstrate command of the conventions of standard English: capitalization, punctuation, grammar, usage, and formatting

Learning Objectives for Standard 1:

- a. Use a variety of sentences: simple, compound, complex
- b. Use various types of phrases and clauses to add variety and interest to writing
- c. Use commas and quotation marks to mark direct speech and quotations from a text
- d. Use commas correctly in a variety of sentence types
- e. Use punctuation (parentheses, dashes, hyphens, semicolons, colons, and ellipses) to clarify and enhance writing
- f. Use quotation marks or italics to indicate titles of works

Standard 2: The student will draw evidence from literary texts to support analysis, reflection, and research.

Learning Objectives for Standard 2:

- a. Select the most relevant quote, example, or detail from a text to support a point
- b. Cite evidence correctly according to MLA format
- c. Paraphrase evidence
- d. Summarize evidence
- e. Use words, phrases, and clauses to introduce evidence and connect to independent thought

Standard 3: The student will convey complex ideas clearly in a variety of writing.

Learning Objectives for Standard 3:

- a. Introduce a specific, appropriately complex thesis
- b. Develop and support the thesis
- c. Organize ideas in a logical sequence and use transitions to connect ideas
- d. Establish and maintain a formal style and recognize when a formal style is appropriate
- e. Provide an effective conclusion statement or paragraph

Standard 4: The student will write literary analysis paragraphs and essays.

Learning Objectives for Standard 4:

- a. Introduce a specific, appropriately complex thesis
- b. Develop and support the thesis
- c. Organize ideas in a logical sequence and use transitions to connect ideas
- d. Establish and maintain a formal style and recognize when a formal style is appropriate
- f. Provide an effective conclusion statement or paragraph
- e. Use precise language and domain-specific vocabulary, such as literary terminology, to explain the topic.

Standard 5: The student will write a narrative.

Learning Objectives for Standard 5:

- a. Set out a problem or situation to develop the plot and provide a logical and satisfying conclusion
- b. Use narrative techniques, such as dialogue, flashback, and point of view to add interest
- c. Use imagery and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters

Standard 6: The student will use the writing process to develop and strengthen writing through planning, revising, and editing.

Learning Objectives for Standard 6:

- a. Brainstorm, plan, and outline a paper before writing it
- b. Revise, reorganize, and when necessary start over to make macro-revisions when needed
- c. Edit for micro-revisions
- d. Apply teacher and peer feedback effectively
- e. Use technology to proofread and publish a professional document

Standard 7: Create a presentation, art work, or text that develops personal, textual, or thematic connections to a literary work

Learning Objectives for Standard 7:

- a. Make well-supported personal, cultural, textual, and thematic connections across genres.
- b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work)

RESEARCH

Standard 8: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Learning Objectives for Standard 8:

English 12

- a. Use multiple sources to build knowledge of a topic
- b. Brainstorm questions to guide research
- c. Synthesize information from multiple sources, showing depth of understanding
- d. Write an 8-12 page research paper

Standard 9: Gather relevant and sufficient information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Learning Objectives for Standard 9:

- a. Gather relevant information from multiple print and digital sources
- b. Use search terms effectively
- c. Assess the credibility, accuracy, and appropriateness of each source
- d. Quote or paraphrase accurately while avoiding plagiarism
- e. Follow MLA format for citation
- f. Avoid over-reliance on any one source
- g. Weave relevant information and quotes smoothly into paper

LITERATURE

Standard 10: The student will comprehend, interpret, and analyze a variety of nonfiction texts, including essays, letters, and speeches

Learning Objectives for Standard 10:

- a. Accurately summarize a complex text
- b. Develop and support conclusions drawn from a text
- c. Use literary terms in describing and analyzing texts.
- d. Determine central themes of a text and analyze their development

Standard 11: The student will comprehend, interpret, and analyze fictional texts.

Learning Objectives for Standard 11:

- a. Accurately summarize a complex text
- b. Develop and support conclusions drawn from a text
- c. Use literary terms in describing and analyzing texts
- d. Analyze how and why characters, events, and ideas develop and interact
- e. Analyze quotes for abstract concepts
- f. Analyze symbols for abstract concepts
- g. Determine central themes of a text and analyze their development

Standard 12: The student will recognize and analyze authors' choices in craft and structure.

Learning Objectives for Standard 12:

- a. Recognize and analyze examples of figurative language and literary devices
- b. Explain how the sound of a poem supports the subject, mood, or theme
- c. Analyze the impact of an author's choices regarding the order and structure of a text
- d. Understand the characteristics of a drama

Standard 13: Read and demonstrate knowledge of selected literature, including how they address related themes and concepts.

Learning Objectives for Standard 13:

- a. Read and demonstrate knowledge of *Oedipus Rex* and *Antigone*
- b. Read and demonstrate knowledge of selected essay and speeches
- c. Read and demonstrate knowledge of *Macbeth*
- d. Read and demonstrate knowledge of *Fahrenheit 451*
- e. Read and demonstrate knowledge of selected short stories
- f. Read and demonstrate knowledge of *Animal Farm*

Standard 14: The student will describe and analyze relationships between the texts, history, and culture.

Learning Objectives for Standard 14:

- a. Understand the concept of tyranny
- b. Understand the concept of dystopia
- c. Compare characters, themes, and texts
- d. Understand and describe how historical context influences a text
- e. Make connections to texts, ideas, cultural perspectives, eras, and personal experiences, including connections to current events and culture

Math Foundations

<p>Middle school math students in Math Foundations will develop concepts and operations with whole numbers. Basic facts will be drilled to an automatic level using a systematic, multisensory approach. All processes for whole number operations are related to the concept of the numbers and estimation will be used to determine if the answer is reasonable. Students are encouraged to use the checking procedures to ensure the accuracy of their work. There is an emphasis on applying these operations to practical problems. Other topics will include money, time, and an introduction to basic fractions. Teaching techniques include a daily warm up of written computational practice or review of math facts, supervised note-taking, written practice of new topics, and nightly homework. Games, measurement tools, and cooperative group activities complement daily lessons and practice.</p>				
Fall Semester	<p><u>Standard 1:</u> The student will demonstrate understanding of the base-ten place value system.</p>	<p><u>Standard 2:</u> The student will demonstrate understanding of mental math strategies. (year long)</p>	<p><u>Standard 3:</u> The student will demonstrate understanding of addition and subtraction of whole numbers.</p>	<p><u>Standard 4:</u> The student will demonstrate understanding of multiplication and division of whole numbers.</p>
Spring Semester	<p><u>Standard 4:</u> <i>(continued)</i> The student will demonstrate understanding of multiplication and division of whole numbers.</p>	<p><u>Standard 5:</u> The student will demonstrate understanding of time and money concepts.</p>	<p><u>Standard 6:</u> The student will demonstrate understanding of basic fraction concepts.</p>	<p><u>Review/Enhance</u> The students will use the end of the year to review and expand their understanding of standards and objectives learned. (year long)</p>
Materials & Activities	<p>Resources: Eureka Math Jump Math Teaching Student Centered Mathematics Moving with Math Commoncoresheets.co Worksheetworks.com Math-aids.com Worksheets4kids.com</p>	<p>Tools: Calculators Judy Clocks Base Ten Blocks Money Manipulatives Fraction Bars Rulers (metric/custom) Balance Scales</p>	<p>Technology: Math Antics StudyJamz Learnzillion.com KhanAcademy YouTube/TeacherTube Math-aids.com Xtra Math.com SeeSaw (app)</p>	<p>Activities: Cooking Financial Literacy</p>
Assessment System	<p>Types of assessments:</p> <ul style="list-style-type: none"> • Homework and classwork – formative • Projects and math investigations – formative • Tests and quizzes - summative 		<p>Mastery Scale</p> <p>4 = Excelling in the standards assessed 3 = Proficient in the standards assessed 2 = Developing mastery of the standards assessed 1 = Emerging ability in the standard assessed</p>	

Math Foundations

Math Foundations Standards and Learning Objectives

Standard 1

The student will demonstrate understanding of the base-ten place value system.

Learning Objectives for Standard 1:

- a. Read, write, express whole numbers in numeral form, expanded form, and identify numbers in word form.
- b. Compare and order multi-digit whole numbers.
- c. Round and estimate multi-digit whole numbers.

Standard 2

The student will demonstrate understanding of mental math strategies.

Learning Objectives for Standard 2:

- a. Count and skip-count quantities and numbers using subitizing and patterns.
- b. Know and apply addition and subtraction facts 0 - 10.
- c. Know and apply multiplication facts 0 – 10.
- d. Develop strategies for adding and subtracting numbers using mental math.

Standard 3

The student will demonstrate understanding of addition and subtraction of whole numbers.

Learning Objectives for Standard 3:

- a. Add whole numbers.
- b. Subtract whole numbers, including regrouping across zeros.
- c. Solve real-world problems involving addition and subtraction of whole numbers.
- d. Use estimation and inverse operation of addition and subtraction to determine reasonableness of answers.

Standard 4

The student will demonstrate understanding of multiplication and division of whole numbers.

Learning Objectives for Standard 4:

- a. Multiply whole numbers by a one-digit and two-digit factors.
- b. Divide a whole number by a one-digit and simple two-digit (10, 15, 20, 25, 50) divisors.
- c. Solve real-world problems involving multiplication and division.
- d. Use estimation and inverse operation of multiplication and division to determine reasonableness of answers.

Standard 5

The student will demonstrate understanding of time and money concepts.

Learning Objectives for Standard 5:

- a. Read and express time using analog and digital clocks.
- b. Calculate elapsed time using analog and digital clocks.
- c. Count, express, and exchange money including bills and coins.
- d. Calculate totals, make change using bills and coins, and compute with decimal notation.

Standard 6

The student will demonstrate understanding of basic fraction concepts.

Learning Objectives for Standard 6:

- a. Model, identify, and express fractions as equal parts of a whole.
- b. Recognize and create equivalent fractions, including basic simplifying.
- c. Compare and order basic fractions.
- d. Add and subtract fractions with like denominators.

Fractions, Decimals, and Percents

Middle school math students in the Fractions, Decimals, and Percents course build upon their basic math skills to develop concepts and operations with rational numbers. Students learn how to effectively apply these mathematical operations to practical problems. Verifying mathematical solutions for accuracy and evaluating those solutions for reasonableness helps students develop higher order and critical thinking skills. Students learn to reason quantitatively and abstractly. Instructional practices include a daily warm-up of computational practice, supervised note taking, practice of new skills, and nightly homework. Games, hands-on math manipulatives, online resources, and cooperative group activities complement daily lessons and help students model mathematical concepts. Students learn to use appropriate tools strategically and strive for precision in solving problems. Students are encouraged to make sense of problems and persevere in solving them. Throughout the school year, students improve their number sense and mathematical confidence.

Fall Semester	Standard 1: The student will understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.	Standard 2: The student will develop fluency in adding, subtracting, multiplying, and dividing whole numbers. The student will use strategies to estimate the results of whole number computations and to judge the reasonableness of such results.	Standard 3: The student will recognize equivalent representations for the same number and generate them by decomposing and composing numbers. The student will describe classes of numbers according to characteristics such as the nature of their factors.	Standard 4: The student will develop an understanding of fractions as parts of unit wholes, as locations on number lines, and as divisions of whole numbers. The student will apply the conceptual understanding to recognize and generate equivalent forms of commonly used fractions and decimals.
Spring Semester	Standard 5: The student will use visual models, benchmarks, and equivalent forms to add and subtract fractions and decimals.	Standard 6: The student will use strategies to perform computations involving fractions, mixed numbers and decimals.	Standard 7: The student will relate fractions, mixed numbers, decimals, and percents. The student will generate equivalent forms of fractions, decimals, and percents.	Standard 8: The student will apply and adapt a variety of appropriate strategies to solve problems.
Materials & Activities	Resources: Moving with Math Houghton Mifflin Math Jump Math Teaching Student-Centered Math	Tools: Base Ten Blocks Fraction Bars, Circles Unifix cubes Cuisinaire Rods Rulers Calculators	Technology: Math Antics Khan Academy CK-12 YouTube Videos SeeSaw Show Me iPad Math Apps	Activities: Baking Game of Life Shopping for Discounts Calculating Cost of a Party Eating Out (Tax/Tip)
Assessment System	Types of assessments: <u>Formative:</u> Homework, Classwork, Games, Projects <u>Summative:</u> Daily Reviews, Quizzes, Test Reviews, Tests		Mastery Scale 4 = Excelling in the standards assessed 3 = Proficient in the standards assessed 2 = Developing mastery of the standards assessed 1 = Emerging ability in the standard assessed	

Fractions, Decimals, and Percents

Course Standards and Learning Objectives

Standard 1

The student will understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.

Learning Objectives for Standard 1:

- a. Read, write, compare, order, and round whole numbers
- b. Read and write decimals
- c. Compare, order, and round decimals

Standard 2

The student will develop fluency in adding, subtracting, multiplying, and dividing whole numbers. The student will use strategies to estimate the results of whole number computations and to judge the reasonableness of such results.

Learning Objectives for Standard 2:

- a. Add and subtract whole numbers
- b. Multiply whole numbers
- c. Divide whole numbers
- d. Estimate sums, differences, products, and quotients.

Standard 3

The student will recognize equivalent representations for the same number and generate them by decomposing and composing numbers. The student will describe classes of numbers according to characteristics such as the nature of their factors.

Learning Objectives for Standard 3:

- a. Identify prime numbers
- b. Write the prime factorization of a number
- c. Find common factors and the greatest common factor of two numbers
- d. Find common multiples and the least common multiple of two or more numbers

Standard 4

The student will develop an understanding of fractions as parts of unit wholes, as locations on number lines, and as divisions of whole numbers. The student will apply the conceptual understanding to recognize and generate equivalent forms of commonly used fractions and decimals.

Learning Objectives for Standard 4:

- a. Relate and express pictures and concrete representations to the appropriate fractions, improper fractions, and mixed numbers
- b. Find equivalent fractions and write fractions in simplest forms
- c. Convert between decimals and fractions and mixed numbers
- d. Compare and order fractions and decimals

Standard 5

The student will use visual models, benchmarks, and equivalent forms to add and subtract fractions and decimals.

Learning Objectives for Standard 5:

- a. Add fractions and mixed numbers with like denominators
- b. Add fractions and mixed numbers with unlike denominators
- c. Subtract fractions and mixed numbers with like denominators
- d. Subtract fractions and mixed numbers with unlike denominators
- e. Add and subtract decimals

Fractions, Decimals, and Percents

Standard 6

The student will use strategies to perform computations involving fractions, mixed numbers and decimals.

Learning Objectives for Standard 6:

- a. Multiply fractions and mixed numbers
- b. Divide fractions and mixed numbers
- c. Multiply decimals
- d. Divide decimals

Standard 7

The student will relate fractions, mixed numbers, decimals, and percents. The student will generate equivalent forms of fractions, decimals, and percents.

Learning Objectives for Standard 7:

- a. Connect percents to ratios
- b. Convert between decimals and percents
- c. Convert between fractions and percents
- d. Compare fractions, decimals, and percents
- e. Use different ways to find a percent of a number

Standard 8

The student will apply and adapt a variety of appropriate strategies to solve practical problems.

Learning Objectives for Standard 8:

- a. Solve single- or multi-step practical problems with whole numbers, fractions, decimals, and percents.

Basic Geometry & Measurement

The Basic Geometry and Measurement curriculum offers an opportunity to work on measurement, analysis, and Geometry concepts while continuing to review and improve basic computational skills. The ultimate goal of the course is to be able to apply whole and rational number concepts and operations while simultaneously strengthening mastery of basic computational skills. Instructional methods will include drill and reinforcement of basic facts, written practice, and homework. Concepts will be explored and reinforced through kinesthetic, manipulative, and creative learning activities.

All Year	<u>Standard 1:</u> The student will use numeracy skills for recalling basic facts and mental math skills.	<u>Standard 2:</u> The student will understand and apply basic computational concepts with fractions, decimals and percents.		
Fall Semester	<u>Standard 3:</u> The student will understand and apply the concepts of time and elapsed time.	<u>Standard 4:</u> The student will understand and apply length, capacity, and mass concepts.	<u>Standard 5:</u> The student will analyze and perform basic statistical computations.	<u>Standard 6:</u> The student will understand and create visual representations of data.
Spring Semester	<u>Standard 7:</u> The student will demonstrate an understanding of basic geometry concepts.	<u>Standard 8:</u> The student will understand and demonstrate the concept of two dimensions.	<u>Standard 9:</u> The student will understand and demonstrate the concept of three dimensions.	<u>Standard 10:</u> The student will use ratios and proportions to solve problems.
Materials & Activities	Resources: worksheets notebook videos on Portals websites	Tools: hand-held clocks measurement tools protractors 2D Shapes 3D Shapes calculators	Technology: Math Antics StudyJams YouTube/TeacherTube Math-Aids.com Sheppard Software Interactivesites for Education	Activities: hands-on activities end of semester projects
Assessment System	Types of assessments: Homework Classwork Projects Tests		Mastery Scale 4 = Excelling in the standards assessed 3 = Proficient in the standards assessed 2 = Developing mastery of the standards assessed 1 = Emerging ability in the standard assessed	

Basic Geometry & Measurement

Course Standards and Learning Objectives

Standard 1

The student will use numeracy skills for recalling basic facts and mental math skills.

Learning Objectives for Standard 1:

- a. The student can demonstrate proficiency with addition and subtraction facts from 0-10
- b. The student can demonstrate proficiency with multiplication and division facts from 0-12
- c. The student can identify and apply the place value of digits
- d. The student can round whole numbers and decimals
- e. The student can compare two numbers using inequalities
- f. The student can determine reasonable estimates
- g. The student can apply strategies to solve word problems

Standard 2

The student will understand and apply basic computational concepts with fractions, decimals and percents.

Learning Objectives for Standard 2:

- a. The student can demonstrate a conceptual understanding of fractions, decimals, and percents
- b. The student can solve addition, subtraction, multiplication, and division operations with fractions
- c. The student can solve addition, subtraction, multiplication, and division operations with decimals
- d. The student can solve operations with percents
- e. The student can display an understanding of fraction-decimal-percent equivalence
- f. The student can determine the reasonableness of answers through estimation

Standard 3

The student will understand and apply the concepts of time and elapsed time.

Learning Objectives for Standard 3:

- a. The student can demonstrate a conceptual understanding of the units of time through real life scenarios
- b. The student can read an analog clock
- c. The student can calculate elapsed time

Standard 4

The student will understand and apply length, capacity, and mass concepts.

Learning Objectives for Standard 4

- a. The student can demonstrate a conceptual understanding of length, capacity, and mass and their use in the real world
- b. The student can comprehend and compare different customary and metric units of length, capacity and mass
- c. The student can convert customary and metric units of length, capacity, and mass
- d. The student can accurately measure customary and metric lengths with a ruler

Standard 5

The student will analyze and perform basic statistical computations.

Learning Objectives for Standard 5

- a. The student can find mean, median, mode, and range
- b. The student can understand, solve, and apply the probability of a single random event
- c. The student can find the probability of two events, with and without replacement
- d. The student can use tree diagrams to find the probability of events

Basic Geometry & Measurement

Standard 6

The student will understand and create visual representations of data.

Learning Objectives for Standard 6

- a. The student can interpret and draw conclusions from frequency tables, bar graphs, line graphs, and circle graphs
- b. The student can create frequency tables, bar graphs, and line graphs
- c. The student can determine the appropriate graph to use when given information

Standard 7

The student will demonstrate an understanding of basic geometry concepts.

Learning Objectives for Standard 7

- a. The student can verbalize the concepts of points, lines, line segments, rays, and planes
- b. The student can create visual representations of points, lines, line segments, rays, and planes
- c. The student can understand the intersections among points, lines, line segments, rays, and planes
- d. The student can determine parallel, perpendicular, and intersecting lines
- e. The student can identify parallel, perpendicular, and intersecting lines in the context of two- and three-dimensional figures
- f. The student can categorize angles based on their measures
- g. The student can measure angles accurately with a protractor
- h. The student can estimate angle measure without the use of a protractor
- i. The student can recognize points, lines, line segments, rays, planes, and angles in everyday life

Standard 8

The student will understand and demonstrate the concept of two dimensions.

