

Department:

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***ELA***

Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate lexile/difficulty levels for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
English 9	Writing (Intermediate) Reading (Intermediate) Speaking & Listening (Intermediate) Language (Intermediate) Research (Intermediate)	The Body (890) or Perks of Being a Wallflower (720) Warriors Don't Cry (1000)	Who I Am Presentation  Influence - 5 paragraph essay or presentation  Prejudice - 5 paragraph essay or presentation	Prejudice Influences Personal Identity	Prejudice Racism Societal Change Power (race, age)

			Teen Experience - 5 paragraph essay or presentation		
English 10	Language (benchmark), Speaking and Listening (benchmark), Reading (intermediate), Writing (intermediate), Connect-Cultural (benchmark)	Maus (NP) Lord of the Flies (770) - Returning Fall 2021 "The Lottery" (980) "Harrison Bergeron" (1050)	Power Assignment The Human Experience Assignment Human Influence assignment	Influences Choices Power Dynamics Tradition	Power (race, age, difference)
American Lit	Reading (benchmark), Writing (benchmark), Research (intermediate)	<i>The Crucible</i> (NP) <i>Raisin in the Sun</i> (NP) <i>The Great Gatsby</i> (1370) "Civil Disobedience" (1180) "A Letter from Birmingham Jail" (1200) "A War Prayer" Fireside/Transcendental Poets	Response to Lit Short Answer Responses (body paragraph) Film Review Argument/Info Essay American Author Project (roughly 8 weeks)	The American Dream Individualism Society Civic Duty Literature Elements of Literature Transcendentalism Textual Evidence Bibliography	Justice Equality Opportunity History Privilege Power Gender Homosexuality Racism
Social Justice	Speaking and Listening (benchmark), Writing (benchmark), Research (benchmark)	Parable of the Sower (710) Choice Women Writers: <ul style="list-style-type: none"> <li>• The Awakening (960)</li> <li>• The Two Offers (1010-1200)</li> <li>• Tony's Wife (810-1000)</li> <li>• Magic (1100)</li> <li>• The Giant Wistaria (800)</li> </ul> Choice Literature:	Women's Lit Essay/Presentation Intersectionality Essay (Parable of the Sower) Cultural and Race Assumptions Annotated Biblio/Essay	Race Society Literature Activism	Intersectionality Justice Equality Inequality Economy Racism Sexism Sexual Violence

		<ul style="list-style-type: none"> <li>• The Absolutely True Diary of a Part Time Indian (600)</li> <li>• I Know Why the Caged Bird Sings (1010)</li> <li>• When I Was a Puerto Rican (1020)</li> <li>• The Color Purple (670)</li> </ul>			
AP Lit and Comp	Research (benchmark), Reading (advanced), Writing (advanced)	<i>Hamlet (NP)</i> <i>Rosencrantz &amp; Guildenstern Are Dead (NP)</i> <i>Slaughterhouse-Five</i> (850) <i>The Maltese Falcon</i> (760) <i>Fahrenheit 451</i> (890) <i>Their Eyes Were Watching God</i> (890) <i>The Awakening</i> (960) Assorted poetry, short stories	3-6 pages in length: Argumentative papers Informational papers 6-10 page in length: Research paper 1-2 pages in length: In-class writing responses	Tragedy Literary terms Show-don't-tell Elements of Literature AP Exam logistics Textual Evidence Bibliography	Justice Power Privilege Existentialism Absurdity Tragedy Morality Free will/fate
DE Comp	Research (benchmark); Reading (advanced); Writing (advanced)	Student Choice x2 (fiction/nonfiction) Student Choice x2 (documentary/fiction) Declaration of Human Rights "Shitty First Drafts" Anne Lamott	Personal Essay/College Essay Book Review Lit Analysis Film Reviews x2 Research Paper (5-7 pages)	Elements of Writing Vocabulary Bibliography/Works Cited Research Techniques Textual Evidence In Text Citations Outlining Feedback/Revisions	Student Choice; i.e.; mental illness, racism, homelessness, poverty, sex trafficking, drug abuse, human rights, etc.

American Dream: Imagined	Reading (advanced), Writing (advanced), Research (intermediate), Connect - Cultural (benchmark)	<i>The Crucible (NP)</i> <i>Raisin in the Sun (NP)</i> <i>The Great Gatsby (1370)</i> <i>The Children's Hour</i> "Civil Disobedience" (1340) "A Letter from Birmingham Jail" (1220) "A War Prayer" New England Renaissance Fireside/Transcendental Poets	Response to Lit Film Review Argument/Info Essay American Author Project	The American Dream Individualism Society Civic Duty Literature Elements of Literature Transcendentalism Textual Evidence	Justice Equality Opportunity History Privilege Power Gender Homosexuality Racism
Advanced Journalism	Writing (benchmark)	<i>The New York Times</i> <i>On Writing Well (Zinsser)</i>	Articles for editions of <i>Green Horn</i> & <i>Green Horn Live</i>	Civil Rights, First Amendment, journalistic writing, Current Events	Student journalists will cover/discuss current social justice issues.
Creative Writing	Writing (intermediate) Connect-Cultural (benchmark) Connect-Personal (benchmark)	Various short stories and poetry selections	Short stories and poems written By students	Creative, written expression through the exploration of personal, multicultural, and diverse experiences	Empathy Equality Power Racism
Public Speaking & Debate					

