Meridian 223 Essential Outcomes

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Department: Math
Course: Kindergarten
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
CCSS CC.A.1: Count to 100 by ones and by tens.	Counting and Cardinality	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts
CCSS CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Counting and Cardinality	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts
CCSS CC.B.4A: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Counting and Cardinality	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts
CCSS CC.B.4B: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Counting and Cardinality	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts

CCSS CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Counting and Cardinality	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts
CCSS OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	Operations and Algebraic Thinking	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 4: Extended Thinking
CCSS OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Operations and Algebraic Thinking	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 4: Extended Thinking
CCSS OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Operations and Algebraic Thinking	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts
CCSS OA.5: Fluently add and subtract within 5.	Operations and Algebraic Thinking	Yes	Currently each test has a cover sheet that states each standard assessed. This sheet attaches to the unit test after it is graded.	DOK Level 2: Basic Skills and Concepts

Department: Math
Course: 1ST Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
1.NBT.1 – Students will be able to count to 120, starting at any number less than 120.	Math module and common core	Yes and labeled on the test.	Yes	Remember
1.NBT.2 – Students will be able to understand that the two digits of a two-digit number represent amounts of tens and ones.	Math module and common core	Yes and labeled on the test.	Yes	Understand
1.OA.1 – Students will be able to use addition and subtraction with 20 to solve word problems.	Math module and common core	Yes and labeled on the test.	Yes	Apply
1.OA.3 – Students will be able to apply properties of operations as strategies to add and subtract.	Math module and common core	Yes and labeled on the test.	Yes	Apply
1.OA.4 – Students will be able to understand subtraction as an unknown-addend problem.	Math module and common core	Yes and labeled on the test.	Yes	Understand
1.OA.5 – Students will be able to relate counting to addition and subtraction.	Math module and common core	Yes and labeled on the test.	Yes	Analyze
1.OA.6 – Students will be able to add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	Math module and common core	Yes and labeled on the test.	Yes	Apply

Department: Math
Course: 2nd Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will use addition and subtraction within 100 to solve one- and two-step word problems.	CCSS 2.OA.1	Yes	Yes	Level 5 Analyze
Students will compare two three digit numbers using >, =, and < symbols .	CCSS 2.NBT.4	Yes	Yes	Level 2 Understand
Students will fluently add and subtract within 100.	CCSS 2.NBT.5	Yes	Yes	Level 3 Apply
Students will add and subtract within 1000.	CCSS 2.NBT.7	Yes	Yes	Level 3 Apply
Students will measure the length of an object by selecting and using appropriate tools.	CCSS 2.MD.1	Yes	Yes	Level 3 Apply

Department: Math
Course: 3rd Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ELO 1: Students will fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. (3.OA.7)	CCS Multiplication & Division Applications	Yes *	No	2
ELO 2: Students will solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (3.OA.8)	CCS Multiplication & Division Applications	Yes *	No	2
ELO 3: Students will relate area to the operations of multiplication and addition. (3.MD.7)	CCS Multiplication & Division Applications	Yes *	No	2
ELO 4: Students will solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8)	CCS Introduction to Area	Yes ***	No	2

ELO 5: Students will explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3)	CCS Fractions	Yes *	No	2
ELO 6: Students will partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. (3.G.2)	CCS Fractions	Yes **	No	3
ELO 7: Students will generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. (3.MD.4)	CCS Fractions	Yes **	No	2, 3
ELO 8: Students will measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6)	CCS Introduction to Area	No *	No	2, 3
ELO 9: Students will understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories (3.G.1)	CCS Geometry	Yes **	No	2
ELO 10: Students will use place value understanding to round whole numbers to the nearest 10 or 100 (3.NBT.1)	CCS Addition & Subtraction within 1000	Yes ***	No	2

Department: Math
Course: 4th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ELO 1: Students will understand place value for multi-digit whole numbers and round those numbers to any place.	CCS	Yes*	Yes	1, 2
ELO 2: Students will multiply a four-digit number by a one-digit number.	CCS	Yes*	Yes	3, 4
ELO 3: Students will solve multi-digit problems containing a letter for an unknown quantity, with the four operations using estimation and mental computation.	CCS	Yes*	Yes	3, 6
ELO 4: Students will find quotients and remainders with four-digit dividends and one-digit divisors using place value and the properties of operations, and see the relationship between multiplication and division.	CCS	Yes	Yes	1, 2, 3, 5
ELO 5: Students will demonstrate the connection between repeated addition and multiplication.	CCS	Yes*	Yes	1, 2 3, 6