Learning Objectives for Standard 8

- a. The student can identify the traits of two-dimensional figures
- b. The student can find the perimeter of two-dimensional shapes
- c. The student can calculate the area of squares, rectangles, triangles, and irregular polygons
- d. The student can find the circumference and area of a circle

Standard 9

The student will understand and demonstrate the concept of three dimensions.

Learning Objectives for Standard 9

- a. The student can identify the traits of three-dimensional figures
- b. The student can compare and contrast the traits of one-, two-, and three-dimensional figures
- c. The student can find the volume of rectangular solids and cylinders
- d. The student can calculate the surface area of rectangular solids and cylinders

Standard 10

The student will use ratios and proportions to solve problems.

Learning Objectives for Standard 10

- a. The student can solve for a missing value in a proportion
- b. The student can identify similar figures in two and three dimensions
The student can use proportions to solve for missing lengths with similar figures
- c. The student can use proportions to solve real-life problems

Middle School Pre-Algebra

The Pre-Algebra curriculum offers an opportunity to work on algebraic concepts while continuing to review and improve basic computational skills. The ultimate goal of the course is to be able to solve equations with rational numbers. As the students demonstrate improved computational skills with whole numbers, fractions, decimals, percents, and integers, they apply these skills when solving equations and word problems. Each student completes notes for their math binder and then practices the skills in class and on nightly homework. Pre-Algebra emphasizes the benefits of checking if answers are accurate and reasonable.

Fall Semester	Standard 1: The student will simplify multi-step problems.	Standard 2: The student will evaluate and compare expressions containing variables.	Standard 3: The student will translate words into mathematical symbols.	Standard 4: The student will solve one and two-step equations. Perimeter, area, and volume concepts will be included when solving equations.
	Standard 5: The student will find the greatest common factor and break a composite number into its prime factors.	Standard 6: The student will find the least common multiple of a set of numbers.	Standard 7: The student will use fractions in various problems including solving equations.	Standard 8: The student will add, subtract, and solve problems with integers including solving equations.
Spring Semester	Standard 9: The student will solve multiplication and division problems with integers including solving equations.	Standard 10: The student will use decimals in various problems including solving equations.	Standard 11: The student will recognize and simplify different types of polynomials and find the greatest common factor of two monomials.	Standard 12: The student will understand and apply fraction, decimal, and percent equivalencies.
	Standard 13: The student will use ratios, proportions, and percentages to compare information and solve word problems.	Standard 14: The student will interpret and create charts and graphs.	Standard 15: The student will solve equations with two variables and graph the solutions on a coordinate plane.	Standard 16: The student will analyze and perform basic statistical computations.
Materials & Activities	Resources: <u>McDougal Littell Pre-Algebra</u> . Larson, Boswell, Kanold, and Stiff. Published by McDougal Littell, a division of Houghton Mifflin Co. 2008 worksheets	Tools: class notes ruler manipulatives multiplication chart calculator (for specific topics)	Technology: Math Antics StudyJams YouTube Math-Aids.com Sheppard Software Interactivesites for Education Kahoots	Activities: hands-on activities
Assessment	Fall Semester 1 st quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 2 nd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 4 th quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests Second Semester Exam = 25%	

Middle School Pre-Algebra

Course Standards and Learning Objectives

Standard 1

The student will simplify multi-step problems.

Learning Objectives for Standard 1:

- a. The student can define and explain the order of operations
- b. The student can simplify problems with grouping symbols, exponents, and all four operations
- c. The student can insert grouping symbols, numbers, and operations to find a given value

Standard 2

The student will evaluate and compare expressions containing variables.

Learning Objectives for Standard 2:

- a. The student can understand and evaluate variable expressions with one or more variables
- b. The student can classify sentences as true, false, or open when comparing values
- c. The student can determine a solution set when given a replacement set

Standard 3

The student will translate words into mathematical symbols.

Learning Objectives for Standard 3:

- a. The student can recognize common words associated with each operation
- b. The student can translate words into variable expressions, equations, and inequalities

Standard 4

The student will solve one and two-step equations. Perimeter, area, and volume concepts will be included when solving equations.

Learning Objectives for Standard 4:

- a. The student can solve one and two-step equations with whole numbers
- b. The student can solve word problems by creating equations and check the solution
- c. The student can identify the formulas for perimeter, area, and volume of various shapes
- d. The student can use formulas to solve equations involving perimeter, area, and volume

Standard 5

The student will find the greatest common factor and break a composite number into its prime factors.

Learning Objectives for Standard 5:

- a. The student can use factor trees to find the greatest common factor of two or more numbers
- b. The student can identify prime and composite numbers
- c. The student can use factor trees to find the prime factorization of a composite number

Standard 6

The student will find the least common multiple of a set of numbers.

Learning Objectives for Standard 6:

- a. The student can find the least common multiple of a set of numbers
- b. The student can use the least common multiple when changing the denominators of fractions

Standard 7

The student will use fractions in various problems including solving equations.

Learning Objectives for Standard 7:

- a. The student can demonstrate an understanding of fractional concepts
- b. The student can add, subtract, multiply, and divide fractions and mixed numbers
- c. The student can use the order of operations to simplify expressions with fractions
- d. The student can solve equations and word problems with fractions, and eventually positive and negative fractions

Middle School Pre-Algebra

Standard 8

The student will add, subtract, and solve problems with integers including solving equations.

Learning Objectives for Standard 8:

- a. The student can locate and compare integers on a number line
- b. The student can demonstrate an understanding of absolute value
- c. The student can add and subtract integers
- d. The student can solve expressions and equations containing integers

Standard 9

The student will solve multiplication and division problems with integers including solving equations.

Learning Objectives for Standard 9:

- a. The student can multiply and divide integers
- b. The student can use order of operations to simplify expressions with integers
- c. The student can solve expressions and equations containing integers

Standard 10

The student will understand and use decimals in various problems including solving equations.

Learning Objectives for Standard 10:

- a. The student can identify decimal place values
- b. The student can compare and write decimals in numerical order
- c. The student can use order of operations to simplify expressions with decimals
- d. The student can solve equations and word problems with decimals, including positive and negative decimals

Standard 11

The student will recognize and simplify different types of polynomials and find the greatest common factor of two monomials.

Learning Objectives for Standard 11:

- a. The student can identify monomials, binomials, and trinomials
- b. The student can distinguish between like terms and unlike terms
- c. The student can simplify polynomials by combining like terms
- d. The student can find the greatest common factor of two monomials

Standard 12

The student will understand and apply fraction, decimal, and percent equivalencies.

Learning Objectives for Standard 12:

- a. The student can display an understanding of fraction-decimal-percent equivalence
- b. The student can convert between fractions, decimals, and percents

Standard 13

The student will use ratios and proportions to compare information and solve word problems.

Learning Objectives for Standard 13:

- a. The student can write ratios
- b. The student can compare two ratios to determine if they form a proportion
- c. The student can solve for a missing value in a proportion
- d. The student can solve word problems containing the part, whole, and percent by using proportions

Standard 14

The student will interpret and create charts and graphs.

Learning Objectives for Standard 14:

- a. The student can use charts and graphs to answer questions
- b. The student can choose and create the appropriate chart based on given information

Middle School Pre-Algebra

Standard 15

The student will solve equations and graph the solutions on a number line or coordinate plane.

Learning Objectives for Standard 15:

- a. The student can read and graph points on a number line or coordinate plane
- b. The student can solve equations using a table of values
- c. The student can graph solutions to equations on a number line or coordinate plane

Standard 16

The student will analyze and perform basic statistical computations.

Learning Objectives for Standard 16:

- a. The student can define mean, median, mode, and range and solve for each when given a set of data
- b. The student can differentiate and calculate theoretical and experimental probability

Upper School Pre-Algebra

The Pre-Algebra curriculum offers an opportunity to work on algebraic concepts while continuing to review and improve basic computational skills. The ultimate goal of the course is to be able to solve equations with rational numbers. As the students demonstrate improved computational skills with whole numbers, fractions, decimals, percents, and integers, they apply these skills when solving equations and word problems. Each student completes notes for their math binder and then practices the skills in class and on nightly homework. Pre-Algebra emphasizes the benefits of checking if answers are accurate and reasonable.

Fall Semester	Standard 1: The student will simplify multi-step problems.	Standard 2: The student will evaluate and compare expressions containing variables.	Standard 3: The student will translate words into mathematical symbols.	Standard 4: The student will solve one and two-step equations. Perimeter, area, and volume concepts will be included when solving equations.
	Standard 5: The student will find the greatest common factor and break a composite number into its prime factors.	Standard 6: The student will find the least common multiple of a set of numbers.	Standard 7: The student will use fractions in various problems including solving equations.	Standard 8: The student will add, subtract, and solve problems with integers including solving equations.
Spring Semester	Standard 9: The student will solve multiplication and division problems with integers including solving equations.	Standard 10: The student will use decimals in various problems including solving equations.	Standard 11: The student will recognize and simplify different types of polynomials and find the greatest common factor of two monomials.	Standard 12: The student will understand and apply fraction, decimal, and percent equivalencies.
	Standard 13: The student will use ratios, proportions, and percentages to compare information and solve word problems.	Standard 14: The student will interpret and create charts and graphs.	Standard 15: The student will solve equations with two variables and graph the solutions on a coordinate plane.	Standard 16: The student will analyze and perform basic statistical computations.
Materials & Activities	Resources: <u>McDougal Littell Pre-Algebra</u> . Larson, Boswell, Kanold, and Stiff. Published by McDougal Littell, a division of Houghton Mifflin Co. 2008 worksheets	Tools: class notes ruler manipulatives multiplication chart calculator (for specific topics)	Technology: Math Antics StudyJams YouTube Math-Aids.com Sheppard Software Interactivesites for Education Kahoots	Activities: hands-on activities
Assessment	Fall Semester 1 st quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 2 nd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 4 th quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests Second Semester Exam = 25%	

Upper School Pre-Algebra

Course Standards and Learning Objectives

Standard 1

The student will simplify multi-step problems.

Learning Objectives for Standard 1:

- The student can define and explain the order of operations
- The student can simplify problems with grouping symbols, exponents, and all four operations
- The student can insert grouping symbols, numbers, and operations to find a given value

Standard 2

The student will evaluate and compare expressions containing variables.

Learning Objectives for Standard 2:

- The student can understand and evaluate variable expressions with one or more variables
- The student can classify sentences as true, false, or open when comparing values
- The student can determine a solution set when given a replacement set

Standard 3

The student will translate words into mathematical symbols.

Learning Objectives for Standard 3:

- The student can recognize common words associated with each operation
- The student can translate words into variable expressions, equations, and inequalities

Standard 4

The student will solve one and two-step equations. Perimeter, area, and volume concepts will be included when solving equations.

Learning Objectives for Standard 4:

- The student can solve one and two-step equations with whole numbers
- The student can solve word problems by creating equations and check the solution
- The student can identify the formulas for perimeter, area, and volume of various shapes
- The student can use formulas to solve equations involving perimeter, area, and volume

Standard 5

The student will find the greatest common factor and break a composite number into its prime factors.

Learning Objectives for Standard 5:

- The student can use factor trees to find the greatest common factor of two or more numbers
- The student can identify prime and composite numbers
- The student can use factor trees to find the prime factorization of a composite number

Standard 6

The student will find the least common multiple of a set of numbers.

Learning Objectives for Standard 6:

- The student can find the least common multiple of a set of numbers
- The student can use the least common multiple when changing the denominators of fractions

Standard 7

The student will use fractions in various problems including solving equations.

Learning Objectives for Standard 7:

- The student can demonstrate an understanding of fractional concepts
- The student can add, subtract, multiply, and divide fractions and mixed numbers
- The student can use the order of operations to simplify expressions with fractions
- The student can solve equations and word problems with fractions, and eventually positive and negative fractions

Upper School Pre-Algebra

Standard 8

The student will add, subtract, and solve problems with integers including solving equations.

Learning Objectives for Standard 8:

- a. The student can locate and compare integers on a number line
- b. The student can demonstrate an understanding of absolute value
- c. The student can add and subtract integers
- d. The student can solve expressions and equations containing integers

Standard 9

The student will solve multiplication and division problems with integers including solving equations.

Learning Objectives for Standard 9:

- a. The student can multiply and divide integers
- b. The student can use order of operations to simplify expressions with integers
- c. The student can solve expressions and equations containing integers

Standard 10

The student will understand and use decimals in various problems including solving equations.

Learning Objectives for Standard 10:

- a. The student can identify decimal place values
- b. The student can compare and write decimals in numerical order
- c. The student can use order of operations to simplify expressions with decimals
- d. The student can solve equations and word problems with decimals, including positive and negative decimals

Standard 11

The student will recognize and simplify different types of polynomials and find the greatest common factor of two monomials.

Learning Objectives for Standard 11:

- a. The student can identify monomials, binomials, and trinomials
- b. The student can distinguish between like terms and unlike terms
- c. The student can simplify polynomials by combining like terms
- d. The student can find the greatest common factor of two monomials

Standard 12

The student will understand and apply fraction, decimal, and percent equivalencies.

Learning Objectives for Standard 12:

- a. The student can display an understanding of fraction-decimal-percent equivalence
- b. The student can convert between fractions, decimals, and percents

Standard 13

The student will use ratios and proportions to compare information and solve word problems.

Learning Objectives for Standard 13:

- a. The student can write ratios
- b. The student can compare two ratios to determine if they form a proportion
- c. The student can solve for a missing value in a proportion
- d. The student can solve word problems containing the part, whole, and percent by using proportions

Standard 14

The student will interpret and create charts and graphs.

Learning Objectives for Standard 14:

- a. The student can use charts and graphs to answer questions
- b. The student can choose and create the appropriate chart based on given information

Upper School Pre-Algebra

Standard 15

The student will solve equations and graph the solutions on a number line or coordinate plane.

Learning Objectives for Standard 15:

- a. The student can read and graph points on a number line or coordinate plane
- b. The student can solve equations using a table of values
- c. The student can graph solutions to equations on a number line or coordinate plane

Standard 16

The student will analyze and perform basic statistical computations.

Learning Objectives for Standard 16:

- a. The student can define mean, median, mode, and range and solve for each when given a set of data
- b. The student can differentiate and calculate theoretical and experimental probability

Algebra I

<p>Algebra I is offered to students who have demonstrated computational and application skill levels sufficient for the study of Algebra. The primary focus in Algebra I is instruction on graphing linear equations and problem solving techniques of various types of equations. Additional topics include operations with integers, systems of equations, operations with polynomials, and factoring. The students will discover how patterns and relationships are incorporated into the real number system. Throughout the year problem solving skills are taught and practiced. Teaching techniques include warm-ups for computational practice, lecture and note-taking, manipulative and written practice of new topics, and one-to-one instruction when needed. Students are also introduced to the graphing calculator.</p>				
Fall Semester	Standard 1: The student will simplify problems with grouping symbols and more than one operation.	Standard 2: The student will translate algebraic expressions with words into mathematical symbols and vice versa.	Standard 3: The student will solve all four operations with integers and other real numbers.	Standard 4: The student will understand the concept of like terms and be able to simplify multi-step expressions by combining like terms.
	Standard 5: The student will solve one-step and multi-step equations and be able to check solutions.	Standard 6: The student will recognize the types of slopes and how to find slope and the y-intercept given different information.	Standard 7: The student will graph linear equations in the coordinate plane using various methods.	
Spring Semester	Standard 8: The student will be able to write an equation in slope-intercept form when given different information.	Standard 9: The student will be able to solve systems of equations.	Standard 10: The student will understand how to add, subtract, and multiply monomials and polynomials.	Standard 11: The student will understand how to factor polynomials completely using a variety of methods.
	Standard 12: The student will solve quadratic and cubic equations using factoring.			
Materials & Activities	Resources: <u>Algebra 1, Concepts and Skills</u> . Holt McDougal, 2010.	Tools: Graphing Calculator Ruler	Technology: Desmos.com TI-SmartViewCE Portals QR codes (for video support)	Activities: Kahoots Smart Board games Bazinga Algebra card games Algebra puzzles
Assessment	Fall Semester 1 st quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 2 nd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 4 th quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests Second Semester Exam = 25%	

Algebra I

Algebra 1 Standards and Learning Objectives

Standard 1

The student will simplify problems with grouping symbols and more than one operation.

Learning Objectives for Standard 1:

- a. Define and explain PEMDAS.
- b. Simplify exponents.
- c. Simplify problems with all four operations.
- d. Simplify problems with grouping symbols and exponents.
- e. Insert grouping symbols, numbers, and operations to arrive at a given value.
- f. The student will evaluate variable expressions.

Standard 2

The student will translate algebraic expressions with words into mathematical symbols and vice versa.

Learning Objectives for Standard 2:

- a. Recognize common words associated with mathematical symbols.
- b. Translate an expression with one or more operations with words into mathematical symbols and vice versa.
- c. Translate word problems into the variable expressions or equations that would be needed to solve them.

Standard 3

The student will solve all four operations with integers and other real numbers.

Learning Objectives for Standard 3:

- a. Understand real numbers and integers and can arrange them on a number line.
- b. Add and subtract real numbers.
- c. Multiply and divide real numbers.

Standard 4

The student will understand the concept of like terms and be able to simplify multi-step expressions by combining like terms.

Learning Objectives for Standard 4:

- a. Identify like terms versus unlike terms.
- b. Simplify multi-step expressions by combining like terms.
- c. Simplify using the distributive property a multi-step expression with one or more sets of grouping symbols

Standard 5

The student will solve one-step and multi-step equations and be able to check solutions.

Learning Objectives for Standard 5:

- a. Recognize the inverse operation needed to solve an equation.
- b. Solve one-step equations with any operation.
- c. Solve equations with two operations.
- d. Solve multi-step equations with variables on both sides, like terms, and parentheses.
- e. Translate a sentence to a linear equation and find the solution.
- f. Translate a perimeter problem into a mathematical equation and find the solution.
- g. Translate a consecutive integer problem into an expression and then write an equation to find the solution.

Standard 6

The student will recognize the types of slopes and how to find slope and the y-intercept given different information.

Learning Objectives for Standard 6:

- a. Understand what slope and the y-intercept means for a linear equation.
- b. Can identify positive, negative, zero, and undefined slopes.
- c. Can find slope and the y-intercept of an equation in slope-intercept form.
- d. Can find slope and the y-intercept of an equation in standard form.
- e. Can find slope and the y-intercept of a line on a graph.
- f. Can find slope given two points using the slope formula.

Algebra I

Standard 7

The student will graph linear equations in the coordinate plane using various methods.

Learning Objectives for Standard 7:

- Understand the various parts and labels of the coordinate plane.
- Graph coordinate points on a coordinate plane.
- Use a table of values to graph linear equations.
- Rewrite equations in slope-intercept form in order to graph.
- Graph a line using slope-intercept form by understanding slope and the y-intercept.
- Graph vertical and horizontal lines.

Standard 8

The student will be able to write an equation in slope-intercept form when given different information.

Learning Objectives for Standard 8:

- Write an equation in slope-intercept form when given slope and the y-intercept.
- Write an equation in slope-intercept form when given slope and one point using point-slope formula.
- Write an equation in slope-intercept form when given two points using the slope formula and point-slope formula.
- Write an equation in slope-intercept form using a graph with two points when one of the points is the y-intercept.
- Write an equation in slope-intercept form using a graph with two points when the y-intercept is not given.
- Use the information contained in a word problem to write a linear equation.

Standard 9

The student will be able to solve systems of equations.

Learning Objectives for Standard 9:

- Solve systems of equations using pencil and paper graphing.
- Solve systems of equations using the linear combination/elimination method.
- Solve systems of equations using the graphing calculator.
- Use systems of equations to represent and solve real-world problems.

Standard 10

The student will understand how to add, subtract, and multiply monomials and polynomials.