*Social Studies*

Course	Proficiencies and transferable skills assessed	Core Texts (reading materials, videos, primary source material) with approximate <a href="#">lexile/difficulty levels</a> for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
Freshman seminar	<b>Intermediate:</b> Inquiry	<p><a href="#">Mickey Mouse Monopoly</a> (1210-1400)            Various current events readings on isms  <a href="#">Gender stereotypes</a> (1410-1600)            The <a href="#">power of stereotypes</a> (1010-1200)            Stereotyping <a href="#">makes</a> (1010-1200)            Various video ads showing stereotypes  <a href="#">Youth declaration of rights</a>  <a href="#">UN Declaration of Rights</a> (1610-1800)            History of <a href="#">AIM</a> (1210-1400)            American Indian <a href="#">Movement - Minn</a> (1010-1200)            Various Black Panther, Young Lords, Equal Rights, AIDS quilt etc campaigns</p>	<ul style="list-style-type: none"> <li>• Mickey Mouse Monopoly reflection</li> <li>• Stereotypes/impacts essay</li> <li>• Case study research synthesis</li> <li>• Social movements/groups case study flyer</li> <li>• Campaigns for Change</li> </ul>	Where do our ideas come from Impacts of stereotypes Summarizing Movements for change Solidarity	The isms Solidarity and change
JS History	<b>Benchmark:</b> History Inquiry	<p><a href="#">Lies My Teacher Told Me</a> (Chapter 1) (1010-1200)  <a href="#">The Americans- Wilson's New Freedom</a> (1010-1200)  <a href="#">Nat Turner Historical Perspectives</a> (1210-1400)  <a href="#">Why Want You Just Tell Us The Answers? (single page background on sources)</a> (1210-1400)</p>	Heroification of Helen Keller (Large Paragraph multiple paragraphs) Heroification of Woodrow Wilson (short analysis of two texts) Ruin Everything (dialogue, storyboard or script) Nat Turner Historical Marker (Large Paragraph or multiple paragraphs)		

	<p><a href="#">Bread and Roses, Too</a> (810)</p> <p><a href="#">The Singing Strike</a> (810-1000)</p> <p><a href="#">Japan, the US and Pearl Harbor</a> (1010-1200 and 1210-1400)</p> <p><a href="#">Were the Dropping of the Atomic Bombs Necessary?</a> (1210-1400 and 1610-1800)</p> <p><a href="#">Five Filters of Propaganda (Wiki Entry: Filters)</a> (1210-1400)</p> <p><a href="#">Pro War Assumptions in your Newspaper</a> (1410-1600)</p> <p><a href="#">Weapons of Mass Destruction and the Media: Anatomy of a Failure</a> (1410-1600)</p> <p><a href="#">Bolivia's President Resigns after reelection triggered deadly protests</a> (1210-1400)</p> <p><a href="#">Bolivia's Ousted Leader leaves following Coup</a> (1410-1600)</p> <p><a href="#">USS Maine Newspaper Stories</a> (1010-1200)</p> <p><a href="#">The Very Interesting Life of Andy Jackins- in 4 acts</a> (1600-2100) WHAT?!?!?!?</p>	<p>Nat Turner Identification and Analysis of Sources (short answers)</p> <p><a href="#">Putting Truman on Trial</a> ()</p>		
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<p>Food Justice '20-'21)</p>	<p><b>Benchmark:</b> Geography Economics</p>	<p>“<a href="#">Just a Cup of Coffee?</a>” (810-1000)  “<a href="#">Lifecycle of a Leaf</a>” (1400-1600)  <i>King Corn</i> (documentary) (guessing 1400 based on the <a href="#">synopsis</a>)  “<a href="#">What Causes Ocean ‘Dead Zones?’</a>” (1610 - 1800)  “<a href="#">Food Environments</a>” (1210-1400)  <a href="#">Reader of excerpts from books and articles</a> (1200-1600)  “<a href="#">Mapping Food Deserts in the United States</a>” (1410-1600)  <a href="#">Introduction to Mapping Inequality</a> (excerpted) (1600-1800)  <a href="#">Can We Feed the World Without Destroying It?</a> (1400-ish)</p>	<ol style="list-style-type: none"> <li>1.) Short defining or describing “metabolic rift”. (300--500 words)</li> <li>2.) Infographic connecting economic factors, farming practices, public health, and environmental impacts. (No word requirement.)</li> <li>3.) Interactive map describing food environmental connections between 4 or more case studies. (500--700 words.)</li> <li>4.) Interactive map connecting “food deserts” to redlining practice. No word requirement, but usually pretty short. (150 words)</li> <li>5.) Museum display with placard and written reflection (placard 300 words; reflection 500 words).</li> </ol>	<ol style="list-style-type: none"> <li>1.) Supply chains exist.</li> <li>2.) Metabolic rift</li> <li>3.) Economic pressures</li> <li>4.) Food environments</li> <li>5.) Consequences of market agriculture</li> <li>6.) Alternative food regimes</li> </ol>	<ol style="list-style-type: none"> <li>1.) Class economics</li> <li>2.) Systemic racism</li> <li>3.) Colonization</li> </ol>
<p>Back Your Bags</p>	<p><b>Benchmark:</b> Geography Inquiry</p>	<p>NYT : “<a href="#">Illegal Alien</a>” (1210-1400)  Immigration <a href="#">timeline</a> (1210-1400)  The Chinese Experience <a href="#">videos</a>  Movie “Human Flow”  Movie “In America”  Eugenics Still Resonates <a href="#">Today</a> (1410-1600)</p>	<ol style="list-style-type: none"> <li>1. Migration interview project- push and pull presentation</li> <li>2. One pager- Country push and pull current events share</li> </ol>	<ul style="list-style-type: none"> <li>● Influences on immigration.</li> <li>● Push and Pull factors</li> <li>● Impacts of immigration on</li> </ul>	<ul style="list-style-type: none"> <li>● History and legacy of colonialism</li> <li>● Racism</li> <li>● Stereotypes and challenging stereotypes with</li> </ul>