ELO 6: Students will be able to identify models of one half and one fourth.	CCS	Yes*	Yes	1
ELO 7: Students will extend previous understanding of operations on whole numbers by building fractions from unit fractions.	CCS	Yes*	Yes	1, 5, 6
ELO 8: Students will be able to draw points, lines, segments, rays, and angles.	CCS	No**	No	1
ELO 9: Students will be able to multiply or divide for word problems using drawings and equations.	CCS	No*	No	1, 2, 3
ELO 10: Students will be able to solve multi-step word problems.	CCS	No*	No	3
ELO 11: Students will be able to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.	CCS	No***	No	1, 2, 5
ELO 12: Students will demonstrate their ability to convert between 10ths and 100ths as fractions and add.	CCS	No*	No	1, 3

Department: Math
Course: 5th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ELO 1: 5.OA.1,2: Students will write and interpret numerical expressions.	CCS	No**	Yes	2
ELO 2: 5.OA.B.3: Students will analyze patterns and relationships.	CCS	No**	Yes	2
ELO 3:5.NBT.A.1,2,3,4 and 5.NBT.B.7: Students will understand the place value system.	CCS	Yes*	Yes	1, 2, 3
ELO 4: 5.NBT.5,6: Students will perform operations with multi-digit whole numbers and with decimals to the hundredths.	CCS	Yes*	Yes	1, 2, 3
ELO 5: 5.NF.1,2: Students will use equivalent fractions to add and subtract fractions.	CCS	Yes*	Yes	1, 2, 3

ELO 6:5.NF.6,7: Students will apply and extend previous understandings of multiplication and division to multiply and divide fractions	CCS	Yes*	Yes	2, 3
ELO 7:5.MD.1: Students will convert like measurement units within a given measurement system	CCS	No***	Yes	2
ELO 8: 5.MD.B.2: Students will represent and interpret data.	CCS	No***	Yes	2, 3
ELO 9: 5.MD. 3,4,5: Students will understand concepts of volume and relate volume to multiplication and to addition.	CCS	Yes*	Yes	2,3
ELO 10: 5.G.1,2 Students will graph points on the coordinate plane to solve real-world and mathematical problems.	CCS	No**	Yes	2, 3
ELO 11: 5.G.3,4: Students will classify two-dimensional figures into categories based on their properties.	CCS	No**	Yes	2

Department: Math
Course: 6th Grade
School Year: 2016 – 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
● NS.1: Interpret and Compute quotients of word problems involving fractions	NS: Number Sense	No	Yes	Application
● NS.2: Fluently divide multi-digit numbers using the standard algorithm		No	Yes	Application
● NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation		Yes	Yes	Application
● RP.1: Understand ratio concept as a relationship between 2 quantities	RP: Ratio and Proportion	Yes	Yes	Comprehension
● RP.2: Understand the concept of unit rate		Yes	Yes	Comprehension
● RP.3: Use tables, diagrams, and number lines to reason ratio and rate mathematical problems		Yes	Yes	Analysis
● NS.4: Find the greatest common factor and least common multiple for 2 whole numbers less than or equal to 100 and use the distributive property to express the sum of 2 whole numbers	NS: Number Sense	No	Yes	Application
● NS.5: Understand positive and negative numbers together describe quantities having opposites		Yes	Yes	Comprehension
● NS.6: Understand a rational number as a point on a number line and extend to negative coordinates on a plane				
● NS.7: Understand ordering and absolute value of rational numbers		Yes	Yes	Comprehension
● NS.8: Graph points in all 4 quadrants of coordinate plane including finding distances between points		Yes	Yes	Comprehension
		Yes	Yes	Application