Learning Objectives for Standard 10:

- Understand the concepts of like terms, coefficients, variables, and exponents when applied to monomials.
- Add or subtract monomials.
- Multiply monomials.
- Simplify monomials raised to an exponent.
- Add two or more sets of polynomials with parentheses by combining like terms.
- Subtract two or more sets of polynomials with parentheses by combining like terms.
- Multiply a monomial with a polynomial using the distributive property.
- Multiply a binomial with a binomial using FOIL.
- Multiply any two polynomials.
- Combine, subtract, and multiply polynomials within one problem.
- Solve perimeter and area problems of rectangles and triangles using polynomials.

Standard 11

The student will understand how to factor polynomials completely using a variety of methods.

Learning Objectives for Standard 11:

- Find and factor out the GCF of a polynomial.
- Factor a polynomial using the product/sum shortcut.
- Factor a polynomial using trial and error or the swing method.
- Recognize a perfect square and can factor using the difference of squares method.
- Factor a polynomial completely by following ONGFA.

Standard 12

The student will solve quadratic and cubic equations using factoring.

Learning Objectives for Standard 12:

- Solve quadratic equations by factoring.
- Solve cubic equations by factoring.

Algebra I

- c. Test to see if given solutions to equations are correct or incorrect.
- d. Solve area and perimeter problems for rectangles and triangles by factoring.

Algebra II

<p>Algebra II is offered to those students who have completed Algebra I with a grade of “C” or better and who have passed the year-end exam. First semester topics include solving and graphing linear equations and inequalities, determining equations of lines, matrices, and polynomials. In each area, students review and continue to develop basic concepts of Algebra I. In the second semester, students study factoring polynomials, rational expressions, radicals, the quadratic formula, and parabolas. Throughout the year, students develop and practice problem solving skills. Teaching techniques include daily warm-up of computational practice, discussion and note-taking, written practice of new topics, and one-to-one instruction when needed.</p>				
Fall Semester	Standard 1: The student will demonstrate knowledge of real and imaginary numbers.	Standard 2: The student will demonstrate knowledge of linear equations and inequalities.	Standard 3: The student will demonstrate knowledge of systems of equations and inequalities.	Standard 4: The student will demonstrate knowledge of matrices.
	Standard 5: The student will demonstrate knowledge of exponents and operations with exponents.			
Spring Semester	Standard 6: The student will demonstrate knowledge of classifying, simplifying, and factoring polynomials.	Standard 7: The student will demonstrate knowledge of square roots and roots with an index greater than 2.	Standard 8: The student will demonstrate knowledge of quadratic equations and inequalities.	Standard 9: The student will demonstrate knowledge of complex numbers.
Materials & Activities	Resources: <u>Algebra 2</u> , Glencoe, McGraw-Hill, 2012.	Tools: Graphing Calculator Ruler	Technology: Desmos.com TI-SmartViewCE Portals	Activities: Kahoot Smart Board games Bazinga Algebra card games Algebra puzzles
Assessment	Fall Semester 1 st quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 2 nd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests 4 th quarter = 37.50% <ul style="list-style-type: none"> • Homework checks • Tests Second Semester Exam = 25%	

Algebra II

Algebra 2 Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of real and imaginary numbers.

Learning Objectives for Standard 1:

The student can...

- Graph a chart that shows the relationship of all real and imaginary numbers.
- Give an example of real, imaginary, rational, irrational, integer, non-integer, natural, and non-natural numbers.
- Explain similarities and differences between the different kinds of numbers.

Standard 2

The student will demonstrate knowledge of linear equations and inequalities.

Learning Objectives for Standard 2:

The student can...

- Use PEMDAS correctly to simplify an expression.
- Solve a multi-step linear equation.
- Read a word problem and set up an equation using a formula to solve for the unknown variable.
- Solve absolute value equations and inequalities and graph all valid solutions.
- Write and graph linear equations and linear inequalities.

Standard 3

The student will demonstrate knowledge of systems of equations and inequalities.

Learning Objectives for Standard 3:

The student can...

- Solve a system of equations using the graphing method by hand and with the graphing calculator.
- Solve a system of equations using the elimination method.
- Solve a system of equations using the substitution method.
- Graph a system of inequalities by hand and with the graphing calculator.
- Write a system of inequalities that represents a word problem and solve for the maximum or minimum.

Standard 4

The student will demonstrate knowledge of matrices.

Learning Objectives for Standard 4:

The student can...

- Add, subtract, and multiply matrices.
- Find the inverse of a 2X2 matrix.
- Solve for a variable with matrix equations.
- Understand an identity matrix and its relationship with a matrix and its inverse.
- Create matrices from a word problem and use matrix multiplication to find the solution.

Standard 5

The student will demonstrate knowledge of exponents and operations with exponents.

Learning Objectives for Standard 5:

The student can...

- Simplify expressions containing exponents using the exponent rules.
- Simplify expressions containing positive, negative, zero, and fraction exponents.
- Understand scientific notation and multiply and divide numbers in scientific notation.

Algebra II

Standard 6

The student will demonstrate knowledge of classifying, simplifying, and factoring polynomials.

Learning Objectives for Standard 6:

The student can...

- a) Classify polynomials by degree and the number of terms.
- b) Add, subtract, and multiply polynomials.
- c) Divide a polynomial by a monomial.
- d) Use synthetic division to divide a polynomial by a binomial.
- e) Factor a polynomial completely using the product-sum method, difference of two squares, cube rules, or a combination of these techniques.

Standard 7

The student will demonstrate knowledge of square roots and roots with an index greater than 2.

Learning Objectives for Standard 7:

The student can...

- a) Estimate the value of a square root to the nearest tenth without a calculator.
- b) Simplify square roots and other larger roots using the factor-tree method.
- c) Simplify expressions involving the addition, subtraction, multiplication, and division of square roots.

Standard 8

The student will demonstrate knowledge of quadratic equations and inequalities.

Learning Objectives for Standard 8:

The student can...

- a) Solve a quadratic equation using the graphing method.
- b) Solve a quadratic equation using the factoring method.
- c) Solve a quadratic equation using the completing the square method.
- d) Solve a quadratic equation using the quadratic formula.
- e) Solve a quadratic inequality.

Standard 9

The student will demonstrate knowledge of complex numbers.

Learning Objectives for Standard 9:

The student can...

- a) Add, subtract, and multiply complex numbers.
- b) Simplify negative square roots and complex numbers.
- c) Simplify powers of i .

Geometry

<p>This course provides students with the opportunity to explore and experience the concepts of Geometry. Students use inductive reasoning to develop theorems about parallel lines, congruent triangles, quadrilaterals, and similar figures. Deductive reasoning skills are developed through solving practical problems and through exercises which require drawing conclusions based only on clues given. There is more opportunity in this course than in traditional Geometry courses for students to work with concrete models and drawings and prove to themselves that certain concepts and theorems are true. These skills are developed further through problems requiring informal proof-writing. Throughout the year, students analyze figures and use their understanding of that type of figure to apply appropriate formulas. This requires a thorough understanding of the vocabulary of Geometry.</p>				
Fall Semester	Standard 1: The student will demonstrate understanding of the basic elements of Geometry.	Standard 2: The student will demonstrate understanding of the angles formed by the intersection of lines.	Standard 3: The student will demonstrate understanding of congruent triangles.	Standard 4: The student will demonstrate understanding of sides, segments, and angles of a triangle.
Spring Semester	Standard 5: The student will demonstrate understanding of square roots, the Pythagorean Theorem, special right triangles.	Standard 6: The student will demonstrate understanding of quadrilaterals – their traits, the relationships among different quadrilaterals, and be able to find their area.	Standard 7: The student will demonstrate understanding of ratios, similar polygons, similar triangles.	Standard 8: The student will demonstrate understanding of polygons and demonstrate understanding of circles and their parts.
	Standard 9: The student will demonstrate understanding of circles.	Standard 10: The student will demonstrate understanding of area and volume of solid figures.	Standard 11: The student will demonstrate understanding of circle relationships.	
Materials & Activities	Resources: <u>Geometry Concepts and Applications.</u> Cummins et al, Glencoe McGraw-Hill, 2008.	Tools: Calculator Straightedge Compass Protractor	Technology: GeoGebra.com Desmos.com Quizlet.com	Activities: Quadrilateral Relations Tessellations Bazinga
Assessment	Fall Semester 1 st quarter = 37.50% <ul style="list-style-type: none"> • Homework checks/Vocabulary Quizzes • Tests 2 nd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks, Vocabulary Quizzes • Tests First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% <ul style="list-style-type: none"> • Homework checks, Vocabulary/Formula Quizzes • Tests/Quadrilateral Project 4 th quarter = 37.50% <ul style="list-style-type: none"> • Homework checks, Vocabulary/Formula Quizzes • Tests/Tessellation Project Second Semester Exam = 25%	

Geometry

Geometry Standards and Learning Objectives

Standard 1

The student will demonstrate understanding of the basic elements of Geometry.

Learning Objectives for Standard 1:

The student can...

- a. Understand and apply the role of logic, inductive reasoning, and deductive reasoning in problem solving.
- b. Be able to define, identify, and create the basic elements of Geometry.
- c. Copy and bisect lines and angles with the use of a compass.
- d. Define the basic elements of Geometry.
- e. Classify angles and find missing parts of angles.

Standard 2

The student will demonstrate understanding of the angles formed by the intersection of lines.

Learning Objectives for Standard 2:

The student can...

- a. Identify the different angles formed when parallel lines are intersected by a transversal.
- b. Calculate the different angles formed when parallel lines are intersected by a transversal.
- c. Apply Algebra skills to find the value of an unknown angle.
- d. Identify lines and planes in a 3-dimensional figure.
- e. Define the angles and lines formed when two or more lines intersect.

Standard 3

The student will demonstrate understanding of congruent triangles.

Learning Objectives for Standard 3:

The student can...

- a. Classify triangles by their sides and angles.
- b. Find the values of missing angles in a triangle.
- c. Identify and write congruency statements for triangles.
- d. Test for triangle congruency.
- e. Define the basic parts of a triangle and terms used when comparing congruent triangles.
- f. Understand the structure of a two-column proof.

Standard 4

The student will demonstrate understanding of sides, segments, and angles of a triangle.

Learning Objectives for Standard 4

The student can...

- a. Understand the relationships between the measures of a triangle's angles and lengths of its sides.
- b. Identify Medians, perpendicular bisectors, angle bisectors, and altitudes.
- c. Define the segments and angles of a triangle.
- d. Identify and calculate the values of segments within a triangle.
- e. Use the properties of an isosceles triangle to solve problems.

Geometry

Standard 5

The student will demonstrate understanding of square roots, the Pythagorean Theorem, special right triangles.

Learning Objectives for Standard 4

The student can...

- a. Evaluate and simplify the square root of a number.
- b. Apply the Pythagorean Theorem to find the missing third side of a right triangle.
- c. Understand the properties of 30-60-90 and 45-45-90 triangles and use them to find missing side lengths.

Standard 6

The student will demonstrate understanding of quadrilaterals – their traits, the relationships among different quadrilaterals, and be able to find their area.

Learning Objectives for Standard 6

The student can...

- a. Identify examples of the types of quadrilaterals given certain characteristics.
- b. Understand the interrelationship of different quadrilaterals.
- c. Use the traits of quadrilaterals to solve problems.
- d. Find the area of quadrilaterals.
- e. Find the lengths in quadrilaterals given their area.

Standard 7

The student will demonstrate understanding of ratios, similar polygons, similar triangles.

Learning Objectives for Standard 7

The student can...

- a. Set up ratios and solve proportions.
- b. Identify and understand similar polygons.
- c. Identify and understand similar triangles.
- d. Solve problems involving relationships between proportional parts of triangles.
- e. Solve problems involving proportional parts created by parallel lines and transversals.
- f. Solve problems involving perimeters of similar triangles.

Standard 8

The student will demonstrate an understanding of polygons.

Learning Objectives for Standard 8

The student can...

- a. Find the interior and exterior angle measures of a polygon.
- b. Find the area of a polygon.
- c. Understand the apothem of a polygon and use it to find other measures.
- d. Define different types of polygons and their parts.

Geometry

Standard 9

The student will demonstrate understanding of circles.

Learning Objectives for Standard 9

The student can...

- a. Identify the different segments and arcs of a circle.
- b. Use proportions to evaluate the area of a sector and arc length.
- c. Define parts of a circle.
- d. Find the circumference and area of a circle.
- e. Find the central angle and arc length measures of a circle

Standard 10

The student will demonstrate understanding of area and volume of solid figures.

Learning Objectives for Standard 10

The student can...

- a. Identify and interrelate solid figures.
- b. Understand the practical applications of lateral area, surface area, and volume.
- c. Identify the appropriate formulas for lateral area, surface area, and volume.
- d. Define the different types of solid figures and their parts.
- e. Find the lateral area, surface area, and volume of solid figures

Standard 11

The student will demonstrate understanding of circle relationships.

Learning Objectives for Standard 11

The student can...

- a. Identify and use properties of inscribed angles.
- b. Identify and apply the properties of tangents to circles.
- c. Find the measures of arcs and angles formed by secants and tangents.
- d. Find the measure of chords, secants, and tangents

PreCalculus

<p>Precalculus is offered to students who have successfully completed Algebra I, Geometry, and Algebra II. This course prepares students for Calculus and/or college level courses by using methods emphasizing technology, real-world applications and student discovery. Topics include a thorough study of Trigonometry, functions and their graphs, applications of equations and graphs, and. The instruction in this course constantly calls on previous math knowledge and often leads to observations of patterns and relationships in math that the students have not noticed before. These observations are enhanced and expanded through the use of technology, including graphing calculators and computer applications.</p>				
Fall Semester	<p>Standard 1: The student will be able to identify functions, perform operations of functions, graph functions, and analyze functions to solve problems.</p>	<p>Standard 2: The student will be able to analyze the graphs of polynomials functions, identify their end behavior, and complex zeros.</p>	<p>Standard 3: The student will be able to graph and analyze rational functions.</p>	<p>Standard 4: The student will be able to solve problems involving exponential and logarithmic equations by choosing and executing an appropriate strategy.</p>
Spring Semester	<p>Standard 5: The student will be able to define the six basic trig ratios and use them to solve right triangles.</p>	<p>Standard 6: The student will be able to work with angles greater than 180°, and use radian measure to solve problems.</p>	<p>Standard 7: The student will be able to use the Law of Sines and the Law of Cosines to solve problems involving non-right triangles.</p>	<p>Standard 8: The student will be able to graph the six trig. functions with transformations.</p>
	<p>Standard 9: The student can verify trigonometric identities.</p>	<p>Standard 10: The student can solve trigonometric equations.</p>	<p>Standard 11: The student will demonstrate an understanding of limits.</p>	
Materials & Activities	<p>Text: <u>Precalculus: Enhanced with Graphing Utilities.</u> Sullivan and Sullivan, Prentice Hall, 2009.</p>	<p>Tools: Graphing Calculator</p>	<p>Technology: Desmos.com Khan Academy</p>	<p>Activities:</p>
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>2nd quarter = 37.50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>First Semester Exam = 25%</p>		<p>Spring Semester</p> <p>3rd quarter = 37.50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>4th quarter = 37.50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>Second Semester Exam = 25%</p>	

PreCalculus

Precalculus Standards and Learning Objectives

Standard 1

The student will be able to identify relations that are functions, perform operations and composition of functions, graph functions with transformations, identify and analyze the domain, range, and inverses of functions, and use these skills to solve problems.”

Learning Objectives for Standard 1:

The student can...

- Identify relations that are functions using a variety of analysis methods.
- Add, subtract, multiply, and divide functions
- State the domain and range of a variety of relations and functions.
- Evaluate a function for a given value of x , compose functions, and use composed functions to solve and interpret problems.
- Graph a parent function and then perform transformations.
- Determine if functions are inverses and find the inverse of a given function.

Standard 2

The student will be able to analyze the graphs of polynomials functions, identify their end behavior, complex zeros, and combine complex numbers.

Learning Objectives for Standard 2:

The student can...

- Identify the end behavior of a polynomial function.
- Graph a polynomial in factored form.
- Add, subtract, multiply and divide complex numbers.
- Identify complex zeros through division.
- Graph a polynomial function in expanded form.

Standard 3

The student will be able to graph and analyze rational functions

Learning Objectives for Standard 3:

The student can...

- Identify the vertical, horizontal, and oblique asymptotes.
- Use long and synthetic division to find the oblique asymptotes.
- Find all asymptotes from a rational function and plot.
- Find the intercepts of a rational function and plot.
- Analyze a rational equation in a word problem.

Standard 4

The student will be able to solve problems involving exponential and logarithmic equations by choosing and executing an appropriate strategy.

Learning Objectives for Standard 4

The student can...

- Solve exponential equations by using exponent properties to convert to the same base.
- Solve logarithmic equations, including those requiring the use of common logs.
- Use the properties of logarithms to simplify and evaluate expressions and solve equations.
- Solve exponential and logarithmic equations using the number e and natural logs.
- Use logs to solve exponential growth and decay problems, including half-life, compounding interest, and Newton's Law of Cooling.
- Graph exponential and logarithmic equations.

Standard 5

The student will be able to define the six basic trig ratios and use them to solve right triangles.

Learning Objectives for Standard 4

The student can...

- Work with the six basic trig ratios to find other ratios and lengths in a right triangle.
- Apply the Pythagorean Theorem to find the missing third side of a right triangle.

PreCalculus

Standard 6

The student will be able to work with angles greater than 180° , and use radian measure to solve problems.

Learning Objectives for Standard 6

The student can...

- See and use the relationship between two coterminal angles to expand application of trig principles to angles greater than 89 degrees and fewer than 0 degrees.
- Convert between radians and degrees.

Standard 7

The student will be able to use the Law of Sines and the Law of Cosines to solve problems involving non-right triangles.

Learning Objectives for Standard 7

The student can...

- Prescribe and employ the Law of Sines and the Law of Cosines correctly, depending on the information given.
- Use the Law of Sines and the Law of Cosines to solve triangles.

Standard 8

The student will be able to graph the six trig. functions with transformations.

Learning Objectives for Standard 8

The student can...

- Identify the parent graphs of the six trig functions.
- Graph two periods of the parent graphs of the six trig functions.
- Understand the transformations of trig graphs.
- Graph two periods of the six trig functions with transformations.
- Create an equation that matches a trig graph.

Standard 9

The student can verify trigonometric identities.

Learning Objectives for Standard 9

The student can...

- Find the value of a trig expression, given a trig function and the quadrant of the angle θ .
- Use basic trig identities, as well as algebra and rational numbers concepts, to simplify trig expressions and verify trig identities.

Standard 10

The student can solve trigonometric equations.

Learning Objectives for Standard 10

The student can...

- Solve trig equations for all values $0 \leq \theta < 360$.

Standard 11

The student will demonstrate an understanding of limits.

Learning Objectives for Standard 11

The student can...

- Determine the limit from a table.
- Determine the limit from a graph.
- Determine the limit from an equation.

Statistics

<p>Statistics is a year-long math course open to students who have completed Algebra 2 or who have obtained departmental approval. Students will use data from trustworthy sources to construct a variety of data displays and models, and will develop the skill of analyzing and interpreting data displays and models to draw conclusions about the population at play. Students will also use various statistical analysis methods to draw conclusions. At the same time, students use the statistical methods they learn to explore global issues. In so doing, students will hone their presentation, critical thinking, inquiry, and technology skills. The Statistics course is evaluated in the context of projects that ask students to create, interpret, and apply statistical concepts and propose additional, follow-up questions for further study. Throughout the course, computation and calculation are de-emphasized in favor of analysis, interpretation, and drawing valid conclusions based on statistical evidence.</p>				
Fall Semester	<p>Standard 1: The student will create and analyze graphical displays of univariate data (dotplots, stemplots, histograms) to identify patterns and departures from patterns.</p>	<p>Standard 2: The student will analyze univariate data sets and identify, analyze, and compare various measures of center and variability (mean, median, mode, variance, standard deviation, interquartile range, range, outliers).</p>	<p>Standard 3: The student will find and interpret linear correlation and use the method of least squares regression to model the linear relationship between two variables.</p>	<p>Standard 4: The student will describe the methods of data collection in a census, sample survey, experiment, and observational study, and plan and conduct a survey addressing sampling techniques and methods to reduce bias.</p>
Spring Semester	<p>Standard 5: The student will find probabilities including conditional probabilities for events that are either dependent or independent, by applying the Law of Large Numbers concept, the addition rule, the multiplication rule, and permutations and combinations.</p>	<p>Standard 6: The student will develop, interpret, and apply the binomial probability distribution for discrete random variables, including computing the mean and standard deviation for the binomial variable.</p>	<p>Standard 7: The student will identify properties of a normal distribution and apply the normal distribution to determine probabilities, using a table or graphing calculator.</p>	
Materials & Activities	<p>Resources: Instructional videos</p>	<p>Tools: Graphing calculator</p>	<p>Technology: MS Office Suite Instructional videos</p>	<p>Activities: Projects exploring global issues Experiments and activities to illustrate statistical concepts</p>
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <p>2nd quarter = 37.50%</p> <p>First Semester Project = 25%</p>		<p>Spring Semester</p> <p>3rd quarter = 37.50%</p> <p>4th quarter = 37.50%</p> <p>Second Semester Project = 25%</p>	

Statistics

Course Standards and Learning Objectives

Standard 1

The student will create and analyze graphical displays of univariate data (dotplots, stemplots, histograms) to identify patterns and departures from patterns.