		<p>The Vermont <a href="#">Eugenics Survey</a> (1010-1200)          Legacy of <a href="#">The Great Migration</a> (1410-1600)          White Immigrants <a href="#">weren't always White</a> (1210-1400)          Waking <a href="#">Dream videos</a>          How <a href="#">Italians became white</a> (1410-1600)          Life in <a href="#">Tijuana</a> (1210-1400)          How immigration <a href="#">became illegal</a></p>	<ol style="list-style-type: none"> <li>3. Case Studies of immigration around the world</li> <li>4. Movie reflection Human Flow by Ai Wei Wei</li> <li>5. Reflection Movie In America</li> <li>6. Now what - Alternatives, Activism, Action</li> </ol>	<p>people and communities</p>	<p>human stories</p> <ul style="list-style-type: none"> <li>● Legacy of Eugenics</li> </ul>
Cryptology	<p><b>Benchmark:</b> Civics Inquiry</p> <p><b>Transferable:</b> Problem Solving</p>	<p>News from the <a href="#">The Intercept</a></p> <ul style="list-style-type: none"> <li>- For instance <a href="#">this one</a> (1210-1400)</li> <li>- Or <a href="#">this one</a> (1410-1600)</li> </ul> <p>News from other outlets</p> <ul style="list-style-type: none"> <li>- <a href="#">Jackson Free Press</a> (1200-1400)</li> </ul> <p>Op-Eds</p> <ul style="list-style-type: none"> <li>- <a href="#">EFF</a> (1210-1400)</li> </ul> <p>Film on <a href="#">Surveillance Capitalism</a> (no idea)</p> <p>Excerpts from <a href="#">The Code Book</a> (1310)</p>	<p>Describe "Surveillance Capitalism" essay (700-ish words)</p> <p>Security "fix-it" (no word requirement)</p> <p>Cryptanalysis test reflection (300-ish words)</p> <p>Cryptology project</p> <p>Cryptology Portfolio (700-1200 words)</p>	<ol style="list-style-type: none"> <li>1.) Secrecy vs privacy</li> <li>2.) Surveillance and the panopticon</li> <li>3.) Surveillance capitalism</li> <li>4.) State surveillance</li> <li>5.) The Surveillance-industrial complex</li> <li>6.) Problem solving</li> </ol>	<ol style="list-style-type: none"> <li>1.) Power disparities in surveillance</li> </ol>
Korea/Japan/China	<p><b>Benchmark:</b> Geography Anthropology</p>	<p><a href="#">East Asia</a> and the Pacific</p> <p>What is <a href="#">Globalization</a> (1210-1400)</p> <p><a href="#">Globalization 101</a> (1210-1400)</p> <p><a href="#">Lizzie's Morning</a> (810-1000)</p> <p>CIA <a href="#">world factbook</a> (1610-1800)</p> <p>What <a href="#">is Modern/Traditional</a> (610-800)</p> <p><a href="#">Confucius 101</a> (1210-1400)</p> <p><a href="#">Buddhism 101</a> (810-1000)</p> <p><a href="#">Buddhism</a> (1010-1200)</p> <p><a href="#">Shinto</a> (1010-1200)</p> <p>Chinese <a href="#">Exclusion Act</a> (1410-1600)</p>	<ul style="list-style-type: none"> <li>● One pager info share on the demographics of a specific east Asian country and its</li> <li>● Deep dive share into a country history and geography</li> <li>● Globalization in the region - reflection</li> <li>● Asians in the US reflection- Chinese immigration and Exclusion Act/Japanese Internment</li> <li>● Nanjing Massacre testimonials</li> </ul>	<ul style="list-style-type: none"> <li>● Geography and its impact on society, trade, immigration and culture</li> <li>● Interconnections and influences of societies upon each other</li> <li>● Historical legacies of East Asian civilizations</li> </ul>	<ul style="list-style-type: none"> <li>● Humanizing the world</li> <li>● Racism</li> <li>● Stereotypes and challenging stereotypes with human stories</li> </ul>



		<p><a href="#">The Orange Story</a>- Japanese Internment Movie - Barefoot Gen Movie PBS - Asians in America</p>	<p>summary</p> <ul style="list-style-type: none"> <li>• Barefoot Gen Movie reflection/Dr Seuss comics</li> <li>• Economic comparison share</li> <li>• Final project on topic of their choice that shows the geographic/cultural/historical connections and legacy</li> </ul>	<ul style="list-style-type: none"> <li>• Origins and influence past and present of region specific religions</li> <li>• Impacts of globalization</li> </ul>	
locked up	<b>Benchmark:</b> History Inquiry	<p>Movie - 13th Movie - When They See Us Various videos on Cash bail system, stop and frisk, war on drugs, etc Role of <a href="#">corrections</a> (1210-1400) The <a href="#">Corrections system</a> (1210-1400) The <a href="#">whole pie</a> (1410-1600) The punishment <a href="#">economy</a> (1010-1200) <a href="#">Wrongly convicted</a> (1210-1400) Phone justice campaign Prison <a href="#">Facts</a> (1210-1400) <a href="#">No End In Sight</a> (1410-1600) Jails are not <a href="#">service providers</a> (1210-1400)</p>	<ul style="list-style-type: none"> <li>• Root cause one pager</li> <li>• Movie 13th reflection</li> <li>• Case studies of groups presentations (Women, Youth, Those with Disabilities, LGBTQ+, elderly etc)</li> <li>• Case studies of groups (native Americans, Black panthers, Young Lords etc)</li> <li>• Strategies and tactics summary share</li> <li>• When they See Us Movie reflection - Central Park case</li> <li>• Research final project - change proposal</li> </ul>	<p>What is legal/illegal and history of Root cause of incarceration What is the system of mass incarceration Historical legacy of slavery and incarceration Racism and its legacy on incarceration Challenges to legal/illegal Historical challenges to incarceration Stories of those impacted Alternatives and struggles to change and end mass incarceration</p>	<ul style="list-style-type: none"> <li>• Racism</li> <li>• Stereotypes and challenging stereotypes with human stories</li> <li>• Economic inequality</li> <li>• Economics as motivation for social policy</li> </ul>
Know Your self, Your brain, Your life	<b>Benchmark:</b> Psychology Sociology	<p><a href="#">Sociological Imagination</a> Chapter 1: The Promise (1959) (1410L - 1600L) <a href="#">Freakonomics</a> (1010L - 1200L) <a href="#">The Presentation of Self</a> (1210L - 1400L) <a href="#">Sociology 13th Edition</a> (1010L - 1200L)</p>	<ol style="list-style-type: none"> <li>1) Sociological Imagination Pen and paper assessment.</li> <li>2) Assessment on Self and Groups Pen and paper assessment.</li> <li>3) Powerpoint on Agents of Soc.</li> </ol>	See previous column.	LEGIT Q: Is child abuse considered social justice?