● EE.1: Write and evaluate numerical expressions involving whole number exponents ● EE.2: Write, read, and evaluate expressions in which letters stand for numbers ● EE.3: Apply the properties of operations to generate equivalent expressions ● EE.4: Identify when 2 expressions are equivalent ● EE.5: Use and explain substitution in order to determine whether a given number makes an equation or inequality true ● EE.6: Use variable to represent numbers and write expressions when solving a real-world or mathematical problem ● EE.7: Solve real-world and mathematical problems by writing and solving equations with non-negative rational numbers ● EE.8: Write an inequality to represent a constraint or condition in a real-world problem and understand that solution sets have infinite solutions ● EE.9: Analyze the relationship between the dependent and independent variable to write an equation	EE: Expressions and Equations	Yes Yes No No No Yes Yes No No	Yes Yes Yes No Yes Yes Yes Yes Yes	Comprehension/ Application Comprehension Application Comprehension Application Application Application Comprehension Analysis
● G.1: Find area of right triangles, other triangles, special quadrilaterals and polygons by composing rectangles and decomposing into triangles ● G.2: Find the volume of a right rectangular prism with fractional edge lengths by modeling with cubes to find that it would be the same as multiplying the edges ● G.3: Draw polygons in coordinate plane given coordinates for vertices and use vertices to find length of a side ● G.4: Represent 3-D figures using nets made up of rectangles and triangles and find surface area’	G: Geometry	Yes Yes Yes No	Yes Yes Yes Yes	Application Application Application Application

● SP.1: Recognize a statistical question as one that anticipates variability	SP: Statistics and Probability	No	No	Comprehension
● SP.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		No	No	Comprehension
● SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number		No	No	Comprehension
● SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots		No	No	Application
● SP.5: Summarize numerical data sets in relation to their context		No	No	Comprehension

Department: Math
Course: 7th Grade
School Year: 2016 – 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
● RP.1: Unit rates and complex fractions ● RP.2.abc: Recognizing and representing proportional relationships in equations, tables, and graphs ● RP.2cd: Recognizing and representing proportional relationships in verbal descriptions and situations ● RP3: Taxes, Fees, Commissions, Gratuities ● RP.3: Percent of Increase, Decrease and Error	RP: Ratio and Proportionality	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Analysis Comprehension Application Application Comprehension
● NS.1 & NS.3: Adding and Subtracting Integers ● NS.2abc & NS.3: Multiplying and Dividing Integers ● NS.1 & NS.2 & NS.3: Problem solving with rational numbers	NS: Number Sense	Yes Yes Yes	Yes Yes Yes	Application Application Application

● EE.1: Algebraic Expressions - Commutative, Associative, Inverse, Identity, Distributive with Integers ● EE.2: Rewrite Expressions in different forms ● EE.3: Solve multi-step real life problems ● EE.4a: Use variables to represent quantities, and solve word problems leading to equations ● EE.4b: Use variables to represent quantities, and solve word problems leading to inequalities	EE: Equations and Expressions	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Application Synthesis Application Application Application
● SP.1 & SP.2: Sampling/random sampling - one population, Displaying and Analyzing Data ● SP.3 & SP.4: Analyzing Data from Random Sampling - one and two populations ● SP.5 & SP.6: Situational Likeliness, Fairness, and Interpreting Probability Data ● SP.8: Probability of Compound Events and Fundamental Counting Principle	SP: Statistics and Probability	No No No No	No No No No	Analyze Application Comprehension Synthesis
● G.1: Scale Drawing ● G.2: Draw Geometric Shapes with given conditions ● G.3: Describe 2-D figures resulting from slicing 3-D figures ● G.4: Use the formulas to solve for the circumference and area of a circle ● G.5: Solve Equations for unknown angle ● G.6: Solve real-world problems involving area, volume, and surface area	G: Geometry	No Yes No Yes Yes Yes	No Yes No Yes Yes Yes	Synthesis Knowledge Knowledge Application Application