Learning Objectives for Standard 1:

- a. Student can create a dotplot, make valid observations of its characteristics, and form conclusions about the source data based on the display they created.
- b. Student can create a stemplot, make valid observations of its characteristics, and form conclusions about the source data based on the display they created.
- c. Student can create a histogram, make valid observations of its characteristics, and form conclusions about the source data based on the display they created.
- d. Given a set of data, student can select and create an appropriate data display with which to draw conclusions about the source data.

Standard 2

The student will analyze univariate data sets and identify, analyze, and compare various measures of center and variability (mean, median, mode, variance, standard deviation, interquartile range, range, outliers).

Learning Objectives for Standard 2:

- a. Student can calculate, compare, and interpret various measures of center.
- b. Student can calculate, compare, and interpret various measures of variability.
- c. Student can create a box-and-whisker plot, make valid observations of its characteristics, and form conclusions about the source data based on the display they created.

Standard 3

The student will find and interpret linear correlation and use the method of least squares regression to model the linear relationship between two variables.

Learning Objectives for Standard 3:

- a. Student can use a data plot to visually estimate the degree of linear correlation of two random variables.
- b. Student can compute and interpret the correlation coefficient, speaking to the linear relationship between two random variables.
- c. Student can find the equation of the least-squares line and use it to make predictions in a two-variable situation.

Standard 4

The student will describe the methods of data collection in a census, sample survey, experiment, and observational study, and plan and conduct a survey addressing sampling techniques and methods to reduce bias.

Learning Objectives for Standard 4:

- a. Student can differentiate among a census, sample survey, experiment, and observational study.
- b. Student can identify potential sources of bias in a statistical study.
- c. Student can plan and execute a statistical study, including the selection of appropriate study methodology and measures to mitigate bias.

Standard 5

The student will find probabilities including conditional probabilities for events that are either dependent or independent, by applying the Law of Large Numbers concept, the addition rule, the multiplication rule, and permutations and combinations.

Learning Objectives for Standard 5:

- a. Student can use the rules of addition and multiplication to calculate probability for multiple independent and dependent events.
- b. Student can display and interpret various probability and counting questions through the use of Venn Diagrams and tree diagrams.
- c. Student can differentiate between permutations and combinations and identify and calculate each in context.

Standard 6

The student will develop, interpret, and apply the binomial probability distribution for discrete random variables, including computing the mean and standard deviation for the binomial variable.

Learning Objectives for Standard 6:

Statistics

- a. Student can distinguish between discrete and continuous random variables, graph discrete probability distributions, and compute population mean and standard deviation for a discrete probability distribution.
- b. Student can identify the defining features (fixed independent trials, success and failure, probability of success) of a binomial experiment.

Standard 7

The student will identify properties of a normal distribution and apply the normal distribution to determine probabilities, using a table or graphing calculator.

Learning Objectives for Standard 7:

- a. Student can apply the Empirical Rule to a normal distribution.
- b. Student can compute and use z scores and convert between z scores and raw data, and use the standard normal distribution to find area under the curve.
- c. Student can compute the probability of standardized events

AP Calculus AB

<p>AP Calculus is offered to students who have successfully completed Algebra 1, Algebra 2, Geometry, and PreCalculus or by permission of department. This is a college-level Calculus course designed to meet the Advanced Placement curricular requirements for Calculus AB. The major topics of this course are limits, derivatives, integrals, and the Fundamental Theorem of Calculus. We will investigate and analyze course topics using equations, graphs, tables, and words. Students will be stretched to give explanations both verbally and in writing. Precise vocabulary and mathematical symbols will be an important aspect of communicating mathematically.</p>				
Fall Semester	<p>Standard 1: The student will be able to use the concept of a limit to understand the behavior of functions.</p>	<p>Standard 2: The student will understand that continuity is a key property of functions that is defined using limits.</p>	<p>Standard 3: The student will understand how to identify and find the derivative of a function.</p>	<p>Standard 4: The student will understand that the derivative has multiple interpretations and applications.</p>
Spring Semester	<p>Standard 5: The student will understand the relationship between the derivative and the graph of a function.</p>	<p>Standard 6: The student will understand that antidifferentiation is the inverse process of differentiation.</p>	<p>Standard 7: The student will understand and be able to calculate the definite integral of a function over an interval.</p>	<p>Standard 8: The student will understand the interpretations and applications of the definite integral.</p>
	<p>Standard 9: The student will understand the interpretations and applications of the definite integral.</p>			
Materials & Activities	<p>Text: <u>Single Variable Calculus: Concepts & Context</u>. James Stewart, 4th ed. Brooks/Cole, Cengage Learning, 2010.</p>	<p>Tools: Graphing Calculator</p>	<p>Technology: Desmos.com Khan Academy</p>	<p>Activities: Scavenger Hunt Explorations on Graphing Calculator</p>
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>2nd quarter = 37.50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>First Semester Exam = 25%</p>		<p>Spring Semester</p> <p>3rd quarter = 50%</p> <ul style="list-style-type: none"> • Homework checks • Tests <p>4th quarter = 50%</p> <ul style="list-style-type: none"> • Homework checks • Tests 	

AP Calculus AB
AP Calculus Standards and Learning Objectives

Standard 1

The student will be able to use the concept of a limit to understand the behavior of functions.

Learning Objectives for Standard 1:

The student can...

- a. Express limits symbolically.
- b. Interpret limits expressed symbolically.
- c. Estimate limits of functions.
- d. Determine limits of functions.
- e. Deduce and interpret behavior of functions using limits.

Standard 2

The student will understand that continuity is a key property of functions that is defined using limits.

Learning Objectives for Standard 2:

The student can...

- a. Analyze functions for intervals of continuity or points of discontinuity.
- b. Determine the applicability of important calculus theorems using continuity.

Standard 3

The student will understand how to identify and find the derivative of a function.

Learning Objectives for Standard 3

The student can...

- e. Find the derivatives of functions that are defined implicitly.

Standard 4

The student will understand that the derivative has multiple interpretations and applications.

Learning Objectives for Standard 4

The student can...

- a. Solve problems involving rates of change in applied contexts.
- b. Find the linear approximation.
- c. Interpret the meaning of a derivative within a problem involving related rates.
- d. Evaluating limits in indeterminate forms.
- e. Interpret the meaning of a derivative with a problem involving optimization and rectilinear motion.

Standard 5

The student will make connections between a function, its derivatives, and its graph.

Learning Objectives for Standard 5

The student can...

- a. Determine what the derivative tells us about the function.
- b. Identify and graph the critical numbers of a function.

Standard 6

The student will understand that antidifferentiation is the inverse process of differentiation.

Learning Objectives for Standard 7

The student can...

- a. Calculate antiderivatives.

AP Calculus AB

Standard 7

The student will understand and be able to calculate the definite integral of a function over an interval.

Learning Objectives for Standard 8

The student can...

- Interpret the definite integral as the limit of a Riemann sum.
- Express the limit of a Riemann sum in integral notation.
- Calculate a definite integral using areas and properties of definite integrals.
- Evaluate definite integrals.
- Understand and apply The Fundamental Theorem of Calculus.

Standard 8

The student will understand the interpretations and applications of the definite integral.

Learning Objectives for Standard 9

The student can...

- Apply definite integrals to problems involving the area between curves
- Apply definite integrals to problems involving volume.

Standard 9

The student will be able to solve separable differential equations.

Learning Objectives for Standard 10

The student can...

- Analyze differentiation equations to obtain general and specific solutions.
- Interpret, create, and solve differential equations from problems in context.

Fifth Grade Social Studies: Our Community and Beyond

<p>The fifth grade social studies course broadens student awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles. Students will explore what makes up communities - how geography, economics, and government structures play a role in our culture and our every day lives. Students will participate in a variety of simulations, classroom projects, hands on activities, and build research and other student skills.</p>				
<p>Fall Semester</p>	<p>Standard 1: The student will demonstrate knowledge of the geography of the world and of the United States.</p>	<p>Standard 2: The student will demonstrate knowledge of how geography affects our community and the way we live.</p>	<p>Standard 3: The student will demonstrate knowledge of how people become part of our country and what different groups make up our culture.</p>	<p>Standard 4: The student will demonstrate knowledge of how people can improve their communities.</p>
<p>Spring Semester</p>	<p>Standard 5: The student will demonstrate knowledge of how people around the world are alike and different.</p>	<p>Standard 6: The student will demonstrate knowledge of how our economy works and how our economy is affected by global trade.</p>	<p>Standard 7: The student will demonstrate knowledge of how our government is set up and what services our community has.</p>	<p>Standard 8: The student will demonstrate knowledge of how we can care for our environment and the world around us.</p>
<p>Materials & Activities</p>	<p>Text: <i>Social Studies Alive! Our Community and Beyond</i> (Teacher's Curriculum Institute)</p>	<p>Movies/Videos</p>	<p>Projects/Field Trips Research Project</p>	<p>Apps/Websites Online textbook (teachtci.com) BrainPOP Quizlet Popplet</p>
<p>Assessment System</p>	<p>Types of assessments:</p> <ol style="list-style-type: none"> 1. Homework and classwork – Formative 2. Tests and quizzes – Summative 3. Projects – Summative 		<p>Mastery Scale</p> <p>4 = Excelling in the standards assessed 3 = Proficient in the standards assessed 2 = Developing mastery of the standards assessed 1 = Emerging ability in the standard assessed</p>	

Fifth Grade Social Studies: Our Community and Beyond

Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the geography of the world and of the United States.

Learning Objectives for Standard 1:

- a. Locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the four oceans, and the seven continents.
- b. Identify countries on a map of North America.
- c. Identify states and communities on a map of the southeastern United States.
- d. Research the role of explorers in preparing the way for the founding of new communities in North America.

Standard 2

The student will demonstrate knowledge of how geography affects our community and the way we live.

Learning Objectives for Standard 2:

- a. Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community.
- b. Compare and contrast different regions in terms of their geographic characteristics.
- c. Use map tools: scale, grid, key (legend), symbols, title, and compass rose.

Standard 3

The student will demonstrate knowledge of how people become part of our country and what different groups make up our culture.

Learning Objectives for Standard 3:

- a. Analyze why and how people immigrate to the United States.
- b. Compare benefits and drawbacks of immigrating to the United States.
- c. Identify specific examples of cultural diversity.
- d. Identify cultural contributions of diverse groups to our communities.
- e. Compare how groups in different regions have adapted to their physical environments and used natural resources to meet basic needs.

Standard 4

The student will demonstrate knowledge of how people can improve their communities.

Learning Objectives for Standard 4:

- a. Identify examples of individuals and organizations who contribute to the public good in an emergency such as a natural disaster.
- b. Explain why all individuals share a responsibility for making their community a better place to live.
- c. Research and describe the contributions of someone who has improved life in the local community.

Standard 5

The student will demonstrate knowledge of how people around the world are alike and different.

Learning Objectives for Standard 5:

- a. Predict similarities and differences.
- b. Compare and contrast various ways of life.
- c. Analyze artifacts to identify what they reveal about ways of life.

Fifth Grade Social Studies: Our Community and Beyond

Standard 6

The student will demonstrate knowledge of how our economy works and how our economy is affected by global trade.

Learning Objectives for Standard 6:

- a. Explain how goods and services are bought and sold at market.
- b. Analyze how scarcity forces people to make decisions, and that decisions have benefits and costs.
- c. Describe the free market economy of the United States.
- d. Identify products sold in the local community that are involved in global trade.
- e. Draw examples of global trade on a world map.

Standard 7

The student will demonstrate knowledge of how our government is set up and what services our community has.

Learning Objectives for Standard 7:

- a. Identify the three main levels of government in the United States
- b. Determine which offices of the community government are appropriate for dealing with various issues.
- c. Describe the main responsibilities of individuals and departments in a community government.
- d. Distinguish between public and private services.
- e. Evaluate the relative importance of different public services.

Standard 8

The student will demonstrate knowledge of how we can care for our environment and the world around us.

Learning Objectives for Standard 8:

- a. Compare solutions to problems and choose the best option.
- b. Classify sources of energy as renewable or nonrenewable.
- c. Identify the consequences of using various sources of energy.
- d. Research an environmental problem and solution in the local community.

World History 6

The sixth grade world history course examines early humans and the rise of civilization in the ancient Middle East and India and considers these issues: How do we learn about the past? How did early man develop? What is a civilization? What causes civilizations to rise and fall? How are ideas transferred from one civilization to another? How can we compare civilizations that are different from one another? What impact does religion have on society? How can ancient civilizations still impact our lives today? The course utilizes a variety of multi-sensory instructional techniques and a wide range of materials. Field trips, outside speakers, and a long research project enhance the classroom experience.

Fall Semester	Standard 1: The student will demonstrate knowledge of the study of the past and the lives of early humans.	Standard 2: The student will demonstrate knowledge of the rise of civilization in Mesopotamia and its legacy.	Standard 3: The student will demonstrate knowledge of the rise of civilization in Egypt and its legacy.	
Spring Semester	Standard 4: The student will demonstrate knowledge of the history and central teachings of Judaism.	Standard 5: The student will demonstrate knowledge of the rise of civilization in India.	Standard 6: The student will demonstrate knowledge of origins and fundamental beliefs of Hinduism and Buddhism.	Standard 7: The student will demonstrate knowledge of the important leaders and achievements of the Mauryan and Gupta Empires.
Materials & Activities	Text: <i>History Alive: The Ancient World</i> (Teacher’s Curriculum Institute)	Movies/Videos <ul style="list-style-type: none"> • <i>Eyewitness: Prehistoric Life</i> • <i>Ancient Mesopotamia</i> • <i>Pyramid</i> • <i>Judaism</i> • <i>Buddhism</i> • <i>Crash Course: World History</i> 	Projects/Field Trips <ul style="list-style-type: none"> • Spring Research Project • Archaeological “Digs” • Simulations and role play 	Apps/Websites <ul style="list-style-type: none"> • Online textbook (teachtci.com) • NoodleTools • Quizlet • Kahoot • BrainPOP
Assessment System	Types of assessments: <ol style="list-style-type: none"> 1. Homework and classwork - formative 2. Tests and quizzes – summative 3. Projects - summative 		Mastery Scale <p>4 = Excelling in the standards assessed 3 = Proficient in the standards assessed 2 = Developing mastery of the standards assessed 1 = Emerging ability in the standard assessed</p>	

World History 6

Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the study of the past and the lives of early humans.

Learning Objectives for Standard 1:

The student can:

- a. Explain how social scientists interpret the past.
- b. Describe what capabilities helped hominins survive.
- c. Explain how the development of agriculture changed daily life in the Neolithic Age.
- d. Study artifacts of early humans and describe what they reveal about the lives of early humans.

Standard 2

The student will demonstrate knowledge of the rise of civilization in Mesopotamia and its legacy.

Learning Objectives for Standard 2:

The student can:

- a. Explain how geographic challenges led to the rise of city-states in Mesopotamia.
- b. Explain why historians classify ancient Sumer as a civilization.
- c. Identify the most important achievements of the Mesopotamian Empires.
- d. Examine artifacts of ancient Sumer to draw conclusions on Sumerian society.

Standard 3

The student will demonstrate knowledge of the rise of civilization in Egypt and its legacy.

Learning Objectives for Standard 3:

The student can:

- a. Describe the influence of geography on early settlement in Egypt, Kush, and Canaan.
- b. Identify the accomplishments of the pharaohs of Egypt and summarize how they did it.
- c. Show how social class affects daily life in ancient Egypt.
- d. Explain the effects of location on the history of Kush.

Standard 4

The student will demonstrate knowledge of the history and central teachings of Judaism.

Learning Objectives for Standard 4:

The student can:

- a. Explain how Judaism originated and developed.
- b. Describe the central teachings of Judaism and why they survived to the modern day.

Standard 5

The student will demonstrate knowledge of the rise of civilization in India.

World History 6

Learning Objectives for Standard 5:

The student can:

- a. Describe the effect of geography on early settlement in India.
- b. Explain what artifacts can tell about daily life in Mohenjodaro.

Standard 6

The student will demonstrate knowledge of origins and fundamental beliefs of Hinduism and Buddhism.

Learning Objectives for Standard 6:

The student can:

- a. Describe the origins and beliefs of Hinduism.
- b. Explain the main beliefs and teachings of Buddhism.

Standard 7

The student will demonstrate knowledge of the important leaders and achievements of the Mauryan and Gupta Empires.

Learning Objectives for Standard 7:

The student can:

- a. Describe how Ashoka unified the Mauryan Empire and spread Buddhist values.
- b. Explain why the period of the Gupta Empire is known as a “golden age.”

World History 7

The seventh grade world history course examines the rise of civilization in ancient Sumer, Egypt, China, Greece and Rome and considers these issues: How do we learn about the past? How did early civilizations develop? What is a civilization? What causes civilizations to rise and fall? How are ideas transferred from one civilization to another? How can we compare civilizations that are different from one another? What impact does religion have on society? How can ancient civilizations still impact our lives today? The seventh grade curriculum is designed to provide an overview of the evolution of man from hunters and gatherers to farmers to groups that grew into city-states and eventually advanced civilizations. The course utilizes a variety of multi-sensory instructional techniques and a wide range of materials. Field trips, shorter research projects, and participation in grade level projects enhance the classroom experience.

Fall Semester	<u>Standard 1</u> The student will demonstrate knowledge of the study of the past and the lives of early humans.	<u>Standard 2:</u> The student will demonstrate knowledge of the rise of civilization in Mesopotamia and its legacy.	<u>Standard 3:</u> The student will demonstrate knowledge of the rise of civilization in Egypt and its legacy.	<u>Standard 4:</u> The student will demonstrate knowledge of the history and central teachings of Judaism.
Spring Semester	<u>Standard 5:</u> The student will demonstrate knowledge of the rise of civilization in Ancient China and its legacy.	<u>Standard 6:</u> The student will demonstrate knowledge of the rise of civilization in Ancient Greece and its legacy.	<u>Standard 7:</u> The student will demonstrate knowledge of the rise of civilization in Ancient Rome and its legacy.	
Materials & Activities	Text: <i>History Alive: The Ancient World</i> (Teacher's Curriculum Institute)	Movies/Videos <ul style="list-style-type: none"> • <i>Ancient Mesopotamia</i> • <i>Pyramid</i> • <i>Judaism</i> • Crash Course: World History 	Projects/Field Trips <ul style="list-style-type: none"> • Spring Research Project • Archaeological "Digs" • Simulations and role play 	Apps/Websites <ul style="list-style-type: none"> • Online textbook (teachtci.com) • NoodleTools • Quizlet • Kahoot
Assessment System	Types of assessments: <ol style="list-style-type: none"> 1. Homework and classwork - formative 2. Tests and quizzes – summative 3. Projects - summative 		Mastery Scale <ol style="list-style-type: none"> 4 = Excelling in the standards assessed 3 = Proficient in the standards assessed 2 = Developing mastery of the standards assessed 1 = Emerging ability in the standard assessed 	

World History 7
Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the study of the past and the lives of early humans.