		<a href="#">Decision-Making Is Still A Work In Progress For Teenagers</a> (1410L - 1600L)	<p>4) 3 pg essay on Socialization and Media.</p> <p>5) 3- 1 pg written letters on the Adolescent Brain</p> <p>6) 5 pg essay, professional poster, 1 pg handout. On Trauma</p>		
Washington Bullets	<b>Advanced:</b> History Inquiry	<a href="#">Washington Bullets</a> (1010-1200) Contemporary news and opinion coverage of foreign policy like <a href="#">this one</a> (1410-1600)	<p>Example of US interventions research (500 words)</p> <p>Domestic solidarity research paper (2000 words)</p>	<ol style="list-style-type: none"> <li>1.) Hegemony and counter-hegemony</li> <li>2.) History of US foreign policy</li> <li>3.) US popular movements</li> <li>4.) Contemporary US foreign policy</li> </ol>	<ol style="list-style-type: none"> <li>1.) Hegemony and counter-hegemony</li> <li>2.) Imperialism and anti-imperialism</li> <li>3.) Solidarity movements</li> </ol>
DE Psych	<b>Advanced:</b> Psychology	Myers' Psychology for the AP Course TEXTBOOK (1010L - 1200L)	<p><small>All assessments are MC &amp; SA, unless otherwise noted.</small></p> <ol style="list-style-type: none"> <li>1) History &amp; Approaches of Psychology</li> <li>2) Research Methods in Psych</li> <li>3) Biological Basis of Behavior</li> <li>4) Sensation &amp; Perception</li> <li>5) Learning</li> <li>6) Cognition</li> <li>7) Motivation</li> <li>8) ** Developmental Psych - 5pg Case Study</li> <li>9) Personality</li> <li>10) Social Psychology</li> <li>11) **Psychopathology - 3pg report</li> </ol>	See previous column.	<p>How can classical conditioning explain acts of racism?</p> <p><b>LEGIT Q: Is victim-blaming considered social justice?</b></p>

			with 1 page Case Study		
Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate <u>lexile/difficulty levels</u> for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed

*Science*

Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate <a href="#">lexile/difficulty levels</a> for reading materials. <a href="#">Grade Level Correlation to Lexile Level.</a>	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
CAP	Physical Science (benchmark)	Interactive Readers from the Physical Science textbook (610L-800L)  <a href="#">Graphene</a> (1010L-1200L)	Investigation/Presentation of the chemistry (molecular interactions) of designed material  Summative Unit Tests (sketch and describe models, construct explanations, analyze data)  CER Summative	-Properties of Matter -Chemical Reactions -Acceleration -Electricity and Magnetism -Energy -Waves  -Effective Communication -Science & Engineering Practices *CER	none
Biology	-Life Science (Benchmark) -Science & Engineering Practices (Benchmark) -Effective Communication	<b>Example Texts:</b> - <a href="#">CK-12.org Flex Book Chapter: Homeostasis</a> (1010L-1200 L) - <a href="#">Khan Academy: Homeostasis</a> (1010L-1400L) -Johns Hopkins Magazine: <a href="#">Henrietta's Dance</a> (1010L - 1200L) -CK-12.org Flex Book Chapter: <a href="#">Defining Independent and Dependent Variables.</a> (800L - 1000L) -Web MD: <a href="#">"The Great Invader: How Covid Attacks Every Organ"</a>	-Project: Covid Brochure (6 page tri fold brochure) -Project: Homeostasis: (lab report, 5 minute oral presentation) -Project: Cell Growth:( lab Report, CER) -Project: Ecology. (test, website containing 5 paragraph CER essay) -Project: Genetic Disorder (student-created 3 minute interview or role playing video, project website including 5	-Evolution by natural selection -Characteristics of life, viruses -Levels of organization -Cells and homeostasis -The cell cycle -Protein synthesis -DNA, genes, mutations -Genetic variation -Ecosystems -Effective Communication -Science & Engineering Practices	-inequity in the STEM fields -biological diversity in human beings -social darwinism and the practice of eugenics -Patient rights and responsibilities -Medical ethics: Who owns your cells, once they leave your body? -Racism and discrimination in healthcare and in medical research The Henrietta Lacks story



		<p>(1610-1800L)          -Newsweek: "<a href="#">Iowa teenager invents color-changing sutures that could curb infection rates.</a>"          (1210L - 1400L)          -CK-12.org: Flex Book Chapter: "<a href="#">The Characteristics of Life.</a>"          (610L - 800L)  <b>Example Videos:</b>          -Crash Course Biology #14: "<a href="#">Natural Selection.</a>"          -Ameba Sisters: "<a href="#">Natural Selection.</a>"          -HHMI-Biointeractive: "<a href="#">The Origin of Species-The Making of a Theory.</a>"          -Stated Clearly-"<a href="#">What is Natural Selection.</a>"          -Khan Academy: "<a href="#">Viruses.</a>"          -<a href="#">Blood Sugar Homeostasis.</a>          - Arabidopsis: <a href="#">Variables.</a>          -Movie excerpts: <i>The Immortal Life of Henrietta Lacks.</i></p>	<p>paragraph essay)          -Teacher-created Assessments- Evolution. (lab report, quiz, test)</p>		
Earth and Space	Earth and Space Science & Engineering Practices	<ul style="list-style-type: none"> <li>- Text: Earth Science: Geology, the Environment and the Universe</li> <li>- NewsELA (adjustable lexile)</li> <li>- Science News</li> <li>-Video Cosmos Documentary</li> <li>-Video Earth: Power of the Planet</li> <li>Crash Course Astronomy</li> </ul>	<ul style="list-style-type: none"> <li>-CER Evidence of the Big Bang</li> <li>-CER Evidence of Continental Drift</li> <li>-Project: Plate Boundaries &amp; land formation slide, mapping, presentation</li> <li>-Modeling PreCambrian Unessay</li> <li>- Feedback systems Essay Report to a Climatologist</li> </ul>	<ul style="list-style-type: none"> <li>-Origin of the Universe - Big Bang</li> <li>-Life Cycle of Stars &amp; formation of elements &amp; nuclear fusion</li> <li>-Precambrian Earth, Formation of Solar System -co-evolution</li> <li>-Plate Tectonics constructive &amp; destructive land formations</li> <li>-Earth's resources</li> </ul>	