Department: Math
Course: 8th Grade
School Year: 2016 – 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
● NS.1: Real Numbers - rational and irrational ● NS.2: Use rational approximation of irrational numbers, locate on number line, and estimate	NS: Number Sense	Yes Yes	Yes Yes	Comprehension Comprehension
● EE.1: Properties of integer exponents to generate equivalent expressions ● EE.2: Square and Cube Roots - represent and evaluate ● EE.3: Use Scientific Notation to represent quantities and how many times one is than the other ● EE.4: Perform operations with numbers expressed in Scientific Notation ● EE.5: Graph and compare proportional relationships represented in different ways. ● EE.6: Derive the equation y=mx for lines through the origin and y=mx+b for lines intercepting the vertical axis ● EE.7a.b: Solve equations with one variable, infinitely many solutions, no solution, and one solution ● EE.8: Analyze and solve pairs of simultaneous linear equations and point of intersection	EE: Expressions and Equations	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Application Application Application Application Analysis Synthesis Application Analysis

● G.1: Properties of rotations, reflections, and translations ● G.2: Understand 2-D figures are congruent if the second can be created from rotations, reflections, and translations ● G.3: Describe dilations, translations, rotations, reflections of 2-D figures using coordinates ● G.4: Understand 2-D figures are similar if the second can be created from rotations, reflections, and translations ● G.5: Angle sum relationships determined by parallel lines cut by a transversal ● G.6: Explain a proof of the Pythagorean Theorem and its converse ● G7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles ● G.8: Apply the Pythagorean Theorem to find the distance between 2 points in a coordinate system ● G9: Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world problems	G: Geometry	No No No No Yes Yes Yes Yes Yes	No No No No Yes Yes Yes Yes Yes	Analysis Comprehension Comprehension Comprehension Analysis Comprehension Application Application Application
● F1: Understand ordered pairs represent input/output ● F2: Compare properties of 2 functions each represented in a different way ● F3: Interpret the equation y=mx+b as a linear function compared to non-linear functions ● F4: Construct a function to model a linear relationship between 2 quantities ● F5: Sketch and describe a graph that exhibits qualitative features	F: Functions	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Comprehension Analysis Application Application Comprehension/ Analysis
● SP.1: Construct, interpret, and describe patterns in scatter plots ● SP.2: Create a line of best fit by judging the closeness of data points on a line ● SP.3: Interpret the slope and intercept of an equation of a linear model in the context of bivariate measurement data ● SP.4: Construct and interpret a two-way table summarizing data on 2 categorical variables	SP: Statistics and Probability	Yes Yes Yes Yes	Yes Yes Yes Yes	Comprehension/ Analysis Synthesis Application Application

Department: Math
Course: Algebra I
School Year: 2016-17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ALG1-3: Solve linear equations, proportions, percent problems, and literal equations.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG1-4: Graph linear equations, use and interpret slope, and use function notation.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG1-5: Write linear equations from graphs and data.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG1-6: Solve and graph linear inequalities.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG1-7: Solve systems of linear equations and inequalities.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand

ALG1-8: Apply the properties of exponents to simplify expressions and graph exponential functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG1-9: Perform arithmetic and factoring with polynomials.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG1-10: Graph and solve equations that are quadratic.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand

Department: Math
Course: Geometry
School Year: 2016-17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
GEOM-1: Compute basic probabilities and perform reflections, rotations, and translations.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-2: Identify and apply angle relationships, determine the areas of basic figures, and utilize the Pythagorean Theorem.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-3: Use dilations and flowcharts to prove and apply similarity of triangles.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-4: Compute compound probabilities and apply the tangent ratio in right triangles.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-5: Use trigonometric ratios and special right triangles to solve problems.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand

GEOM-6: Prove and apply the congruency of triangles.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-7: Prove and apply the properties of quadrilaterals using flowcharts and coordinate geometry.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-8: Determine measures of polygon angles and the areas of polygons and circles.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-9: Determine the surface areas and volumes of solid figures.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
GEOM-10: Apply properties of circles.				Evaluate Analyze Apply Understand

Department: Math
Course: Algebra 2
School Year: 2016-17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ALG2-5: Graph, solve and model with quadratic functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG2-6: Graph, solve, and model with polynomial functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG2-7: Graph, solve, and model with radical functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG2-8: Graph, solve, and model with exponential and logarithmic functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG2-9: Graph, solve, and model with rational functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand

ALG2-13: Graph, solve, and model with trigonometric functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand
ALG2-SM: Graph, solve, and model with special and multiple functions.	Common Core State Standards for Mathematics	Yes	Yes	Evaluate Analyze Apply Understand