Learning Objectives for Standard 1:

The student can:

- a. Describe what capabilities helped hominins survive.
- b. Explain how the development of agriculture changed daily life in the Neolithic Age.

Standard 2

The student will demonstrate knowledge of the rise of civilization in Mesopotamia and its legacy.

Learning Objectives for Standard 2:

The student can:

- a. Explain how geographic challenges led to the rise of city-states in Mesopotamia.
- b. Explain why historians classify ancient Sumer as a civilization.

Standard 3

The student will demonstrate knowledge of the rise of civilization in Egypt and its legacy.

Learning Objectives for Standard 3:

The student can:

- a. Identify the accomplishments of the pharaohs of Egypt and summarize how they did it.
- b. Show how social class affects daily life in ancient Egypt.

Standard 4

The student will demonstrate knowledge of the history and central teachings of Judaism.

Learning Objectives for Standard 4:

The student can:

- a. Explain how Judaism originated and developed.
- b. Describe the central teachings of Judaism and why they survived to the modern day.

Standard 5

The student will demonstrate knowledge of the rise of civilization in Ancient China and its legacy.

Learning Objectives for Standard 5:

The student can:

- a. Explain how geography affected life in Ancient China.
- b. Explain what Shang artifacts reveal about their civilization.
- c. Explain how Confucianism, Daoism, and Legalism influenced political rule in ancient China.
- d. Analyze the effectiveness of the rule of Qin Shi Huangdi.

Standard 6

The student will demonstrate knowledge of the rise of civilization in Ancient Greece and its legacy.

Learning Objectives for Standard 6:

World History 7

The student can:

- a. Explain how the geography influenced the settlement and way of life in Ancient Greece.
- b. Explain and how democracy developed in Ancient Greece.
- c. Explain the major differences between life in Ancient Athens and Sparta.
- d. Explain the factors that influenced the outcome of the Greco-Persian wars.
- e. Explain what the major cultural achievements of Athens were.

Standard 7

The student will demonstrate knowledge of the rise of civilization in Ancient Rome and its legacy.

Learning Objectives for Standard 7:

The student can:

- a. Demonstrate knowledge of how the development of Rome was influenced by the Etruscans and the Greeks.
- b. Demonstrate knowledge of what the characteristics of the Roman Republic were and how they changed over time.
- c. Consider the benefits and costs of Roman Expansion.
- d. Consider the benefits and costs of Roman Expansion.
- e. Demonstrate knowledge of how Christianity originated and spread throughout the world.

World History 8

The eighth grade world history course examines the rise of civilization in ancient China, Greece and Rome and considers these issues: How do we learn about the past? How did early civilizations develop? What is a civilization? What causes civilizations to rise and fall? How are ideas transferred from one civilization to another? How can we compare civilizations that are different from one another? What impact does religion have on society? How can ancient civilizations still impact our lives today? In this class, students polish skills developed in earlier social studies classes in order to prepare for the challenge of high school classes. The eighth grade curriculum is designed to provide a bridge between the middle school classes and the greater demands of the high school curriculum. The course utilizes a variety of multi-sensory instructional techniques and a wide range of materials. Field trips, shorter research projects, and participation in National History Day enhance the classroom experience.

Fall Semester	<u>Standard 1:</u> The student will demonstrate knowledge of the rise of civilization in Ancient China and its legacy.		<u>Standard 2:</u> The student will demonstrate knowledge of the rise of civilization in Ancient Greece and its legacy.	
Spring Semester	<u>Standard 3:</u> The student can conduct historical research and present his or her findings through a variety of formats.		<u>Standard 4:</u> The student will demonstrate knowledge of the rise of civilization in Ancient Rome and its legacy.	
Materials & Activities	Text: <i>History Alive!</i> <i>The Ancient World</i> Teacher's Curriculum Institute)	Movies/Videos: <i>Music and informational videos found on line that connect to learning, Video library for NHD research.</i>	Projects/Field Trips: <i>National History Day, Virtual field trips through TCI, Visits to the VMFA and IMAX movies at the Science Museum</i>	Apps/Web-sites: <i>One Note, Noodle Tools, Kaboot, TCI on-line Interactive Notebook, Portals</i>
Assessment	Fall Semester 1 st quarter = 37.50% 2 nd quarter = 37.50% First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% 4 th quarter = 37.50% Second Semester Exam = 25%	

World History 8

Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the rise of civilization in Ancient China and its legacy.

Learning Objectives for Standard 1:

The student can:

- a. Explain how geography affected life in Ancient China.
- b. Explain what Shang artifacts reveal about their civilization.
- c. Explain how Confucianism, Daoism and Legalism influenced political rule in Ancient China.
- d. Analyze the effectiveness of the rule of Qin Shi Huangdi.
- e. Explain ways the Han Dynasty improved government and daily life in China.
- f. Explain how the Silk Road promoted an exchange of goods and ideas.

Standard 2

The student will demonstrate knowledge of the rise of civilization in Ancient Greece and its legacy.

Learning Objectives for Standard 2:

The student can:

- a. Explain how the geography influenced the settlement and way of life in ancient Greece.
- b. Explain how democracy developed in ancient Greece.
- c. Explain the major differences between life in Ancient Athens and Sparta.
- d. Explain the factors that influenced the outcome of the Greco-Persian wars.
- e. Explain what the major cultural achievements of Athens were.
- f. Explain how Alexander the Great built his empire.
- g. Explain how ancient Greece contributed to the modern world.

Standard 3

The student can conduct historical research and present his or her findings through a variety of formats.

Learning Objectives for Standard 3:

The student can:

- a. Define a research topic and locate appropriate primary and secondary source materials.
- b. Develop a thesis that answers a research question and organize evidence to prove the thesis.
- c. Work by themselves or collaboratively towards a set goal.
- d. Create the necessary paperwork for their project required including a title page, processing paper, and annotated bibliography.
- e. Present his/her work in a creative and interesting manner through either an exhibit, documentary film, website, or performance.

World History 8

Standard 4

The student will demonstrate knowledge of the rise of civilization in Ancient Rome and its legacy.

Learning Objectives for Standard 8:

The student can:

- a. Demonstrate knowledge of how the development of Rome was influenced by the Etruscans and the Greeks.
- b. Demonstrate knowledge of what the characteristics of the Roman Republic were and how they changed over time.
- c. Consider the benefits and costs of Roman Expansion.
- d. Explain how wealth affected daily life in the Roman Empire.
- e. Demonstrate knowledge of how Christianity originated and spread throughout the world.
- f. Demonstrate knowledge of how Christians' lives are shaped by beliefs and practices of Christianity.
- g. Demonstrate knowledge of how ancient Rome influences us today.

World History 9

In ninth grade World History students continue many of the themes from the eighth-grade course, as they learn about world civilizations from the fall of Rome through the era of The Scientific Revolution and The Enlightenment in Europe. They examine the impact of geography, resources, government, religion, and ideas on human societies. During the fall semester they learn about Medieval Europe, the rise of Islam, and Imperial China. In the spring they examine the European Renaissance, the Protestant Reformation, and the explorations that once again connected Europe with civilizations in other parts of the world. They conclude with a study of the Scientific Revolution and the Enlightenment in Europe and how these changes and discoveries led to the French Revolutions. The course utilizes a variety of multi-sensory instructional techniques and a wide range of materials. Students complete at least one research project about a topic or person studied this year.

Fall Semester	Standard 1: The student will demonstrate knowledge of the development of feudalism in Europe.	Standard 2: The student will demonstrate knowledge of the events that led to the decline of feudalism in Europe.	Standard 3: The student will demonstrate knowledge of the rise of Islam and the impact of the Crusades.	Standard 4: The student will demonstrate knowledge of government policies and inventions of medieval China
Spring Semester	Standard 5: The student will demonstrate knowledge of the changes in Europe during the Renaissance.	Standard 6: The student will demonstrate knowledge of how the Reformation led to changes in Europe.	Standard 7: The student will demonstrate knowledge of how the Age of Discovery changed the way Europeans thought about the world.	Standard 8: The student can complete a historical research project.
	Standard 9: The student will demonstrate knowledge of the key events leading to the French Revolution and the rise and fall of Napoleon.			
Materials & Activities	Text: <i>History Alive! – The Medieval World and Beyond</i>	Movies/Videos: <i>Castle; Cathedral; Islam: Empire of Faith; The Agony and the Ecstasy; Luther; The French Revolution</i>	Projects/Field Trips Renaissance assessment project; Cross-curricular catapult project	Apps/Websites Noodletools (research project)
Assessment	Fall Semester		Spring Semester	
	1 st quarter	= 37.50%	3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	First Semester Exam	= 25%	Second Semester Exam	= 25%

World History 9

World History 9 Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the development of feudalism in Europe.

Learning Objectives for Standard 1:

The student can:

- a. Explain how the fall of the Roman Empire helped lead to the “Dark Ages.”
- b. Explain the role castles and cathedrals played in medieval Europe.
- c. Analyze the effectiveness of the feudal system.
- d. Evaluate the role of the Catholic Church in medieval European society.

Standard 2

The student will demonstrate knowledge of the events that led to the decline of feudalism in Europe.

Learning Objectives for Standard 2:

The student can:

- a. Explain what life was like in medieval towns.
- b. Explain how Magna Carta helped lead to the decline of feudalism.
- c. Analyze how the Bubonic Plague changed Europe.
- d. Evaluate how the Hundred Years War changed warfare and the politics of Europe.

Standard 3

The student will demonstrate knowledge of the rise of Islam and the impact of the Crusades.

Learning Objectives for Standard 3:

The student can:

- a. Explain how Islam originated and spread.
- b. Explain how the beliefs and practices of Islam shape Muslims’ lives.
- c. Explain how important innovations and adaptations made by medieval Muslims impacted the world.
- d. Analyze the impact of the Crusades on Europe and the Middle East.

Standard 4

The student will demonstrate knowledge of government policies and inventions of medieval China.

Learning Objectives for Standard 4:

The student can:

- a. Explain the three main methods used to select China’s government officials.
- b. Analyze how medieval Chinese discoveries and inventions influenced the modern world.
- c. Analyze how the foreign policies of three medieval Chinese dynasties affected China.

Standard 5

The student will demonstrate knowledge of the changes in Europe during the Renaissance.

Learning Objectives for Standard 5:

The student can:

- a. Explain the changes in Europe that helped lead to the Renaissance.
- b. Explain how the Renaissance was different from the middle ages.
- c. Explain the characteristics of a Renaissance person.

Standard 6

The student will demonstrate knowledge of how the Reformation led to changes in Europe.

World History 9

Learning Objectives for Standard 6:

The student can:

- a. Describe the major factors that led to the Reformation, including Humanism and examples of corruption within the Catholic Church.
- b. Evaluate how Martin Luther played a central role in the events that led to the Reformation.
- c. Compare and contrast the Catholic and major Protestant Churches of Christianity.
- d. Analyze the impact of the Reformation on Europe and the Americas.

Standard 7

The student will demonstrate knowledge of how the Age of Discovery changed the way Europeans thought about the world.

Learning Objectives for Standard 7:

The student can:

- a. Explain how the Age of Exploration changed the way Europeans viewed the world.
- b. Explain how the Scientific Revolution changed the way Europeans understood the world.
- c. Explain how the Enlightenment changed the way Europeans viewed government.

Standard 8

The student can complete a historical research project.

Learning Objectives for Standard 8:

The student can:

- a. Develop specific guiding questions related to their topic.
- b. Find a variety of appropriate, relevant sources for their topic.
- c. Find evidence that answers their guiding questions and summarize that evidence in notecards.

Standard 9

The student will demonstrate knowledge of the key events leading to the French Revolution and the rise and fall of Napoleon

Learning Objectives for Standard 9:

The student can:

- a. Explain the causes of the French Revolution.
- b. Analyze how the French Revolution changed France.
- c. Explain the rise and fall of Napoleon, and the changes he made to France.

American History

<p>American History is a year-long survey course in American history from Jamestown through the dawn of the twentieth century. Students view American History in terms of our pursuit of five key ideals articulated in the Declaration of Independence: equality, rights, liberty, opportunity, and democracy. During the fall semester students complete a short research project; during the spring they write a longer formal research paper. Learning strategies include a variety of engaging, multisensory classroom activities. The primary objective of the course is to acquaint students with the major issues and events in American history so that they may develop their own well-reasoned and well-informed opinions and exercise capably their responsibilities as citizens. During presidential election years students also spend time studying campaign issues and the positions the candidates have taken on those issues.</p>				
Fall Semester	<p>Standard 1: The student will demonstrate knowledge of the factors that shaped colonial America.</p>	<p>Standard 2: The student will demonstrate knowledge of events and issues of the Revolutionary Period.</p>	<p>Standard 3: The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States.</p>	<p>Standard 4: The student will demonstrate knowledge of the geographic, political, economic, and social changes that took place in America during the first half of the 19th century.</p>
Spring Semester	<p>Standard 5: The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history.</p>	<p>Standard 6: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century.</p>	<p>Standard 7: The student will demonstrate knowledge of opportunities and challenges in America at the turn of the century.</p>	<p>Standard 8: The student will demonstrate knowledge of historical research and writing.</p>
Materials & Activities	<p>Text:</p> <ul style="list-style-type: none"> <i>History Alive: Pursuing American Ideals</i> (Teacher's Curriculum Institute) 	<p>Movies/Videos</p> <ul style="list-style-type: none"> <i>The Revolution</i> <i>Conquerors: General Howe</i> <i>The Crossing</i> <i>Mill Times</i> <i>Solomon Northup's Odyssey</i> <i>America: The Story of Us</i> 	<p>Projects/Field Trips</p> <ul style="list-style-type: none"> Formal research paper Simulations and role plays Pamplin Park- The Museum of the Civil War Soldier American Civil War Museum- Tredegar Iron Works and White House of the Confederacy 	<p>Apps/Websites</p> <ul style="list-style-type: none"> Online textbook (teach.tci.com) Stanford History Education Group- (www.Sheg.Stanford.edu) University of Maryland Baltimore County Center for History Education- (www.umbc.edu/che/hist orylabs) SAS Curriculum Pathways (www.sascurriculumpathways.com/portal/)
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <p>2nd quarter = 37.50%</p> <p>First Semester Exam = 25%</p>		<p>Spring Semester</p> <p>3rd quarter = 37.50%</p> <p>4th quarter = 37.50%</p> <p>Second Semester Exam = 25%</p>	

American History

Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the factors that shaped colonial America.

Learning Objectives for Standard 1:

The student can...

- a) Describe the motivations for, obstacles to, and accomplishments of the early English settlements at Jamestown and Massachusetts
- b) Describe cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict
- c) Compare and contrast the systems of indentured servitude and chattel slavery.
- d) Explain similarities and differences between the three colonial regions.

Standard 2

The student will demonstrate knowledge of events and issues of the Revolutionary Period.

Learning Objectives for Standard 2:

The student can...

- a) Identify the issues of dissatisfaction that led to the American Revolution
- b) Describe the political differences among the colonists concerning separation from Great Britain
- c) Analyze how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence
- d) Describe key events in the American Revolution and explain reasons why the colonies were able to defeat Great Britain

Standard 3

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States.

Learning Objectives for Standard 3:

The student can...

- a) Describe the historical development of the Constitution of the United States, including the weaknesses of the government established by the Articles of Confederation and the major compromises necessary to produce the Constitution
- b) Assess the arguments of Federalists and Anti-Federalists during the ratification debates
- c) Illustrate the structure of the national government, including the system of checks and balances.
- d) Describe the amendment process.

Standard 4

The student will demonstrate knowledge of the geographic, political, economic, and social changes that took place in America during the first half of the 19th century.

Learning Objectives for Standard 4:

The student can...

- a) Describe territorial expansion between 1800-1850 and how it affected life in the United States.
- b) Explain how political changes between 1800-1850 increased popular participation in politics and led to conflict between the states and the national government.
- c) Describe the impact of new production methods, inventions, and modes of transportation on the economy and life in America.

American History

- d) Describe the social reforms that attempted to address inequalities in America between 1800-1850.

Standard 5

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history.

Learning Objectives for Standard 5:

The student can...

- a) Evaluate how slavery played a central role in the events that lead to division between the North and South in the years leading to the Civil War.
- b) Evaluate the wartime strategies of the Union and Confederacy.
- c) Describe major leaders, battles, and events of the Civil War.
- d) Describe the impact that the Civil War had on different groups of Americans, including soldiers, African Americans, and women.
- e) Analyze the impact of Reconstruction on the South and on African Americans

Standard 6

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century.

Learning Objectives for Standard 6:

The student can...

- a) Identify the reasons for westward expansion
- b) Describe the positive and negative impacts westward expansion had on different groups of people living there.
- c) Explain the impact of new inventions, the rise of big business, and the growth of industry.
- d) Describe the impact of industrialization on the American worker.

Standard 7

The student will demonstrate knowledge of opportunities and challenges in America at the turn of the century.

Learning Objectives for Standard 7:

The student can...

- a) Explain how and why immigrants came to the United States in the late 1800s, as well as challenges they faced when they arrived
- b) Explain the opportunities and challenges that arose from the growth of cities in this time period.
- c) Describe the social tensions present in American society at the turn of the century.
- d) Describe the impact of the Progressive Movement on child labor, working conditions, women's suffrage, and the treatment of African Americans.

Standard 8

The student will demonstrate knowledge of historical research and writing.

Learning Objectives for Standard 8:

The student can...

- a) Meet interim deadlines throughout the research process.
- b) Take appropriately detailed notecards from primary and secondary sources.
- c) Use endnotes to properly cite sources.
- d) Gather information from a variety of primary and secondary sources and incorporate it into a paper.
- e) Properly format a bibliography.
- f) Properly format a research paper.
- g) Identify relevant information from sources.

American History

- h) Analyze source information to understand cause and effect and social importance of the topic.
- i) Generate and defend an original, logical thesis statement.
- j) Use appropriate written expression and grammar to clearly explain the topic.

The United States in the Modern World

This course provides students with the opportunity to explore the history of the first half of the twentieth century. It employs a somewhat non-traditional approach in its recognition of the extent to which American History and World History are interrelated during this time period. It also provides students with the opportunity to develop several key skills necessary for success in college-level courses: note taking, essay writing, and research. Students complete two major research projects. During the fall semester they work in groups to prepare National History Day projects. These projects allow groups of students to research a topic related to the annual theme and then present the results of that research in either a documentary video or an original play. This year's theme is: *Triumph and Tragedy in History*. Students are encouraged to make wide use of primary source materials in preparing their projects. During the spring semester they complete a formal research paper on a course-related topic. At least once a week, class sessions are conducted lecture-style, in order to prepare students for the type of instruction they will encounter in college. Class activities also include group work and a variety of multi-sensory activities. Major topics include: World War I, the Russian Revolution, the 1920s, the Great Depression in the U.S. and elsewhere, Hitler's rise to power, and World War II in the U.S. and around the globe.

Fall Semester	Standard 1: The student will understand the causes and consequences of World War I	Standard 2: The student will understand the causes of the Russian Revolution	Standard 3: The student will understand how World War I helped to shape the development of the modern Middle East.	Standard 4: The student can conduct historical research and present his or her findings through a variety of formats. [National History Day projects]
Spring Semester	Standard 5: The student will understand the impact of the 1920s and the 1930s on American society and the reasons why these two decades developed the way they did.	Standard 6: The student will understand what life is like under a totalitarian dictatorship and the factors that explain why totalitarian dictatorships developed in so many countries during the mid-twentieth century.	Standard 7: The student will understand the causes and consequences of World War II.	Standard 4: The student can conduct historical research and present his or her findings through a variety of formats. [Research Paper]
Materials & Activities	Text: <i>Pursuing American Ideals, Chapters 22-36</i>	Movies/Videos <i>The People's Century: Age of Hope</i> <i>Nicholas and Alexandra</i> <i>America's Century: Boom to Bust, Stormy Weather</i> <i>Stalin</i> <i>The People's Century: Red Flag, Collectivization, and the Purges</i> <i>The Path to Nazi Genocide</i> <i>Decisions that Changed the World (FDR)</i> <i>Tora, Tora, Tora</i> <i>Prices Unlimited</i> <i>Escape from a Nazi Death Camp</i>	Projects/Field Trips National History Day project [Fall] Research Paper [Spring] DC Field trip to the Holocaust Museum and the Smithsonian National History Museum Simulation Game: What's the Deal?	Apps/Websites Stanford History Education Group activities <i>Battle of the Somme</i> <i>Sedition in World War I</i> <i>The Great Migration</i> <i>The 1919 Chicago Race Riots</i> Music Blue Skies, Brother Can You Spare a Dime?, Happy Days are Here Again, and Rosie the Riveter
Assessment	Fall Semester		Spring Semester	
	1 st quarter	= 37.50%	3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	History Day Project	= 25%	Final Exam	= 25%

The United States in the Modern World

The United States History in the Modern World Standards and Learning Objectives

Standard 1

The student will understand the causes and consequences of World War I

Learning Objectives for Standard 1:

The student can...