			<ul style="list-style-type: none"> <li>- Project Earth's Resources</li> <li>- Tests; Teacher created assessments</li> </ul>		
Forensic science	<ul style="list-style-type: none"> <li>- Life Science</li> <li>- Physical Science</li> <li>- Science &amp; Engineering Practices</li> <li>- Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Erin Brockovich (movie)</li> <li>- The Norfolk Four (documentary)</li> <li>- The Real CSI: Mayfield Case (documentary)</li> <li>- <a href="#">NYT article on cross race bias</a> (1210L-1400L)</li> <li>- <a href="#">Human memory: How we make, remember, and forget memories</a> - Nat'l Geographic (1010L-1200L)</li> <li>- <a href="#">Are Eyewitnesses in the Zimmerman Trial Reliable?</a> - Scientific American (1210L-1400L)</li> <li>- <a href="#">Litvinenko: A deadly trail of polonium</a> from the BBC (1010L-1200L)</li> <li>- <a href="#">'Erin Brockovich' Carcinogen in Tap Water of More than 200 Million Americans</a> - from EWG (1610L-1800L)</li> </ul>	<ul style="list-style-type: none"> <li>Solokov Case Summative (was a slideshow, revising &amp; reconsidering format in future)</li> <li>CER: What Happened to Solokov? (700-900 words)</li> <li>Forensic Evidence Summative - The Innocence Project (police report &amp; interview)</li> <li>Eyewitness Evidence: Modeling Memory - scientific model &amp; essay or podcast (3ish pages)</li> </ul>	<ul style="list-style-type: none"> <li>- Eyewitness Evidence (nervous system, structure &amp; function)</li> <li>- Fingerprinting (analyzing data)</li> <li>- DNA Analysis (DNA structure)</li> <li>- Radioactivity (nuclear decay, body systems)</li> <li>- Isotopes</li> <li>- Ions</li> <li>- Atomic Structure</li> </ul>	<ul style="list-style-type: none"> <li>Unscientific nature of forensic "science"</li> <li>Racial disparity in the criminal justice system</li> <li>Environmental Injustice</li> </ul>
WOWS	<ul style="list-style-type: none"> <li>- Earth &amp; Space Science</li> <li>- Engineering Design</li> <li>- Science &amp; Engineering Practices</li> <li>- Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>Book excerpts:</li> <li><i>The Nature of Vermont: Introduction &amp; guide to a New England environment</i> by Charles W. Johnson (1210L-1400L)</li> <li><i>Wetland, Woodland, Wildland: A</i></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">To Fund or Not: ExxonMobil's \$100 Billion Carbon Capture &amp; Sequestration Plan</a> (CER essay, ~700-900 words)</li> <li>Designing &amp; Analyzing Climate Change Solutions (student choice of climate change issue &amp; project)</li> </ul>	<ul style="list-style-type: none"> <li>Human relationship with VT landscape</li> <li>Climate change</li> <li>Solutions to environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>Climate change &amp; injustice</li> </ul>

		<p><i>guide to the natural communities of Vermont</i> by Elizabeth H. Thompson, Eric R. Sorenson, &amp; Robert J. Zaino (1210L-1400L)</p> <p>Articles:</p> <p><a href="#">“Then Again: Geologic events long ago shaped more than Vermont’s landscape.”</a> by Mark Bushnell, VT Digger (1010L-1200L)</p> <p><a href="#">“History Space: Vermont’s great outdoors”</a> by Tom Rogers, Burlington Free Press (1410L-1600L)</p> <p><a href="#">“Climate Change: Vermont’s Hotter, Wilder Weather is Already Here”</a> by Elizabeth Gribkoff, VT Digger (1210L-1400L)</p>	<p>format)</p> <p>SHS Forest Research Project (student designed investigation with data collection &amp; analysis; written scientific report and presentation)</p>		
DE Chem	<p>-Physical Science (advanced)</p> <p>-Science &amp; Engineering Practices</p> <p>-Effective Communication</p>	<p>Textbook: Prentice Hall Chemistry (grade 10, 1150L)</p>	<p>Formal Lab Report</p> <p>Summative Unit Tests (analyze data, construct explanations)</p>	<p>-Structure of Matter</p> <p>-Interactions of Matter</p> <p>-Stoichiometry</p> <p>-States of Matter</p> <p>-Thermochemistry</p> <p>-Reaction Rates &amp; Equilibrium</p> <p>-Acids &amp; Bases</p> <p>-Effective Communication</p>	<p>none</p>