Department: Math
Course: Finite Math
School Year: 2016-17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
FIN-1: Apply principles of geometry and trigonometry to solve problems.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-2: Determine probabilities and odds.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-3: Calculate and interpret measures of central tendency, normal distributions, and regression lines.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-4: Apply principles of finance, including compounded interest, mortgages, loans, and investments.		Yes	Yes	Create Evaluate Analyze Apply Understand

FIN-5: Evaluate, simplify and perform operations with rational numbers, irrational numbers, and exponents.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-6: Solve linear equations, linear inequalities, and quadratic equations.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-7: Graph and solve systems of equations, including linear programming.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-8: Use matrices to solve linear systems.		Yes	Yes	Evaluate Analyze Apply Understand
FIN-9: Use preference tables and apportionment methods to evaluate the fairness of a voting system.		Yes	Yes	Evaluate Analyze Apply Understand

Department: Math
Course: Pre- Calculus
School Year: 2016-17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
PC-1: Identify major characteristics of functions and use various solving strategies.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand
PC-2: Graph, evaluate, and analyze functions and solve equations that are polynomial, power, or rational.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand
PC-3: Graph, evaluate, and analyze functions and solve equations that are exponential or logarithmic.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand
PC-4: Graph and solve equations with the six trig ratios and use them to solve problems involving any angle.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand
PC-5: Use fundamental trig identities and formulas to simplify expressions, and verify and solve equations with trig functions.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand

PC-6: Perform operations with vectors and convert equations between rectangular and polar forms.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Create Evaluate Analyze Apply Understand
PC-7: Graph, write equations, and solve systems involving conic sections.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand
PC-8: Use sequence and summation notation to recognize, write, and evaluate finite and infinite, arithmetic and geometric sequences and series.	Common Core State Standards for Mathematics (Stem (+) items)	Yes	Yes	Evaluate Analyze Apply Understand

Department: Math
Course: Accounting
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Outcome 1: Analyze & Identify Transactions & Events	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 2: Recording transactions into the Special Journals & General Journal	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 3: Post daily transactions and specialty columns into the General Ledger	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 4: Monitoring cash control systems for a service business.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 5: Prepare a worksheet to make sure that the General ledger is in balance and to determine income or loss.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 6: Prepare and analyze financial statements.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 7: Journalize adjusting and closing entries to prepare income or loss to be transfer to the General Ledger accounts.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 8: Post adjusting and closing entries to the General Ledger to update General Ledger accounts and to transfer income or loss to the capital account.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 9: Prepare a Post-Closing Trial Balance to demonstrate that the updated General Ledger is in balance.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 10: Prepare payroll, payroll taxes, payroll reports and journalize payroll and payroll taxes to the appropriate journals & ledgers.	National Business Standards	Yes	In process	Level 1, 2

Department: ELA
Course: Kindergarten
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
RLK3: With prompting and support, identify characters, settings, and major events in a story.	Key Ideas and Details	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 1: Recall Information and facts
RLK1: With prompting and support, ask and answer questions about key details in a text.	Key Ideas and Details	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 1: Recall Information and facts
RIK3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Key Ideas and Details	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 3: Strategic Thinking and Reasoning
RIK1: With prompting and support, ask and answer questions about key details in a text.	Key Ideas and Details	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 1: Recall Information and facts
LK1A: Print many upper- and lowercase letters.	Conventions of Standard English	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 2: Basic Skills and Concepts

LK2A: Capitalize the first word in a sentence and the pronoun *I*	Conventions of Standard English	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 2: Basic Skills and Concepts
LK2B: Recognize and name end punctuation.	Conventions of Standards English	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 2: Basic Skills and Concepts
RFK2D: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)	Phonological Awareness	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 2: Basic Skills and Concepts
RFK3A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Phonics and Word Recognition	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 2: Basic Skills and Concepts
RFK3C: Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	Phonics and Word Recognition	Yes	We are currently using our Progress Monitoring from the reading series Journeys. Our goal for next year will be to label the assessments with our standards.	DOK Level 2: Basic Skills and Concepts