- a) Demonstrate familiarity with the main participants in World War I and explain why war broke out in 1914.
- b) Describe the experiences that World War I soldiers endured and the impact that new technologies had in the war.
- c) Explain why the United States decided to enter World War I on the Allied side and the ways that our involvement in the war affected Americans.
- d) Analyze the consequences of World War I, the lessons that can be learned from it, and will evaluate the effectiveness of the peace settlement in resolving the problems that led to the war.

Standard 2

The student will understand the causes of the Russian Revolution.

Learning Objectives for Standard 2:

The student can...

- a) Discuss the reasons why the Russian Revolution occurred.
- b) Assess and evaluate the actions of the Russian leaders during this era.

Standard 3

The student will understand how World War I helped to shape the development of the modern Middle East.

Learning Objectives for Standard 3:

The student can...

- a) Describe how and why European powers became involved in the Middle East
- b) Explain how and why World War I led to a reorganization of the Middle East
- c) Analyze the impact that European powers had on the 20th century Middle East.

Standard 4

The student can conduct historical research and present his or her findings through a variety of formats.

Learning Objectives for Standard 4:

The student can...

- a) Define a research topic and locate appropriate primary and secondary source materials
- b) Develop a thesis that answers a research question and organize evidence to prove the thesis.
- c) Use formal citation to document sources via both endnotes and an annotated bibliography
- d) Work collaboratively in a group towards a shared goal
- e) Present his/her work in a creative and interesting manner through either a documentary film or a live performance.

The United States in the Modern World

Standard 5

The student will understand the impact of the 1920s and the 1930s on American society and the reasons why these two decades developed the way they did.

Learning Objectives for Standard 5:

The student can...

- a) Explain why the 1920s were regarded as such a positive era in our history.
- b) Explain why despite these positives the 1920s definitely had a “dark side”.
- c) Describe the causes of the Great Depression and how the Great Depression affected Americans.
- d) Analyze both the short and long-term impact of the New Deal programs on the American people, the American government, and political discourse.

Standard 6

The student will understand what life is like under a totalitarian dictatorship and the factors that explain why totalitarian dictatorships developed in so many countries during the mid-twentieth century.

Learning Objectives for Standard 6:

The student can...

- a) Describe what a totalitarian dictator is and what life is like in a totalitarian state.
- b) Explain why so many countries turned to totalitarian rulers during the interwar period
- c) Discuss the strategies that the dictators used both to gain power and to retain it.
- d) Analyze the impact – both positive and negative – that totalitarian rulers had on their countries.

Standard 7

The student will understand the causes and consequences of World War II.

Learning Objectives for Standard 7:

The student can...

- a) Explain why the second world war occurred and why it could not be prevented.
- b) Describe the major events in World War II in each of the main theatres of the war
- c) Explain how World War II affected individual people both in the U.S. and elsewhere
- d) Analyze the short- and long-term effects of World War II

Government and Politics in the Modern World

<p>This capstone course focuses on government, politics, and modern history. Students explore how our political system works and why it works the way it does. They explore both the workings of the branches of government and the role individual citizens play in the political process. They investigate the major events of the past sixty years, both in our own country and elsewhere, and consider the relevance of the five ideals of rights, equality, liberty, opportunity, and democracy for Americans today. In preparation for future education they refine academic skills, including taking notes from lecture and writing a formal research paper. Most importantly, they prepare themselves to take on the rights and responsibilities of citizens in a democracy. Class activities emphasize multi-sensory, interactive strategies and rely heavily on student involvement and initiative.</p>					
Fall Semester	<p>Standard 1: The student will demonstrate knowledge of political and economic systems, political philosophies that shaped the development of American government, and the Constitution of the United States.</p>	<p>Standard 2: The student will demonstrate knowledge of the judicial branch and its role in protecting fundamental civil rights and civil liberties.</p>	<p>Standard 3: The student will demonstrate knowledge of campaigns and elections in the United States.</p>	<p>Standard 4: The student will demonstrate knowledge of the roles and requirements of the legislative and executive branches.</p>	
Spring Semester	<p>Standard 5: The student will demonstrate knowledge of the early Cold War.</p>	<p>Standard 6: The student will demonstrate knowledge of life in America in the 1950s and 1960s.</p>	<p>Standard 7: The student will demonstrate knowledge of the Kennedy administration, Great Society, and Vietnam War.</p>	<p>Standard 8: The student will demonstrate knowledge of the end of the Cold War and the challenges facing the United States in the 21st century.</p>	<p>Standard 9: The student will demonstrate knowledge of historical research and writing.</p>
Materials & Activities	<p>Text:</p> <ul style="list-style-type: none"> • <i>Government Alive! Power, Politics, and You.</i> (Teachers Curriculum Institute) • <i>Pursuing American Ideals</i> (Teachers Curriculum Institute) 	<p>Movies/Videos</p> <ul style="list-style-type: none"> • <i>School Prayer</i> • <i>Gideon's Trumpet</i> • <i>Electoral Dysfunction</i> • <i>The Berlin Airlift</i> • <i>Separate But Equal</i> • <i>The Children's March</i> • <i>Clouds Over Cuba</i> • <i>Path to War</i> • <i>Dark Days at the White House</i> • <i>The Rise and Fall of the Berlin Wall</i> • <i>America: The Story of Us</i> 	<p>Projects/Field Trips</p> <ul style="list-style-type: none"> • Formal research paper • Washington DC: The Newseum • Small group activities: visual discovery, skill builders, experiential exercises, response groups. 	<p>Apps/Websites</p> <ul style="list-style-type: none"> • Online textbook (teach.tci.com) • Stanford History Education Group- (www.Sheg.Stanford.edu) 	
Assessment	<p>Fall Semester</p> <p>1st quarter = 37.50%</p> <p>2nd quarter = 37.50%</p> <p>First Semester Exam = 25%</p>		<p>Spring Semester</p> <p>3rd quarter = 37.50%</p> <p>4th quarter = 37.50%</p> <p>Second Semester Exam = 25%</p>		

Government and Politics in the Modern World

Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of political and economic systems, political philosophies that shaped the development of American government, and the Constitution of the United States.

Learning Objectives for Standard 1:

The student can...

- a) Compare and contrast various forms of government and economy.
- b) Explain the influence of classical, English, and Enlightenment ideas on American government.
- c) Describe the historical development of the Constitution, including major compromises and ratification debates.
- d) Illustrate the structure of the national government outlined in Article I, Article II, and Article III, including the system of checks and balances.
- e) Describe the amendment process.

Standard 2

The student will demonstrate knowledge of the judicial branch and its role in protecting fundamental civil rights and civil liberties.

Learning Objectives for Standard 2:

The student can...

- a) Examine the Bill of Rights, with emphasis on First Amendment freedoms.
- b) Analyze due process of law expressed in the 5th and 14th Amendments.
- c) Explore the balance between individual liberties and the public interest.
- d) Analyze the concept of judicial review and explain its importance in making the judicial branch a coequal branch of government.

Standard 3

The student will demonstrate knowledge of campaigns and elections in the United States.

Learning Objectives for Standard 3:

The student can...

- a) Describe the organization and role of political parties and interest groups.
- b) Analyze the influence of media coverage, campaign advertising, and public opinion polls on elections.
- c) Analyze the expansion of and the importance of the right to vote.
- d) Describe the nomination and election process.

Standard 4

The student will demonstrate knowledge of the roles and requirements of the legislative and executive branches.

Learning Objectives for Standard 4:

The student can...

- a) Examine the legislative branch, including eligibility for office, lengths of terms of representatives and senators, enumerated legislative powers, and what makes for an effective legislator.
- b) Describe the process by which a bill becomes a law.
- c) Examine the executive branch, including eligibility for office and length of term, the enumerated executive powers, and the various roles that the president fulfills.

Standard 5

The student will demonstrate knowledge of the early Cold War.

Learning Objectives for Standard 5:

The student can...

- a) Describe the post WWII challenges that increased tensions and mistrust between the United States and the Soviet Union.

Government and Politics in the Modern World

- b) Evaluate the various methods and strategies that the United States used to contain the spread of communism.
- c) Explain the impact of the Cold War on life in America.

Standard 6

The student will demonstrate knowledge of life in America in the 1950s and 1960s.

Learning Objectives for Standard 6:

The student can...

- a) Explain why the 1950s is remembered as an age of affluence.
- b) Identify groups of Americans who were left out of the affluence of the 1950s, explain why these groups were poor, and explain why they were "socially invisible."
- c) Explain ways that segregation impacted postwar life in America and describe early gains of the Civil Rights Movement.
- d) Describe the strategies, actions, and achievements of the Civil Rights Movement in the 1950s and 1960s.

Standard 7

The student will demonstrate knowledge of the Kennedy administration, Great Society, and Vietnam War.

Learning Objectives for Standard 7:

The student can...

- a) Evaluate the achievements and challenges of the Kennedy administration.
- b) Discuss the ways in which the Great Society shaped America and the debate it caused over the proper role of the national government.
- c) Describe the reasons for early US involvement in Vietnam and Johnson's rationale for "Americanizing" the war.
- d) Articulate reasons that the Vietnam War was difficult to win and suggests lessons we should learn from our involvement in Vietnam.

Standard 8

The student will demonstrate knowledge of the end of the Cold War and the challenges facing the United States in the 21st century.

Learning Objectives for Standard 8:

The student can...

- a) Discuss the accomplishments and controversies of the Nixon administration.
- b) Describe the reasons that the Cold War came to a close.
- c) Evaluate the domestic and foreign affairs accomplishments of late-20th century presidents.
- d) Analyze the challenges facing America in the 21st century and debate how to balance security with upholding our founding ideals.

Standard 9

The student will demonstrate knowledge of historical research and writing.

Learning Objectives for Standard 9:

The student can...

- a) Create and independently manage a schedule of interim deadlines.
- b) Use endnotes to properly cite sources.
- c) Gather information from a variety of primary and secondary sources and incorporate it into a paper.
- d) Properly format a bibliography.
- e) Properly format a research paper.
- f) Identify relevant information from sources.
- g) Analyze source information to understand cause and effect and social importance of the topic.
- h) Generate and defend an original, logical thesis statement.
- i) Use appropriate written expression and grammar to clearly explain the topic.

Advanced Placement United States History

<p>A.P. United States History is a college-level course offered to students who have successfully completed our introductory American history courses and who have been recommended by the Language Fundamentals department. It serves as an advanced L.F. course, designed for students who no longer require traditional language remediation but who would benefit from continuing to develop their reading and writing skills through the medium of a challenging academic course. The course follows the Curriculum Framework developed by the College Board. However, because enrollment is predicated on the assumption that students have already studied American History, the focus in class is on historical thinking skills rather than on acquisition of facts. Students use a college level textbook, which does, however, provide them with a deeper and richer body of knowledge than they have encountered in previous courses. Students will have the opportunity to take the AP U.S. History exam in May and may acquire college credits if their score is high enough. The course deals with a fairly broad time period (pre-1492 through the present) and is organized around seven themes, each of which is best approached by considering American history across time periods: American & National Identity; America in the World; Geography and Environment; Migration and Settlement; Politics and Power; Culture and Society; and Work, Exchange, and Technology). Class activities focus primarily upon reading, writing, and discussion rather than on note taking or information acquisition. Many will also focus on theme exploration across broad periods of time, rather than on a more chronological approach. Because students in this course typically are also enrolled in a regular History course, this class does not include a major research project or the teaching of research skills. Unlike traditional L.F. classes, this course does include tests, a fall semester exam, and grades, much like a traditional academic course.</p>					
Fall Semester	Standard 1: Students will understand what the Americas were like prior to the arrival of Europeans.	Standard 2: Students will understand the colonial period in American History.	Standard 3: The student will understand how and why the American colonists decided to fight for their independence as well as how they developed the Constitution we live under today.	Standard 4: The student will understand how the American Republic grew and how it dealt with growing pains.	Standard 5: The student will understand the causes and consequences of the Civil War and why the North won.
Spring Semester	Standard 6: The student will understand the tremendous technological economic, social, intellectual, and population changes that occurred during the Gilded Age.	Standard 7: The student will understand the impact of the growth of our economy and power in the world in the first half of the 20 th century.	Standard 8: The student will understand how the U.S. and the American people responded to change in the post-war period.	Standard 9: The student will understand how the United States and the American people have responded to changes since 1980.	Standard 10: The student will master the specific writing tasks required on the A.P. History exam
Materials & Activities	Text: <i>Give Me Liberty</i> , brief 4 th edition.	Movies/Videos: <i>The Century: America's Time</i> (selected episodes) <i>Biography of America and America's History in the Making</i> (selected episodes)	Presidential speeches: JFK Inaugural address Reagan's Berlin Wall speech	Projects/Field Trips AP-style essays, both LEQ and DBQ Causation, Comparison, and Continuity & Change over Time Document analysis	Websites/Apps GilderLehrman.org KhanAcademy.org Sheg.Stanford.edu Nixon Library for Hamilton/Jefferson debate
Assessment	Fall Semester 1 st quarter = 37.50% 2 nd quarter = 37.50% First Semester Exam = 25%		Spring Semester 3 rd quarter = 50% 4 th quarter = 50% The AP Exam is the end of course exam		

Advanced Placement United States History

Course Standards and Learning Objectives

Standard 1

The student will understand what the Americas were like prior to the arrival of Europeans.

Learning Objectives for Standard 1:

- a. I can describe the ways in which native populations developed distinct and complex societies by adapting to and transforming their diverse environments.
- b. I can explain how the Columbian Exchange affected Europeans, Native Americans, and Africans.

Standard 2

The student will understand the colonial period in American History.

Learning Objectives for Standard 2:

- a. I can evaluate European colonization and migration patterns, including how this led to competition with each other and with American Indians.
- b. I can describe how political, social, and economic exchanges with Great Britain encouraged both stronger bonds with Britain and resistance to Britain's control.

Standard 3

The student will understand how and why the American colonists decided to fight for their independence as well as how they developed the Constitution we live under today.

Learning Objectives for Standard 3:

- a. I can explain how British attempts to exert tighter control over the colonies lead to the Revolutionary War.
- b. I can describe how the ideals that inspired the fight for independence led Americans to experiment with several different styles of government.
- c. I can explain how migration within North America and competition over boundaries, trade, and resources intensified conflict among peoples and nations.

Standard 4

The student will understand how the American Republic grew and how it dealt with growing pains.

Learning Objectives for Standard 4:

- a. I can describe how the United States developed a modern democracy and national culture and explain how Americans began to transform their society and institutions to align with American ideals.
- b. I can evaluate how innovations in agriculture, technology, and commerce accelerated the American economy and stimulated social changes and regional divisions.
- c. I can explain how U.S. interest in increasing foreign trade and expanding our borders shaped foreign policy and led to contests over the expansion of slavery into new territories.

Standard 5

The student will understand the causes and consequences of the Civil War and why the North won.

Learning Objectives for Standard 5:

- a. I can explain how and why the U.S. pursued an expansionist foreign policy and why the US emerged as a preferred destination for foreign migrants.
- b. I can describe geographic, economic, political, and ideological developments that lead to the outbreak of the Civil War.
- c. I can explain how the Union victory and the events of the reconstruction period settled the issues of slavery and secession, while still leaving many other issues such as questions about the rights of citizens and the powers of the federal government unresolved.

Advanced Placement United States History

Standard 6

The student will understand the tremendous technological economic, social, intellectual, and population changes that occurred during the Gilded Age.

Learning Objectives for Standard 6:

- a. I can describe how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States in the late 19th century.
- b. I can explain how the population movements that accompanied industrialization transformed both rural and urban areas of the U.S. and led to dramatic social and cultural changes.
- c. I can describe cultural and intellectual movements, public reform efforts and political debates over social and economic policies that came out of the Gilded Age.

Standard 7

The student will understand the impact of the growth of our economy and power in the world in the first half of the 20th century.

Learning Objectives for Standard 7:

- a. I can explain how growth expanded opportunities, while at the same time economic instability led to new efforts to reform our economic system and society.
- b. I can describe how innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in both internal and international migration patterns.
- c. I can explain how our participation in global conflicts propelled the U.S. into a position of international leadership while renewing the debate between isolationism and involvement.

Standard 8

The student will understand how the U.S. and the American people responded to change in the post-war period.

Learning Objectives for Standard 8:

- a. I can define and evaluate the ways the United States responded to changing conditions in the post-WWII world.
- b. I can explain how Americans responded to the Civil Rights movement and liberal efforts to expand the role of the federal government.
- c. I can describe the political, social, and economic consequences of postwar demographic and economic changes.

Standard 9:

The student will understand how the United States and the American people have responded to changes since 1980.

Learning Objectives for Standard 9:

- a. I can explain how a new conservative movement influenced policy and public discourse in the years following Ronald Reagan's election.
- b. I can describe technological, economic, and demographic changes that have occurred since the start of the 21st century.
- c. I can evaluate the extent to which the end of the Cold War and new challenges to American leadership have led the United States to redefine its foreign policy and role in the world.

Standard 10

The student will master the history reasoning skills assessed on the A.P. History exam.

Learning Objectives for Standard 10:

- a. I can make and successfully defend a specific historical claim (thesis).
- b. I can compare and contrast specific historical developments and processes.
- c. I can evaluate causes and effects of historical developments and processes.
- d. I can evaluate how historical developments and processes have remained the same or changed over time.
- e. I can correctly analyze primary and secondary sources and use them to defend a specific historical claim.

5th Grade Science

Fifth grade science focuses on how science relates to daily living. Students learn science concepts through hands-on experiences such as model building, field observations, and laboratory activities. They learn to approach problems by using the scientific method and carrying out scientific investigations in the lab. Students are also taught how to communicate results of experiments through charts and visual presentations. The science process skills of classification, measurement, observation, prediction and inference are integrated throughout the course. The emphasis is placed not on the memorization of facts but on a thorough understanding of important concepts. Teamwork and communication are essential as students develop skills to design and analyze in-class experiments.

Fall Semester	<u>Standard 1:</u> The student will apply knowledge of laboratory safety guidelines and appropriate use of safety techniques.	<u>Standard 2:</u> The student will demonstrate the ability to use a variety of methods and instruments to make observations and gather information.	<u>Standard 3:</u> The student will develop the ability to obtain, organize, and communicate scientific information.	<u>Standard 4:</u> The student will develop an understanding of the scientific method and apply this understanding to solve problems.
Spring Semester	<u>Standard 5:</u> The student will apply knowledge of the scientific method and inquiry process by preparing and presenting a scientific demonstration.	<u>Standard 6:</u> The student will demonstrate understanding of Earth's features and patterns.	<u>Standard 7:</u> The student will demonstrate understanding of processes that shape the Earth.	<u>Standard 7:</u> The student will demonstrate understanding of Earth's systems.
Materials & Activities	Text: None	Department specific Exploratory and experimental activities	Department specific Science Fair	Department specific iPad, video, online resources
Assessment	Mastery Scale for Assessment (numeric ratings) Advanced 4 (uses knowledge of objective in novel situations) Proficient 3 (independently meets objectives) Developing 2 (requires partial support to successfully meet objectives.) Emerging 1 (requires full support to successfully complete meet objectives)			

5th Grade Science

Course Standards and Learning Objectives

Standard 1

The student will apply knowledge of laboratory safety guidelines and appropriate use of safety techniques.