				-Science & Engineering Practices	
Adv. Bio	-Life Science (advanced) -Science & Engineering Practices -Effective Communication	Textbook: Campbell Biology AP edition (1270L)	Formal Lab Report  Summative Unit Tests (analyze data, construct explanations)	-Molecular Biology -Cellular Homeostasis -Metabolism -Cell Cycle -Mendelian Genetics -Genetic Variation -Transcription/Translation  -Effective Communication -Science & Engineering Practices	none
Physics	-Physical Science -Science & Engineering Practices -Problem Solving	Textbook: Physics Principles and Problems Physics Classroom Conceptual Physics text & website Khan Academy Crash Course Physics	- Tests: Teacher created - Lab Reports Projectiles &  - Project: Circular Motion - Design Labs	Motion in one dimension Projectile (2D) motion Circular Motion & Kepler's Laws Angular Motion & Torque Sound & Light	
Brains, Bones, & Bodies	Benchmark: Anthropology	1) How Do We Define A Species? (1410L - 1600L) 2) Ring-necked Pheasants (1010L - 1200L) 3) How to Become a Fossil (1210L - 1400L) 4) The real reasons why we walk on two legs, and not four (1010L - 1200L) 5) Elephants Have The Most Neurons. Why Aren't They The Smartest Animals? (810L - 1000L)	1) Create your own Phylogenetic Tree 2) Research of 'Open Questions' in Bio. Anthro. 3) Problems and Progress(?) of Anthropology	- Mechanisms of Evolution: - --Natural Selection, Mutation, --Founder & Bottleneck Effects, -- Temporal, Behavioral, Geographic Isolations - Human Evolution - Biological Anthropology	Racism "Otherness"

		6) Othered by Anthropology: Being a Student of Color in Anglo-sized Academia (1010L - 1200L) 7) Race is Still a Problem in Anthropology (1410L - 1600L) 8) Anthropology as White Public Space? (1410L - 1600L)			
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*Math*

Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate lexile/difficulty levels for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
Foundations of Math	Number and Quantity,		Unit Assessments (4-5)	Integer operations, fractions, equations, functions, number sense	
Algebra I	Algebra; Modeling with Algebra, Functions		Unit Assessments (5-6)	Functions, linear and exponential, equations and inequalities, systems of equations.	
Geometry	Geometry (Benchmark), Modeling with Geometry (Benchmark)		Unit Assessments (4-5) Area/Perimeter Performance Task	Prove and apply properties of angles, parallel lines, triangles and quadrilaterals. Investigate similarity and trigonometry, area and volume.	
Statistics	Statistics and Probability (Benchmark)		Unit Assessments (3-4)	Produce, organize, and analyze data using measures of central tendency and statistical inference. Understand and apply basic concepts of chance and probability.	
Algebra II	Algebra (Advanced), Functions (Advanced), Modeling with Functions and Algebra (Advanced).		Unit Assessments (4-6)	Functions; irrational, imaginary, and complex numbers; operations with polynomials; graphing polynomials; exponential and logarithmic functions; rational and radical functions; extending trigonometry to the unit circle; and model distributions of data.	



DE Statistics	Statistics and Probability (Advanced)	Stats Modeling the World, AP Edition, 3rd Edition (by Bock, Velleman, De Veaux)	Unit Assessments (6) Survey Projects (2) Short Experiment Design Presentation (1)	Statistical distributions, linear regression and correlation, surveys and experiments, sampling distribution, probability, confidence intervals and hypothesis testing.	
MC^2	Functions Modeling with Functions Geometry Modeling with Geometry Numbers and Quantity Statistics and Probability	SREB materials SREB readiness courses: Transitioning to college and careers	Unit Assessments (8)	Expressions, equations and inequalities, measurement and proportional reasoning, linear functions, systems of equations, quadratic functions, exponential functions, statistics	
Pre-Calc.	Geometry (Advanced), Functions (Advanced)		Unit Assessments (4-6)	Unit 1 - Functions (Linear, Absolute Value, Quadratic, Radical, Polynomial, Rational - missing Exponential & Logarithmic, though) & Inverses. Unit 2 - Right Triangle Trig & the Unit Circle Unit 3 - Trig Functions & Inverses Unit 4 - Trig Identities (Angle Sum & Difference Formulas, Pythagorean, etc), Law of Sines, Law of Cosines Unit 5 - Limits & Intro to Derivatives Unit 6 - Matrices	
DE Calc.	Functions (Advanced) Modeling with Functions Modeling with Geometry Reasoning	Calculus: Early Transcendental Functions, Larson 1410L-1600L	5 Unit Assessments Project for Exhibition Night	Review of Pre-Calculus Limits Derivatives Applications of Derivatives Integrals	

*Fine Arts*

Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate lexile/difficulty levels for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
Art Foundations	Create and Respond	-	Artworks (3-4) Verbal Artist Statements (3-4)	Basic drawing techniques, color wheel and color mixing, Principles of Design, Elements of Art, Composition, printmaking, multimedia	References to art history involving social justice with examples explained in class
Art I	CREATE & RESPOND	-	Artworks (3-4) Worksheets (5) Artist Statements (3-4)	Gesture & Contour Drawing Observation & References Principles of Design Composition Professional Artists Acrylic Painting Color Mixing Human Proportions Armatures Plaster (strips & loose)	References to professional artists involved in social justice with examples shown and explained in class

Art II: Photography	CREATE, PRESENT & CONNECT-PERSONAL	-	Artworks (3-4) Artist Statements (3-4)	The exposure triangle (aperture, ISO, shutter speed), Digital editing of photography in Photoshop, Balance in photography (symmetrical, asymmetrical, rule of thirds), Website portfolio building	References to photographers involved in social justice with examples shown and explained in class
Art II: Drawing	CREATE, PRESENT & CONNECT-PERSONAL	-	Artworks (3-4) Artist Statements (3-4)	Observational Drawing Foreshortened Figures Oil Pastels Colors as values Contour Drawings	-
Art II: Painting	CREATE, PRESENT & CONNECT-PERSONAL	-	Artworks (3-4) Artist Statements (3-4)	Color mixing, paintbrush/palette knife techniques, Composition, Principles of Design and Elements of Art, portraiture, Watercolor and acrylic painting	References to painters involved in social justice used as inspiration for student artwork
Art III: Advanced Art	Depends on student focus: PRESENT, CREATE, RESPOND, CONNECT-PERSONAL & CONNECT-CULTURAL	-	<i>Depends on student focus:</i> Artworks (8) Digital Portfolio	College Portfolios Breadth & Depth	Depends on student focus