Department: ELA
Course: 1st Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
RL1.3- Key ideas and details: Describe characters, settings, and major events in a story.	Module & CCSS	Yes and labeled on the test.	A Tree is a Plant wkst Planning a story wkst.	Understand
RL.1.7- Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.	Module & CCSS	Yes	The Garden story map	Apply
RI.1.10- Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.	Module & CCSS	Yes	Pre, Mid and Post Test	Apply
RI.1.9 – Identify basic similarities in and differences between two texts on the same topic.	Module & CCSS	N/A	Venn Diagram activity from Frog and Toad	Analyze
RF.1.1a – Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)	Module & CCSS	Yes	Musical Day- words to know sentences wkst	Apply
RF.1.3 – Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Module & CCSS	Yes	A Cupcake Party wkst Spelling Party wkst.	Apply
W.1.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reason for the opinion, and provide some sense of closure.	Module & CCSS	N/A	The New Friend- A story about my best friend	Create

W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Module & CCSS	N/A	A Cupcake Party- how to make a cupcake wkst.	Create
W.1.5 – Production and distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Module & CCSS	Yes	Amazing Animals Tell why an animal is amazing.	Apply
L.1.4 – Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Module & CCSS	Yes and labeled on the test.	The New Friend- Vocab flash cards	Analyze
L.1.6 – Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Module & CCSS	N/A	Animal Groups- Suffixes –er, -est	Apply
L.1.1j – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Module & CCSS	N/A	Let's Go to the Moon- My moon questions. Write details wkst.	Create
L.1.1f – Use frequently occurring adjectives.	Module & CCSS	N/A	Use language binder.	Apply

Department: ELA
Course: 2nd Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Describe how characters in a story respond to major events and challenges	CCSS RL.2.3	yes	yes	Level 4- Analyzing Level 5- Evaluating
Students will describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	CCSS RL.2.4	Yes	Yes	Level 2 - Understanding
Students will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CCSS RL.2.5	Yes	Yes	Level 1 - Remembering
Students will identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	CCSS RI.2.2	Yes	Yes	Level 1 - Remembering Level 2- Understanding
Students will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	CCSS RI.2.3	Yes	Yes	Level 4 - Analyzing Level 5 - Evaluate
Students will identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CCSS RI.2.6	Yes	Yes	Level 4 - Analyzing

Students will distinguish long and short vowels when reading regularly spelled one-syllable words.	CCSS RF.2.3.A			
Student will know spelling-sound correspondences for additional common vowel teams.	CCSS RF.2.3.B			
Students will decode words with common prefixes and suffixes.	CCSS RF.2.3.D			
Students will form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	CCSS L.2.1.D			
Students will determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	CCSS L.2.4.B			
Students will use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	CCSS L.2.6			

Department: ELA
Course: 3rd Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ELO 1: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RL.1)	CCS Key Ideas and Details	Yes	No	2,3
ELO 2: Students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3.RL.2)	CCS Key Ideas and Details	Yes	No	1
ELO 3: Students will describe characters in a story and explain how their actions contribute to the sequence of events. (3.RL.3)	CCS Key Ideas and Details	Yes	No	1,2,3
ELO 4: Students will determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (3.RL.4)	CCS Craft and Structure	Yes	No	1
ELO 5: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RI.1)	CCS Key Ideas and Details	Yes	No	1

ELO 6: Students will determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.2)	CCS Key Ideas and Details	Yes	No	1
ELO 7: Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3.RI.3)	CCS Key Ideas and Details	Yes	No	1
ELO 8: Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (3.RI.4)	CCS Craft and Structure	Yes	No	1,3
ELO 9: Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)	CCS	No	No	
ELO 10: Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)	CCS	NO	No	1,2,3

Department: ELA
Course: 4th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ELO 1: RI.4.1: Students will refer to details and examples in a text when explaining what the text says to draw inferences.	CCS	YES	Yes	1
ELO 2: RI.4.2: Students will find the main idea of a story, its supporting details, and be able to summarize the story.	CCS	Yes	Yes	3
ELO 3: RL.4.2: Students will be able to determine the theme of a story or poem.	CCS	Yes	Yes	2, 3
ELO 4: RL.4.3: Students will be able to use details to describe the character, setting, and events in a story through the character's thoughts, words, or actions.	CCS	Yes	Yes	1, 2, 3
ELO 5: RL.4.4: Students will interpret the meaning of words and phrases in a text, including mythology.	CCS	Yes	Yes	1, 2, 3