Learning Objectives for Standard 1:

- a. Demonstrate ability to identify and implement appropriate safety techniques in a variety of laboratory situations.
- b. Demonstrate ability to identify appropriate safety protocol responses to issues that may arise in laboratory situations.

Standard 2

The student will demonstrate the ability to use a variety of methods and instruments to make observations and

Learning Objectives for Standard 2:

- a. Demonstrate ability to use a metric ruler to measure to the nearest millimeter
- b. Demonstrate ability to use a graduated cylinder, a beaker, and other glassware to the nearest millimeter
- c. Demonstrate ability to use a triple beam balance to evaluate mass to the nearest milligram.
- d. Demonstrate ability to use hand lenses and microscopes to make observations

Standard 3

The student will develop the ability to obtain, organize, and communicate scientific information.

Learning Objectives for Standard 3:

- a. Make accurate and systematic observations using the five senses
- b. Interpret data and draw conclusions from a variety of chart and graph formats
- c. Differentiate between qualitative and quantitative observations
- d. Identify groups and categories using tools such as a dichotomous key
- e. Construct graphic organizers to demonstrate organization of obtained information

Standard 4

The student will develop an understanding of the scientific method and apply this understanding to solve problems.

Learning Objectives for Standard 4:

- a. Identify questions suitable for forming a hypothesis
- b. Research a topic by utilizing resources and determining pertinent information
- c. Develop a hypothesis based on research findings
- d. Describe variables, constraints, and sources of error in an experiment
- e. Measure, record, and graph data
- f. Draw appropriate conclusions from data

Standard 5

The student will apply knowledge of the scientific method and inquiry process by preparing and presenting a science fair project.

Standard 6

The student will demonstrate understanding of Earth's features and patterns.

Learning Objectives for Standard 6:

- a. Analyze and interpret data from maps

Standard 7

The student will demonstrate understanding of processes that shape the Earth.

Learning Objectives for Standard 7:

- a. Identify evidence from patterns in rock formations and fossils in rock layers to support explanations for changes in landscape over time
- b. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion
- c. Compare solutions to reduce the impacts of natural processes on humans

5th Grade Science

Standard 8

The student will demonstrate understanding of Earth's systems.

Learning Objectives for Standard 8:

- a. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

6th Grade Science

Students in sixth grade science develop an understanding of three core ideas: Molecules to Organisms: Structures and Processes, Ecosystems: Interactions, Energy, and Dynamics, and Biological Evolution: Unity and Diversity. The performance expectations in this class blend these core ideas with scientific and engineering practices. Students continue to hone their understanding of scientific processes including creating and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations.

Fall Semester	<u>Standard 1:</u> The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by participating in, planning, and conducting investigations.	<u>Standard 2:</u> The student will demonstrate an understanding of the structure and functions of cells.	<u>Standard 3:</u> The student will demonstrate knowledge of how cells contribute to the function of living organisms.	<u>Standard 4:</u> The student will demonstrate knowledge of how living and non-living things operate to meet the needs of organisms in an ecosystem.
Spring Semester	<u>Standard 5:</u> The student will apply knowledge of the scientific method and inquiry process by preparing and presenting a science fair project.	<u>Standard 6:</u> The student will demonstrate knowledge of resources, the cycling of matter, and the flow of energy in ecosystems.	<u>Standard 7:</u> The student will demonstrate knowledge of biotic and abiotic factors in an ecosystem and the effects these factors have on a population.	<u>Standard 8:</u> The student will demonstrate knowledge of how organisms change over time in response to changes in the environment.
Materials & Activities	<u>Text:</u> None	<u>Lab Activities:</u> Exploratory and experimental activities	<u>Projects:</u> Science Fair	<u>Technology:</u> iPad, video, online resources
Assessment	Mastery Scale for Assessment (numeric ratings) Advanced 4 (uses knowledge of objective in novel situations) Proficient 3 (independently meets objectives) Developing 2 (requires partial support to successfully meet objectives.) Emerging 1 (requires full support to successfully complete meet objectives)			

6th Grade Science

Course Standards and Learning Objectives

Standard 1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by participating in, planning, and conducting investigations.

Learning Objectives for Standard 1:

- a. Identify and develop suitable questions for forming a hypothesis.
- b. Interpret data represented in and construct graphs and charts.
- c. Implement the steps of the scientific method to conduct an investigation.

Standard 2

The student will demonstrate an understanding of the structure and functions of cells.

Learning Objectives for Standard 2:

- a. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- b. Develop and use a model to describe the structure of cells (organelle structure and function).
- c. Compare and contrast different types of cells.

Standard 3

The student will demonstrate knowledge of how cells contribute to the function of living organisms.

Learning Objectives for Standard 3:

- a. Using evidence, describe how the body is a system of interacting subsystems composed of groups of cells.

Standard 4

The student will demonstrate knowledge of how living and non-living things operate to meet the needs of organisms in an ecosystem.

Learning Objectives for Standard 4:

- a. Develop an understanding of the characteristics of living things.
- b. Identify and describe living and non-living things in an ecosystem.
- c. Create a model to describe cause and effect relationships between resources and organisms.

Standard 5

The student will apply knowledge of the scientific method and inquiry process by preparing and presenting a science fair project.

Standard 6

The student will demonstrate knowledge of resources, the cycling of matter, and the flow of energy in ecosystems.

Learning Objectives for Standard 6:

- a. Explain the role of producers and consumers in food webs.
- b. Create model(s) to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Standard 7

The student will demonstrate knowledge of biotic and abiotic factors in an ecosystem and the effects these factors have on a population.

Learning Objectives for Standard 7:

- a. Compare and contrast different characteristics of ecosystems.
- b. Using evidence, create an explanation describing limiting factors and how they affect populations.

Standard 8

The student will demonstrate knowledge of how organisms change over time in response to changes in the environment.

Learning Objectives for Standard 8:

- a. Identify and describe changes/disruptions that lead to changes in an ecosystem.
- b. Construct an argument supported by evidence that changes to ecosystems affect populations.

7th Grade Science

<p>Students in 7th grade science develop an understanding of four core ideas: Matter and its Interactions, Forces and Interactions, Energy, and Energy Resources and Electricity. The performance expectations in this class blend these core ideas with scientific and engineering practices. Students continue to hone their understanding of scientific processes including creating and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations.</p>				
Fall Semester	<p><u>Standard 1:</u> The student will demonstrate knowledge of the structures and properties of matter.</p>	<p><u>Standard 2:</u> The students will demonstrate knowledge of chemical reactions and chemical process.</p>	<p><u>Standard 3:</u> The student will apply knowledge of Newton’s Third Law of Motion to relate forces and explain motion.</p>	<p><u>Standard 4:</u> The student will apply knowledge of gravitational, electrical, and magnetic forces to explain beginning ideas of attraction and repulsion of matter</p>
Spring Semester	<p><u>Standard 5:</u> The student will prepare and present a science fair project for judging.</p>	<p><u>Standard 6:</u> The student will demonstrate knowledge of how energy is transferred from one object or system to another.</p>	<p><u>Standard 7:</u> The student will define and generate electricity.</p>	<p><u>Standard 8:</u> The student will demonstrate knowledge of nonrenewable and renewable energy sources</p>
Materials & Activities	<p><u>Text:</u> None</p>	<p><u>Lab Activity:</u> Exploratory and experimental activities</p>	<p><u>Projects:</u> Science Fair</p>	<p><u>Technology:</u> Video, Computer simulation, web quests, online research</p>
Assessment	<p>Mastery Scale for Assessment (numeric ratings)</p> <p style="padding-left: 40px;">Advanced 4 (uses knowledge of objective in novel situations)</p> <p style="padding-left: 40px;">Proficient 3 (independently meets objectives)</p> <p style="padding-left: 40px;">Developing 2 (requires partial support to successfully meet objectives.)</p> <p style="padding-left: 40px;">Emerging 1 (requires full support to successfully complete meet objectives)</p>			

7th Grade Science

Course Standards and Learning Objectives

Standard 1

The student will demonstrate knowledge of the structures and properties of matter.

Learning Objectives for Standard 1:

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Use a model to predict and describe changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Create and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

Standard 2

The students will demonstrate knowledge of chemical reactions and chemical process.

Learning Objectives for Standard 2:

- Collect, analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

Standard 3

The student will apply knowledge of Newton's Third Law of Motion to relate forces and explain motion.

Learning Objectives for Standard 3:

- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- 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.
- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Standard 4

The student will apply knowledge of gravitational, electrical, and magnetic forces to explain beginning ideas of attraction and repulsion of matter.

Learning Objectives for Standard 4:

- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Standard 5

The student will prepare and present a science fair project for judging.

Standard 6

The student will demonstrate knowledge of how energy is transferred from one object or system to another.

Learning Objectives for Standard 6:

- 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.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Standard 7:

The student will define and generate electricity.

Learning Objectives for Standard 7:

- Develop a model to describe that describes the movement of electrons in an electrical circuit.

7th Grade Science

- b. Construct and use a model to demonstrate the use of renewable energy sources (solar and wind) to generate electricity.

Standard 8:

The student will demonstrate knowledge of nonrenewable and renewable energy sources

Learning Objectives for Standard 8:

- a. Create a model to describe the origin of fossil fuels and their extraction from the earth.
- b. Formulate, use and present arguments to compare and contrast the environmental effects of using non renewable and- renewable energy resources.

Science Issues of the 21st Century

8th grade students need increasing awareness of science related issues that will have an impact on their lives. Students will continue their development in the understanding and application of the scientific method. Scientific analysis will be practiced throughout the years study. A growing world population is increasing the human footprint on the earth's environment. Humans are an integral part of the earth's ecosystem so it is vital that students are aware of how their lifestyle choices can alter the ecosystem balance. Students will focus much attention on the many ways that human activity alters the carbon footprint and the consequences of increased carbon in the air and oceans. Students will be asked to form, support, and share opinions about such issues as global climate change. Students will also focus locally and study how human activity has polluted the James River and the Chesapeake Bay but because of restoration efforts the waterways are slowly improving. The overall goal is to have students better informed and more willing to accept personal responsibility of their impact on the earth's environment.

Fall Semester	Standard 1: Students will demonstrate an understanding and ability to conduct an experiment, and then analyze, interpret and present the results.	Standard 2: Students will demonstrate an understanding of natural climate cycles and the factors that determine changes in global weather patterns.	Standard 3: Students will demonstrate an understanding of how biodiversity is vital for a. balanced earth ecosystem and the possible consequences of human activity on altering biodiversity.	
Spring Semester	Standard 4: Students will demonstrate an understanding of the carbon cycle and the possible consequences of human activity that alters the natural carbon cycle including climate change, ocean acidification, and sea level rising.	Standard 5: Students will be able to support an opinion on whether the construction of the Mid-Atlantic Natural Gas Pipeline poses an environmental risk to Virginia and whether the benefit of fracking for natural gas and offshore drilling are worth the environmental risks.	Standard 6: Students will demonstrate an understanding of the factors that affect the health of the James River and Chesapeake Bay and be able to propose programs to improve and sustain the health of the Chesapeake Bay watershed.	
Materials & Activities	Text: There is no text, content is gathered from a variety of resources.	Lab Activities: Conducting experiments, practicing measurements, and model building.	Projects: Individual science fair project, time-lines, essays, brochures, class presentations.	Technology: Extensive use of videos to supplement instruction, power point presentations, and iMovie presentations.
Assessment	Fall Semester 1 st quarter = 37.50% 2 nd quarter = 37.50% First Semester Exam = 25%		Spring Semester 3 rd quarter = 37.50% 4 th quarter = 37.50% Second Semester Exam = 25%	

Science Issues of the 21st Century

Course Standards and Learning Objectives

Standard 1

Students will demonstrate an understanding and ability to conduct an experiment, and then analyze, interpret and present the results.

Learning Objectives for Standard 1:

- a. Students will plan and conduct a class experiment to review the Scientific Method and Experiment Design process.
- b. Students will independently design and conduct an experiment for Science Fair.
- c. Students will prepare and present the results of their Science Fair project to a panel of judges.

Standard 2

The student will demonstrate an understanding of natural climate cycles and the factors that determine changes in global weather patterns.

Learning Objectives for Standard 2:

- a. Students will develop a time-line of known natural climate cycles and research possible explanations for natural periods of climate change.
- b. Students will demonstrate an understanding of basic weather concepts needed to explain the global weather patterns that determine climate.
- c. Students will demonstrate an understanding of how global warming can affect both the duration and intensity of weather events.

Standard 3

Students will demonstrate an understanding of the importance of biodiversity to a vital and balanced earth ecosystem and the possible consequences of human activity on altering biodiversity.

Learning Objectives for Standard 3:

- a. Students will demonstrate an understanding of why biodiversity is essential to a balanced ecosystem.
- b. Students will analyze data regarding the impact of human activity on reducing biodiversity and based on research predict the possible long term consequences of losing biodiversity.

Standard 4

Students will demonstrate an understanding of the carbon cycle and the possible consequences of human activity that alters the natural carbon cycle including climate change, ocean acidification, and sea level rising.

Learning Objectives for Standard 4:

- a. Students will demonstrate an understanding of the carbon cycle as a natural system and then analyze how human activity (carbon footprint) is altering the balance of that natural system.
- b. Students will demonstrate an understanding of the Greenhouse Effect and relate this understanding to the concern that global warming is happening at an accelerated rate.
- c. Students will analyze data regarding global climate change (primarily warming) and be able to support an opinion as to whether or not human activity is contributing to that climate change.
- d. Students will demonstrate an understanding of how altering the natural carbon cycle can increase ocean acidification and cause destruction of coral reefs and a loss of aquatic biodiversity.
- e. Students will research and analyze data that shows sea level rising as it relates to global warming and the predictable consequences if sea levels continue to rise at an accelerated rate.

Standard 5

Students will be able to support an opinion on whether the construction of the Mid-Atlantic Pipeline poses an environmental risk to Virginia and whether the benefit of fracking for natural gas and offshore drilling are worth the environmental risks.

Learning Objectives for Standard 5:

- a. Students will demonstrate an understanding of the differing views of the major stakeholders affected by the proposed Mid-Atlantic Natural Gas Pipeline to be built to deliver energy throughout Virginia.
- b. Students will demonstrate an understanding of the environmental risks posed by fracking for natural gas and offshore drilling for oil.

Science Issues of the 21st Century

Standard 6

Students will demonstrate an understanding of the factors that affect the health of the James River and Chesapeake and be able to propose programs to improve and sustain the health of the Chesapeake Bay watershed.

Learning Objectives for Standard 6:

- a. Students will demonstrate an understanding of the relationship between the James River watershed and the Chesapeake Bay.
- b. Students will identify the factors that affect the health of the James River and the Chesapeake Bay.
- c. Students will develop a comprehensive restoration plan to reduce pollution on the James River and in the Chesapeake Bay.

Physical Science

Physical Science is a practical study of the relationship between matter and energy. Students will study real life applications of Physical Science concepts: engineering challenges, space exploration and rocket technology, Wi-Fi and fiber optics, cell phone engineering, speakers, where our electricity comes from (including nuclear power), how cars work (including the combustion engine), and the future of electric cars. Through these real-life topics, students will learn core physical science concepts: waves, light and sound, magnetism, electricity, the Laws of Motion, gravity, friction, energy transfer and conservation, and the properties of matter. These fundamental physical science principles are introduced through student involvement rather than by rote memorization. Complex ideas are presented simply, developed logically, and reinforced with concrete, hands-on activities. Students use their experience in observation, data gathering, and studying cause and effect relationships to interpret how things work in their daily lives.

Fall Semester	Standard 1: Engineering Principles	Standard 2: Rocket Science	Standard 3: Space Travel and Exploration	Standard 4: Wi-Fi and Binary Code
Spring Semester	Standard 4: Wi-Fi and Binary Code Cont.	Standard 5: Cell Phone Technology	Standard 6: Power Plants	Standard 7: Combustion Engines and Electric Motors
Materials & Activities	Text: <i>Foundations of Physical Science</i> (Tom Hsu/CPO Science)	Lab Activities: Exploratory and experimental activities	Projects: lasting longer than a week... - Bridge Engineering Challenge - Catapult Challenge (cross-curricular) - Cell Phone unit assessment - Electric Car final exam project	Technology: Laptops with supporting software Videos Internet Smart Phones
Assessment	Fall Semester 1 st quarter = 37.50% 2 nd quarter = 37.50% First Semester Exam = 25% Grades based on 1-4 assessment scale.		Spring Semester 1 st quarter = 37.50% 2 nd quarter = 37.50% First Semester Exam = 25% Grades based on 1-4 assessment scale.	

Physical Science

Course Standards and Learning Objectives

Standard 1

The student will understand and demonstrate basic engineering principles.

Learning Objectives for Standard 1:

- a. Design and test prototypes of Da Vinci's "soldier's bridge.
- b. Understand and create basic blue print designs.
- c. Participate in the Science Fair Bridge Engineering Challenge (in the fall), demonstrating the principles of the scientific method and its application to engineering.
- d. Participate in the Catapult Design project (spring).

Standard 2

The student will understand and demonstrate basic rocket design.

Learning Objectives for Standard 2:

- a. Identify, explain, apply, and analyze the 3 Laws of Motion.
- b. Identify and explain the purpose of the parts of a rocket.
- c. Apply the Laws of Motion to rockets and the conditions of space.
- d. Analyze different types of rockets.
- e. Build, test, and redesign model rockets

Standard 3

The student will explain the significance and challenges of space travel and exploration.

Learning Objectives for Standard 3:

- a. Identify major challenges and major historical accomplishments of space travel.
- b. Analyze and evaluate the significance of space travel events.
- c. Investigate the design and logistics of the International Space Station.
- d. Predict and research the future of space exploration: SpaceX, NASA, Moon colonization, Mars missions.
- e. Solar System and Deep Space exploration: including the Hubble Telescope, Kepler mission, Voyager

Standard 4

The student will demonstrate knowledge of binary code, Wi-Fi, and fiber optics.

Learning Objectives for Standard 4:

- a. Explain and demonstrate how to use binary code to send letters, words, messages, music and pictures.
- b. Identify the parts of a wave.
- c. Use knowledge of waves to describe and demonstrate how Wi-Fi uses binary code to transmit information.
- d. Map and analyze the Wi-Fi network on campus.
- e. Understand and explain the properties of light.
- f. Use knowledge of light to describe and demonstrate how fiber optic cable uses binary code to transmit information.
- g. Demonstrate how routers and servers convert fiber optic information into Wi-Fi.

Standard 5

The student will demonstrate the inner workings of cell phone technology.

Learning Objectives for Standard 5:

- a. Explain and demonstrate how circuits, batteries, and switches work.
- b. Build and explain models of capacitive and resistive touch screens.
- c. Explain and demonstrate basic principles of electromagnetism.
- d. Use knowledge of waves and electromagnetism to explain how speakers work.
- e. Design and build working speakers.
- f. Create models to show how Wi-Fi (binary code), touch screens, circuits, batteries, lights, pixels, speakers, and CPU's work together.

Physical Science

Standard 6

The student will demonstrate the inner workings of Power Plants and electricity generation.

Learning Objectives for Standard 6:

- a. Review basic design of generators and electromagnetism.
- b. Understand and demonstrate how fossil fuel power plants work.
- c. Demonstrate nuclear fission through simulation activities.
- d. Explain how a nuclear power plant works.
- e. Analyze the pros and cons of fossil fuel and nuclear power plants.
- f. Explore alternative ways to generate electricity (hydro, solar, wind, tidal, etc.)

Standard 7

The student will demonstrate knowledge of the inner workings of combustion engines and electric motors.

Learning Objectives for Standard 7:

- a. Build and explain models of a 4-stroke piston/cylinders.
- b. Analyze the challenges of using pistons and identify the many support systems needed for combustion engines.
- c. Review the basic principles of electromagnetism, temporary magnets, and generators.
- d. Analyze the reversible relationship between electric generators and electric motors.
- e. Identify the parts of an electric car.
- f. Compare and contrast traditional combustion engines cars to electric cars.