ACAR	Create, Respond, Connect-Personal, Connect- Cultural, Inquiry, History				
Game Design	Create, Connect-Personal, Connect-Cultural	100 Professionals of Play Hair Nah game <a href="https://checkpointorg.com/">https://checkpointorg.com/</a>	Overall Game Design Professional reviews (4) Character Art Environment Art Theme Music	Game Design Narratives Environments Mechanics Music Equity Empathy & Perspective in games	Students spend the semester creating a 'game for impact,' which is a game that promotes social awareness or action.  All professional reviews are conducted on internationally recognized 'games for impact.'  All professionals in the field that are presented and discussed in class are women. This is to break down gender stereotypes of the gaming industry.
Comics	Create, Connect-Personal	-	Character Art (2) Environment Art 10 page Comic Book	Concept Art Panel Structures Posture & Expressions Human Proportions	References professional examples of characters and stories that
Wind Ensemble	PRESENT, CREATE, RESPOND, CONNECT-PERSONAL & CONNECT-CULTURAL	Rather than texts (see themes, right), we could speak of tools: <b>Noteflight</b> (for Euro "standard" music notation); <b>FlipGrid</b> (video logging); <b>SoundTrap</b> (music production);		Usually, we cover: Blues & Jazz, Sousa, Broadway, Classical (European and other), Commercial (Pop, Country, Urban), using source materials (youtube, sheet	<b>Power:</b> copyright law, artists compared to management, how market demands influence artistic choices; cultural appropriation <b>Oppression</b> (includes

		SoundJack (networked performance), etc.		music, etc.)	intersectional themes of how power is maintained) whose music gets airtime; what is considered music; what roles are afforded to whom
Madrigals	PRESENT, CREATE, RESPOND, CONNECT-PERSONAL & CONNECT-CULTURAL			Usually, we cover: Blues & Folk songs (World), Broadway, Classical (Art Song, mostly Eurocentric), Commercial (Pop, Country, Urban, K-Pop), using source materials (youtube, sheet music, etc.) in various languages.	<b>History:</b> whom do we study; how do we approach lineage and tradition
Theater: Performance					
Theater: Tech and Design					



***PE/Health/Driver Education***

Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate lexile/difficulty levels for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
<b>Intro to Wellness</b>	Health Skills (intermediate) 9 Advocacy Taking initiative Research Communication Empathy and Sympathy Networking	Health Smart The Dangers of Social Media (1 hr. 28min.) Google Slides	Unit Summative Personal Improvement Plan Nutrient Project Body Systems Summative. The Organ Trail Project Acts of Kindness	Nutrition Eating Disorders Stress Coping Skills Mental Health Healthy Choices	
<b>Personal Health</b>	Health Skills (Benchmark) 13 Advocacy Problem Solving Research Communication Planning and Organizing Taking initiative Networking	Health Smart I Am Evidence-video (1hr. 20min.) Personal Improvement Plan  First Aid Booklet  Adult First Aid/CPR/AED  A High School Fairy Tale with an Unhappy Ending (20 min.)  Officer Ryan and AJ  Google Slides	Addiction project and summative, Human Sexuality and Healthy Relationships Summative. Pregnancy Timeline Personal Improvement Plan Vision Board (HS) CPR/AED/First Aid	Types of drugs and addictions Reproductive Systems and STI's Pregnancy Healthy relationships Personal Goals Personal Safety CPR/AED/First Aid Human Sexuality	

<b>Wellness for life</b>	Health Skills (Advanced) 8 Advocacy Planning and Organizing Taking initiative Time Management Adaptability and flexibility Communication Research Networking	Health Smart Healthy Relationships (25 min) The Social Dilemma (1hr 25min.) Springfield PD Officer? Drunk/Driving ramifications Worldometer Google slides	Advanced Addiction Project and Summative Vision Board (Life Goals) Deep meditation and the brain. research paper Worldometer Assignment	Drugs and Alcohol Brain Function (Advanced) Stress and grief (coping skills) Diet Weight management Lowering risks of infectious diseases.  Chronic disease and risk reduction  CPR and First Aid	
<b>Intro to PE</b>	Personal Health & Fitness (intermediate)-level outcomes to address writing or issues of equity or social justice in PE but that might change this year.	None for this year. But for next year it remains to be determined, however I do intend to pull from an extensive and ever-growing list of current and reliable sources (texts, videos, etc.), which, I think, are mind-blowing.	Summative and Formative Assessments which include but are not limited to: 1) Read & Respond; 2) Research Projects; 3) Performance-based in-class observations.	Concepts and themes include but are not limited to: 1) The history and cultural significance of various sports; 2) Motor skills, movement patterns, and movement concepts; 3) Social behavior, rules, and etiquette.	None this year. I'd planned to dive into the <i>Teaching Tolerance Speak Up Against Bias Pocket Guide</i> , but never got to it. I will next year. Currently, there are no standards or grade-level outcomes to address writing or issues of equity or social justice in PE but that might change this year. Meanwhile, I plan on addressing the following: Socialization into White privilege and White supremacy and their connection to sport and society.
<b>Personal Fitness</b>	Personal Health and Fitness (benchmark)	<ul style="list-style-type: none"> <li>• PLT4M</li> <li>• Healthine.com</li> <li>• Verywellfit.com</li> <li>• Livestrong.com</li> <li>• ACE</li> <li>• CDC</li> <li>• Shapeamerica.org</li> </ul>	Fitness Plan Nutrition S.M.A.R.T. Goals Workout Log	<ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Weight training basics</li> <li>• Nutrition</li> <li>• Goal setting/Reflection</li> </ul>	Access to equipment/facilities.