ELO 6: RF.4.4: Students will be able to read with accuracy and fluency to support their comprehension.	CCS	No	No	2, 3
ELO 7: W.4.3: Students will write real or imagined experiences using correct techniques, descriptive words, and clear sequencing of events.	CCS	No	No	3
ELO 8: L.4.1: Students will use correct punctuation and grammar to enhance their writing and speaking.	CCS	No	No	1
ELO 9: W.4.1: Students will clearly write their opinion for topics or texts by supporting a point of view with reasons and information.	CCS	No	No	1, 2, 3
ELO 10: SL.4.1: Students will engage effectively in a range of discussions, one-to-one, group, and teacher led with diverse groups and partners on grade 4 topics while building on others' ideas and while expressing their own ideas clearly.	CCS	No	No	1, 2, 3

Department: ELA
Course: 5th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
ELO 1: Determine the meaning of words and phrases as they are used in a text, including figurative language as metaphors and similes. (FL.5.4)	CCS	Yes	No	2
ELO 2: Read with sufficient accuracy and fluency to support comprehension. (RF.5.4)	CCS	Yes	No	2,3
ELO 3: Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact). (RL.5.3)	CCS	Yes	No	2,3
ELO 4: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (RL.5.10)	CCS	Yes	No	2,3
ELO 5: Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)	CCS	No	No	1,2,3
ELO 6: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (RI.5.10)	CCS	No	No	1,2,3

ELO 7: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6)	CCS	No	No	3
ELO 8: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)	CCS	No	No	3
ELO 9: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)	CCS	No	No	3
ELO 10: Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	CCS	Yes	No	2
ELO 11: Demonstrate command of the conventions of standard English grammar and usage when writing or 2speaking. (L.5.1)	CCS	No	No	2
E3LO 12: Demonstrate command of the2 conventions of standard English capi2talization, punctuation, and spelling when writing. (L.5.2)	CCS	No	No	2
ELO 13: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (SL.5.1)	CCS	No	No	3
ELO 14: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)	CCS	Yes	No	2
ELO 15: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic (RL.5.2)	CCS	Yes	No	3

Department: ELA
Course: 6th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Using the writing process and effective research, students will create arguments to support claims with specific reasons and relevant evidence, by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	CCSS W.1, W.4, W.5, W.7, W.8, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, explain, paraphrase) Application (evidence) Analysis (justification, argument) Synthesis (design, compose, create) Evaluation (evaluate sources, argue)
Using the writing process and effective research, students will create an informative piece to examine a topic, convey information and analyze relevant content by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	CCSS W.2, W.4, W.5, W.7, W.8, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, explain, paraphrase) Application (evidence) Analysis (justification, argument) Synthesis (design, compose, create) Evaluation (evaluate sources)
Using the writing process students will create narratives to develop real or imagined events using effective technique, relevant descriptive details and well-structured event sequences by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	W.3, W.4, W.5, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, continue story) Application (illustrate, change) Analysis (connect, arrange, deconstruct) Synthesis (design, compose, create) Evaluation (background knowledge, critique, conclude)

Using multiple strategies and resources, determine the meaning and demonstrate the understanding of unknown and multiple-meaning words or figurative language, in addition to using grade-appropriate academic words and phrases that correctly convey their meaning and are appropriate to the context.	L.4, L.5, L.6	Reflected in the department writing rubric, but not assessed for growth.	Work in progress*	Knowledge (choose, relate, recall) Comprehension (define, explain, differentiate) Application (apply, implement) Analysis (distinguish, discriminate, Synthesis (integrate, substitute) Evaluation (discriminate, grade appropriate, interpret)
Through the mediums of writing, speaking and listening students will demonstrate command of the standard English conventions, such as, grammar usage and mechanics, capitalization, punctuation and spelling.	L.1, L.2, L.3	Reflected in the department writing rubric, but not assessed for growth.	Work in progress*	Knowledge (define, recognize) Comprehension (associate) Application (apply, employ, demonstrate, use, classify) Analysis (categorize, differentiate, classify, criticize, select, connect) Synthesis (construct, compose, develop) Evaluation (select, access, critique, recommend)