Chemistry

Chemistry is the study of how substances act and interact in the presence of various forms of energy, such as heat or electricity. The purpose of the Chemistry course is to help students realize the role of chemistry in their personal lives; use chemical principles to think more intelligently about current issues that involve science and technology (thus developing decision-making skills); and develop a lifelong awareness of the potential and limitations of science and technology. Each unit in the course centers on a technological issue now confronting our society. The topic serves as a foundation for studying the chemistry needed to understand and analyze it. The course begins with a study of water in the fictional community of Riverwood and continues with an explanation of chemical resources, petroleum, and air. The setting for each is the school, town, region, or world community. Each unit culminates in an activity designed to help students apply their chemical knowledge in investigating a problem, proposing solutions to the problem, and analyzing the effects of their solutions.

Fall Semester	Standard 1: The student will demonstrate knowledge of water chemistry	Standard 2: The student will demonstrate knowledge of the classification and properties of pure substances	Standard 3: The student will demonstrate knowledge of solutions and solubility concepts	Standard 4: The student will demonstrate knowledge of acids, bases, pH scale, and heavy metals	Standard 5: The student will demonstrate knowledge of chemical equations, moles, and basic stoichiometry
Spring Semester	Standard 6: The student will demonstrate knowledge of main concepts in nuclear chemistry	Standard 7: The student will demonstrate knowledge of basic organic chemistry concepts	Standard 8: The student will demonstrate knowledge of hydrocarbon-derived compounds	Standard 9: The student will demonstrate knowledge of basic biochemistry concepts	Standard 10: The student will demonstrate knowledge of the chemistry of gases
Materials & Activities	Text <i>ChemComm: Chemistry in the Community</i>	Lab Activities Density of Liquids Water Purification Reactions/Equations Supersaturated Solution Acids/Bases/pH Extracting Zinc Using up a Metal Heat of Combustion Viscosity of Liquids Isotopes of Cesium Making Esters Nutrient Tests Iron Content of Foods Gas Properties Charles' Law Simulating Acid Rain	Projects <i>Science Fair</i> <i>Food Additives research</i> <i>Atmospheric Problems research</i>	Technology: YouTube videos <i>Balancing Chemical Equations</i> <i>Global Warming Simulation</i> <i>It's Elemental: Online Periodic Table</i> <i>5 Chemicals that are in (almost) Everything</i> <i>Ozone Hole Watch</i> <i>What is Carbon Sequestration?</i> <i>Global Warming: Signs & Science</i>	
Assessment	Fall Semester 1st quarter = 37.5% 2nd quarter = 37.5% Semester Exam = 25%			Spring Semester 3rd quarter = 37.5% 4th quarter = 37.5% Semester Exam = 25%	

Chemistry

Chemistry: Standards and Learning Objectives

Standard 1: The student will demonstrate knowledge of water chemistry.

Learning Objectives for Standard 1: the student can...

- accurately use metric measurements (mass, volume, density)
- describe water's physical properties
- describe water's unusual properties (surface tension, density as a solid)

Standard 2: The student will demonstrate knowledge of the classification and properties of pure substances.

Learning Objectives for Standard 2: The student can...

- identify the two main parts of a solution with examples
- explain similarities/differences between elements and compounds
- apply rules for correctly writing chemical symbols and formulas
- use molecular models to demonstrate events in a chemical reaction
- explain how ions and ionic bonds form

Standard 3: The student will demonstrate knowledge of solubility concepts.

Learning Objectives for Standard 3: The student can...

- describe the relationship between temperature and solubility of solid and gaseous solutes
- explain the differences between saturated and unsaturated solutions
- read and interpret a solubility graph
- apply solubility concepts in determining the cause of a fish kill

Standard 4: The student will demonstrate knowledge of acids, bases, and the pH scale.

Learning Objectives for Standard 4: The student can...

- describe several important features of acids and bases
- explain how the pH scale shows relative strengths of acids and bases
- use a chemical equation to predict the products of an acid/base neutralization

Standard 5: The student will demonstrate knowledge of chemical equations and moles.

Learning Objectives for Standard 5: the student can...

- use the molecular diagram method to correctly balance a chemical equation
- explain the mole concept and how it is useful in chemistry
- use the Periodic Table to calculate the molar mass of a compound
- apply the mole concept to determine the mass of each substance in a balanced equation

Standard 6: The student will demonstrate knowledge of nuclear chemistry concepts.

Learning Objectives for Standard 6: the student can...

- distinguish among the three main types of nuclear radiation (alpha, beta, gamma)
- use isotopic notation and diagrams to illustrate an element's isotopes
- use diagrams or nuclear equations to show the processes of alpha and beta decay
- define half-life and explain how it is useful in nuclear medicine
- explain the differences between nuclear fission and fusion
- explain how a radiation detector works (ex: Geiger/Muller counter)

Standard 7: The student will demonstrate knowledge of basic organic chemistry concepts.

Learning Objectives for Standard 7: the student can...

- explain how the hydrocarbons in petroleum are separated in a refinery
- explain two important properties of hydrocarbons which relate to the main ways they are used
- draw and explain structural formulas of common hydrocarbons and their isomers
- explain how to measure the heat released in an exothermic reaction
- describe the relationship between a liquid's viscosity and temperature

Chemistry

Standard 8: The student will demonstrate knowledge of hydrocarbon-derived compounds.

Learning Objectives for Standard 8: the student can...

- a) explain the function of catalysts, using specific examples
- b) draw and explain the modern (resonance) structure of benzene
- c) define alcohols and draw a structural formula for a specific example
- d) contrast inorganic and organic acids, using specific examples of each group
- e) make and detect esters in the lab
- f) define polymer and draw structural formulas for several common examples

Standard 9: The student will demonstrate knowledge of basic biochemistry concepts

Learning Objectives for Standard 9: the student can...

- a) describe the structure and function of several specific examples of carbohydrates
- b) describe the structure and function of a typical fat molecule
- c) describe a protein's basic structure as a complex polymer
- d) describe and draw the process of dehydration synthesis
- e) explain the structural and functional differences between vitamins and minerals, with examples

Standard 10: The student will demonstrate knowledge of the chemistry of gases.

Learning Objectives for Standard 10: the student can...

- a) extract and test pure gas samples in the lab
- b) use diagrams to illustrate Avogadro's Law
- c) state Boyle's Law and use it to solve gas law problems
- d) state Charles' Law and use it to solve gas law problems
- e) explain the relationship between kelvin temperature and particle movement
- f) explain gas behavior in terms of kinetic molecular theory

Biology

Biology introduces students to increasing levels of complexity in living systems. The course covers the interdependence of organ systems in an organism. Students learn the place of humans in relation to other living things. Specific areas of emphasis include genetics, metabolism, reproduction, evolution, microbiology, and the study of vertebrates and invertebrates. The variety of topics demonstrates the large body of information within the discipline. Much of the information covered in lectures is supplemented with hands-on activities to strengthen understanding of the concepts presented. Lab participation is an integral part of this course.

Fall Semester	Standard 1: What is Biology?	Standard 2: Conducting a Scientific Investigation	Standard 3: Cells	Standard 4: Energy for Life
	Standard 5: Classification	Standard 6: Growth, Development, and Reproduction		
Spring Semester	Standard 7: Genetics	Standard 8: Evolution	Standard 9: Digestive Systems	Standard 10: Skeletal and Muscular Systems
	Standard 11: Circulatory Systems	Standard 12: Nervous and Endocrine Systems	Standard 13: Respiratory Systems	
Materials & Activities	Text: <u>Biology</u> (Pearson Education, Inc. 2010)	Lab Activities: preparing wet mount slides, modeling cell size, selective permeability, plant pigments, modeling mitosis, plant reproduction, modeling genetics, modeling evolution, skeleton comparison, fossil identification, owl pellet dissection, measuring reaction time, graphing hormone levels, fetal pic dissection	Projects: Science fair projects will be completed during the fall semester. Multiple smaller projects will be completed throughout the year	Technology: Virtual fetal pig dissection (http://www.whitman.edu/content/virtualpig), Numerous short videos from YouTube, Becoming Human (www.becominghuman.org), Cells Alive (http://www.cellsalive.com/cell_cycle.htm)
Assessment	Fall Semester		Spring Semester	
	1 st quarter	= 37.50%	3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	First Semester Exam	= 25%	Second Semester Exam	= 25%

Biology

Course Standards and Learning Objectives

Standard 1: What is Biology?

The student will

- a. Identify the characteristics that all living things have in common.
- b. Define homeostasis and explain why homeostasis is critical for life.
- c. Appropriately use tools commonly used in biology.
- d. Explain why water is necessary for life on Earth.
- e. Identify and explain the functions of each of the four groups of macromolecules.
- f. Describe the structure of each of the four groups of macromolecules.
- g. Understand the role that enzymes play in the chemistry of organisms.

Standard 2: Conducting a Scientific Investigation

The student will

- a. Carefully plan the steps in a scientific investigation through research and /or an experiment.
- b. Research a topic or question using appropriate scientific resources.
- c. Accurately collect and record data.
- d. Analyze the results of a scientific investigation and draw reasonable conclusions.
- e. Present the results of a scientific investigation.

Standard 3: Cells

The student will

- f. Identify the parts of the cell theory.
- g. Compare and contrast prokaryotic and eukaryotic cells.
- h. Identify the major parts of a basic cell.
- i. Understand the role of various organelles in the cell.
- j. Compare and contrast plant and animal cells.
- k. Explain the processes of passive and active transport of cellular materials.
- l. Demonstrate the levels of organization in organisms.

Standard 4: Energy for Life

The student will

- a. Diagram the process of photosynthesis.
- b. Explain the role the pigments play in photosynthesis.
- c. Identify the factors that affect the rate of photosynthesis.
- d. Compare and contrast how different organisms get energy.
- e. Understand the process of cellular respiration and the production of ATP.
- f. Explain the relationship between photosynthesis and cellular respiration.
- g. Understand the process of fermentation.
- h. Analyze how much ATP is generated by different forms of cellular respiration.

Standard 5: Classification

The student will

- a. Explain how classification has changed from the early Greeks until now.
- b. Use dichotomous keys to identify organisms.
- c. Create cladograms to classify organisms based on common ancestors.
- d. Define binomial nomenclature and explain why it is important to use this system for naming organisms.

Standard 6: Growth, Development, and Reproduction

The student will

Biology

- a. Compare and contrast asexual and sexual reproduction.
- b. Identify various types of asexual reproduction.
- c. Describe the events that occur during each of the four phases of mitosis.
- d. Understand how the cell cycle is regulated.
- e. Differentiate between cancer cells and normal cells.
- f. Explain what stem cells are and the possible benefits and issues associated with stem cell research.
- g. Diagram the reproductive cycle of angiosperms.
- h. Identify the role of flowers in reproduction and the purpose of various parts of the flower.
- i. Differentiate between mitosis and meiosis.
- j. Understand the process of fertilization and the role of haploid gametes.
- k. Explain the advantages and disadvantages of various reproductive strategies of animals.

Standard 7: Genetics

The student will

- a. Identify how an organism gets its unique characteristics.
- b. Understand how different forms of a gene are distributed to offspring.
- c. Draw a Punnett Square and predict the ratios expected from single gene crosses.
- d. Explain Mendel's contribution to science.
- e. Identify exceptions to Mendel's principles.
- f. Describe the role the environment has on the expression of genes.
- g. Demonstrate the process of meiosis.
- h. Explain how mutations can affect the expression of human traits.

Standard 8: Evolution

The student will

- a. Explain Charles Darwin's contribution to science.
- b. Identify the three patterns of biodiversity that Darwin noted.
- c. Explain the current understanding of how species evolved.
- d. Describe the conditions under which natural selection will occur.
- e. Understand how advancements in genetics have influenced the theory of evolution.
- f. Explain what fossils reveal about ancient life.
- g. Demonstrate how we date events in Earth's history.
- h. Describe the geologic time scale and define the major divisions.

Standard 9: Digestive Systems

The student will

- a. Identify the different food-getting methods and how they differ from one another.
- b. Draw and label the parts of the digestive systems of various invertebrates: sponge, paramecium, hydra, planarian, starfish, earthworm, and grasshopper.
- c. Trace the path of food in the human digestive system.
- d. Identify the secondary digestive organs and what they do for the human digestive system.
- e. Identify the parts and draw a diagram of the human excretory system.
- f. Compare the human digestive and excretory systems and the systems of hydra, earthworms, and grasshoppers.

Standard 10: Skeletal and Muscular Systems

The student will

- a. Identify the different types of skeleton how they differ from one another.
- b. Identify the parts of a human skeletal system and how they interact.
- c. Diagram or describe how the skeletal and muscular system interact to cause locomotion.
- d. Compare and contrast the three types of muscle tissue.
- e. Compare the human skeletal and muscular systems and the systems of hydra, earthworms, and grasshoppers.

Biology

Standard 11: Circulatory Systems

The student will

- a. Draw and label the parts of the circulatory systems of various animals: earthworm, grasshopper, fish, amphibian, reptile, and mammal.
- b. Trace the path of blood in the human circulatory system.
- c. Identify the components of blood and their functions.
- d. Identify the parts and draw a diagram of the human circulatory system.
- e. Compare the human circulatory system and the systems of other vertebrates, earthworms, and grasshoppers.
- f. Diagram or describe the evolution of vertebrate hearts from fish through birds and mammals.

Standard 12: Nervous and Endocrine Systems

The student will

- a. Explain what a stimulus and response are.
- b. Draw and label the parts of the nervous systems of various invertebrates: hydra, earthworm, and grasshopper.
- c. Explain how a nerve impulse is transmitted.
- d. Explain the role of hormones in maintaining homeostasis.
- e. Identify the parts and draw a diagram of the human nervous system.
- f. Compare the human nervous and endocrine systems and the systems of hydra, earthworms, and grasshoppers.

Standard 13: Respiratory Systems

The student will

- a. Identify several different gas exchange surfaces and how they compare to each another.
- b. Draw and label the parts of the respiratory systems of various animals: earthworm, grasshopper, and fish.
- c. Identify the parts and draw a diagram of the human respiratory system.
- d. Compare the human respiratory systems and the systems of earthworms, fish, and grasshoppers.

Environmental Biology

<p>Environmental Biology provides a more in-depth examination of important concepts introduced in the first year of biology such as the nature of microbial life, which is examined using aseptic technique in the laboratory. Students explore ecosystems and nutrient cycling in the classroom and through collaborative field studies. The controversies over genetically modified organisms and other important biological issues are explored. Interactions with several local scientists provide a real-life analysis of biology-related careers. In addition, students learn a risk/benefit decision-making strategy for assessing the impacts of scientific decisions on the health of ecosystems. Scientific inquiry and the limitations associated with scientific evidence are also a focus of the course.</p>				
Fall Semester	Standard 1: Students will be able to explain the unique nature of science as a discipline.	Standard 2: Students will be able to describe the features of invertebrates and their ecological significance.	Standard 3: Students will be able to describe the features and ecological significance of protists and fungi.	Standard 4: Students will be able to explain DNA's structure/function and its importance in current societal topics.
Spring Semester	Standard 5: Students will be able to explain the main concepts of ecology.	Standard 6: Students will be able to explain the main concepts of population biology.	Standard 7: Students will be able to describe the principles of wise resource use, globally and locally.	Standard 8: Students will be able to explain the science of climate change.
Materials & Activities	Text: <u>Biology</u> (Pearson Education, Inc. 2010)	Lab activities: Black Box Campus Invertebrates Tardigrades Extracting DNA Bacterial Colonies Pond Ecosystem Meadow Ecosystem Soils on our Campus Greenhouse Effect	Projects: Risk/Benefit Analysis GMO's Fungi research Biome research Invasive Species research 2 Species compare/contrast Env Problem: Case Study Climate Change research	Technology: numerous YouTube's from Bozeman Science <i>Crossing Boundaries</i> (grad student ecol research) NASA/NOAA websites on climate change PBS: <i>Why Biodiversity Matters</i> (and numerous others from PBS) <i>HHMI Biointeractive News</i>
Assessment	Fall Semester		Spring Semester	
	1 st quarter	= 37.50%	3 rd quarter	= 37.50%
	2 nd quarter	= 37.50%	4 th quarter	= 37.50%
	First Semester Exam	= 25%	Second Semester Exam	= 25%

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Course Standards and Learning Objectives

Standard 1: the student can explain the unique nature of science as a discipline.

Learning Objectives for Standard 1:

The student will

- a. be able to define and explain the importance of scientific literacy in our society.
- b. be able to describe how two types of models are used in science.
- c. be able to explain the importance of randomization and other elements of good experimental design.
- d. be able to distinguish between correlation and cause-and-effect relationships.
- e. be able to explain the effect of confirmation bias on societal perceptions of the natural world.

Standard 2 : the student can explain the features and ecological significance of invertebrates.

Learning Objectives for Standard 2:

The student will

- a. be able to describe several significant developments in invertebrate evolution.
- b. be able to describe the main features of several important invertebrate groups.
- c. be able to explain the differences between complete and incomplete metamorphosis.
- d. be able to explain the ecological and economic significance of several insect species.
- e. be able to design, build, and correctly use a pitfall trap for collecting campus invertebrates.

Standard 3: the student can explain the features and ecological significance of protists and fungi.

Learning Objectives for Standard 3:

The student will

- a. be able to describe the features of main groups of protists.
- b. be able to explain the ecological roles and significance of protists.
- c. be able to describe the features of main groups of fungi.
- d. be able to explain the ecological roles and significance of fungi.
- e. be able to describe the symbiotic relationship between fungi and plant roots.
- f. be able to describe the ecological and/or economic impact of several fungal diseases.

Standard 4: the student can explain DNA's structure, function and importance in current societal topics.

Learning Objectives for Standard 4:

The student will

- a. be able to draw and describe the structure and functions of DNA and RNA.
- b. be able to explain the processes of replication, transcription, and translation.
- c. be able to use the genetic code to construct an amino acid sequence from a DNA base sequence.
- d. be able to explain the central dogma of molecular biology.
- e. be able to explain how epigenetics has increased our understanding of gene expression.
- f. be able to apply their knowledge of DNA to address current issues such as GMO's and CRISP-R.

Standard 5: the student can explain the main concepts in the science of ecology.

Learning Objectives for Standard 5:

The student will

- a. be able to explain the main principles of ecology and their importance in science.
- b. be able to describe or draw the structure of an ecosystem.
- c. be able to draw and explain the flow of energy through trophic levels in an ecosystem.
- d. be able to explain the impacts of several specific invasive species.
- e. be able to describe and draw the main stages in ecological succession.
- f. be able to compare and contrast the important features of two biomes.
- g. be able to describe the important features of the main types of aquatic ecosystems.

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Standard 6: the student can explain important concepts in population biology.

Learning Objectives for Standard 6:

The student will

- a. be able to describe the main features of a population that ecologists typically study.
- b. be able to graph and explain the growth curve of a typical population in nature.
- c. be able to use field methods, such as a line transect, to study the size and density of a natural population.
- d. be able to describe the societal benefits of maintaining global biodiversity.
- e. be able to describe several current threats to biodiversity and efforts to conserve it.
- f. be able to use a three-step method to address a current environmental problem.

Standard 7: the student can describe wise resource use at the local and global levels.

Learning Objectives for Standard 7:

The student will

- a. be able to identify the main soil types and the importance of soil in an ecosystem.
- b. be able to describe the benefits and costs of several logging techniques.
- c. be able to explain the main components of a wetland mitigation plan.
- d. be able to explain the benefits of an effective fire management plan.
- e. be able to describe the distinguishing features of Virginia's main physiographic provinces.
- f. be able to research specific natural areas in Virginia and present their findings.

Standard 8: the student can explain the scientific concepts behind climate change.

Learning Objectives for Standard 8:

The student will

- a. be able to explain a diagram of Earth's energy budget.
- b. be able to define and correctly use terms including albedo, climate drivers, and radiative forcing.
- c. be able to interpret the Keeling curve and explain its significance.
- d. be able to explain the role of greenhouse gases in climate change.
- e. be able to describe the short-term and long-term effects of climate change.
- f. be able to describe several specific steps that can be taken to address and possibly limit climate change.