<b>Lifetime Activities</b>	Personal Health and Fitness (benchmark)	<ul style="list-style-type: none"> <li>• <a href="http://sportsknowhow.com/rules/index.html">http://sportsknowhow.com/rules/index.html</a></li> <li>• <a href="https://www.rulesofsport.com/">https://www.rulesofsport.com/</a></li> </ul>	Activity log Comprehension of skills/fundamentals	Basic fundamentals of each sport. Know basics; skills, rules, time, how to play...etc.	Currently nothing has been addressed
<b>Offseason Training</b>	Personal Health and Fitness (benchmark)	Same as Personal Fitness	Same as Personal Fitness but emphasis on skill building progression	Same as Personal Fitness	Same as Personal Fitness
<b>Team Sports</b>	Personal Health & Fitness (benchmark)	None for this year. But for next year it remains to be determined, however I do intend to pull from an-extensive and ever-growing list of current and reliable sources (texts, videos, etc.), which, I think, are mind-blowing:	Summative and Formative Assessments which include but are not limited to: 1) Read & Respond; 2) Research Projects; 3) Performance-based in-class observations.	Concepts and themes include but are not limited to: 1) The history and cultural significance of various sports; 2) Motor skills, movement patterns, and movement concepts; 3) Social behavior, rules, and etiquette. 4) Critical thinking and behavior. 5) Personal challenge. 6) Social interaction. 7) Knowledge of Olympic sports.	None this year. I'd planned to dive into the Teaching Tolerance Speak Up Against Bias Pocket Guide, but never got to it. I will next year. Currently, there are no standards or grade-level outcomes to address writing or issues of equity or social justice in PE but that might change this year. Meanwhile, I plan on addressing the following: Socialization into White privilege and White supremacy and their connection to sport and society.
<b>Driver Education</b>	No PBGR's for Drivers Ed  There are many overlaps with Proficiencies and Key Concepts/Themes Transferable skills: Responsible citizenship.	Your Car is a Monster: 10 Habits Will Keep it Caged  <a href="http://Oregondriveredplaybook.org">Oregondriveredplaybook.org</a>  Vermont Driver Education & Traffic Safety Curriculum	In-Vehicle Assessment - Summative  Written Reflections/Responses to Lessons/Topics - informal	Zone Control  Risk Prevention/Habit Development  Time and Space Management	Changes in behavior and being community advocates for safer driving.

*World Language*

Course	Proficiencies and transferable skills <u>assessed</u>	Core Texts (reading materials, videos, primary source material) with approximate lexile/difficulty levels for reading materials	Major assessments, projects, and writing assignments (include form and length if written)	Key concepts or themes	Social justice issues addressed
Spanish I	Speaking (Benchmark) Reading (Benchmark) Listening(Benchmark) Writing (Benchmark)	Paso a Paso Spanish readers Song lyrics Short stories Poetry/Art	Tests including a component of all benchmarks for each major topic  El Pueblo  Season Project	Grammar- numbers, months, days of week, seasons, weather, time, adjectives, present tense verbs: regular ar, er and ir verbs, ser, estar, tener, ir, Gustar, activities, sports, placement words, food, ordering in a restaurant, tener expression. Family. Culture	Cultural and ethnic comparisons
Spanish II	Speaking (Benchmark) Reading (Benchmark) Listening(Benchmark) Writing (Benchmark)	Short stories Song lyrics Spanish Readers Poetry/Art	Test on units  Familia project  Dream House Project	Past tense (Preterite v. Imperfect tenses), house, Commands; chores, stem changing verbs, reflexive verbs, Body parts, making purchases, money, travel, clothing, Culture	Cultural and ethnic comparisons.
Spanish III	Speaking (Intermediate) Reading (Intermediate) Listening(Intermediate) Writing (Intermediate)	Short stories Song lyrics Spanish Readers Poetry/Art	Test on units  Spanish novels and other texts	Future and conditional tenses, Preterite v. Imperfect tenses Increase vocabulary with reading materials, Culture	Cultural and ethnic comparisons

Spanish IV	Speaking (Intermediate, Advanced?) Reading (Intermediate) Listening (Intermediate) Writing (Intermediate)	Short stories Song lyrics Spanish Readers Poetry/Art	Test on units  Spanish novels and other texts	Subjunctive, cumulative use of language as a whole, build on knowledge through targets with new texts, Careers, Wishes, future plans, Culture	Cultural and ethnic comparisons
French I	Speaking (Benchmark) Reading (Benchmark) Listening (Benchmark) Writing (Benchmark)	<i>Images</i> <i>Les Aventures de Isabelle</i> <i>C'est A Toi</i>	Test on units C'est Moi Slideshow Votre Journée Cher Ami	Grammar- numbers, months, days of week, seasons, weather, time, adjectives, present tense verbs: regular -er, -ir and -re verbs, être, avoir, aller, faire, aimer, activities, sports, futur proche, placement words, food, ordering in a restaurant, prendre expression. Family. Culture	Cultural and ethnic comparisons
French II	Speaking (Benchmark) Reading (Benchmark) Listening (Benchmark) Writing (Benchmark)	<i>Images</i> <i>C'est A Toi</i> <i>Brandon Brown</i>	Test on Units Dans Ma Ville Projet Au Restaurant Bon Voyage	Past tense (Passé composé. Imperfect tenses), house, Commands, chores, stem changing verbs, reflexive verbs, Body parts, making purchases, money, travel, clothing, Culture	Cultural and ethnic comparisons
French III	Speaking (Intermediate) Reading (Intermediate) Listening (Intermediate) Writing (Intermediate)	Short stories Song lyrics French Readers Poetry/Art	Test on units  Projects	Future and conditional tenses, Preterite v. Imperfect tenses Increase vocabulary with reading materials, Culture	Cultural and ethnic comparisons

[Online Lexile Analyzer](#) (register for

<b>Grade</b>	<b>College &amp; Career Ready "Stretch" Lexile Bands</b>
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 and 12	1185L to 1385L

free)



## Text Ranges for College and Career Readiness

Grade	Beginning of Year	End of Year
K*	BR40L**	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L
7	970L	1120L
8	1010L	1185L
9	1050L	1260L
10	1080L	1335L
11 & 12	1185L	1385L