Department: ELA
Course: 7th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Using the writing process and effective research, students will create arguments to support claims with specific reasons and relevant evidence, by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	CCSS W.1, W.4, W.5, W.7, W.8, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, explain, paraphrase) Application (evidence) Analysis (justification, argument) Synthesis (design, compose, create) Evaluation (evaluate sources, argue)
Using the writing process and effective research, students will create an informative piece to examine a topic, convey information and analyze relevant content by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	CCSS W.2, W.4, W.5, W.7, W.8, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, explain, paraphrase) Application (evidence) Analysis (justification, argument) Synthesis (design, compose, create) Evaluation (evaluate sources)
Using the writing process students will create narratives to develop real or imagined events using effective technique, relevant descriptive details and well-structured event sequences by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	W.3, W.4, W.5, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, continue story) Application (illustrate, change) Analysis (connect, arrange, deconstruct) Synthesis (design, compose, create) Evaluation (background knowledge, critique, conclude)

Using multiple strategies and resources, determine the meaning and demonstrate the understanding of unknown and multiple-meaning words or figurative language, in addition to using grade-appropriate academic words and phrases that correctly convey their meaning and are appropriate to the context.	L.4, L.5, L.6	Reflected in the department writing rubric, but not assessed for growth.	Work in progress*	Knowledge (choose, relate, recall) Comprehension (define, explain, differentiate) Application (apply, implement) Analysis (distinguish, discriminate, Synthesis (integrate, substitute) Evaluation (discriminate, grade appropriate, interpret)
Through the mediums of writing, speaking and listening students will demonstrate command of the standard English conventions, such as, grammar usage and mechanics, capitalization, punctuation and spelling.	L.1, L.2, L.3	Reflected in the department writing rubric, but not assessed for growth.	Work in progress*	Knowledge (define, recognize) Comprehension (associate) Application (apply, employ, demonstrate, use, classify) Analysis (categorize, differentiate, classify, criticize, select, connect) Synthesis (construct, compose, develop) Evaluation (select, access, critique, recommend)

Department: ELA
Course: 8th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Using the writing process and effective research, students will create arguments to support claims with specific reasons and relevant evidence, by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	CCSS W.1, W.4, W.5, W.7, W.8, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, explain, paraphrase) Application (evidence) Analysis (justification, argument) Synthesis (design, compose, create) Evaluation (evaluate sources, argue)
Using the writing process and effective research, students will create an informative piece to examine a topic, convey information and analyze relevant content by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	CCSS W.2, W.4, W.5, W.7, W.8, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, explain, paraphrase) Application (evidence) Analysis (justification, argument) Synthesis (design, compose, create) Evaluation (evaluate sources)
Using the writing process students will create narratives to develop real or imagined events using effective technique, relevant descriptive details and well-structured event sequences by producing clear and coherent projects that are appropriate to the task, purpose, and audience.	W.3, W.4, W.5, W.9	Explicitly defined in the department writing rubric.	Work in progress*	Comprehension (elaborate, continue story) Application (illustrate, change) Analysis (connect, arrange, deconstruct) Synthesis (design, compose, create) Evaluation (background knowledge, critique, conclude)
Using multiple strategies and resources, determine the meaning and demonstrate the understanding of unknown and multiple-meaning words or figurative language, in addition to using grade-appropriate academic words and phrases that correctly convey their meaning and are appropriate to the context.	L.4, L.5, L.6	Reflected in the department writing rubric, but not assessed for growth.	Work in progress*	Knowledge (choose, relate, recall) Comprehension (define, explain, differentiate) Application (apply, implement) Analysis (distinguish, discriminate, Synthesis (integrate, substitute) Evaluation (discriminate, grade appropriate, interpret)

Through the mediums of writing, speaking and listening students will demonstrate command of the standard English conventions, such as, grammar usage and mechanics, capitalization, punctuation and spelling.	L.1, L.2, L.3	Reflected in the department writing rubric, but not assessed for growth.	Work in progress*	Knowledge (define, recognize) Comprehension (associate) Application (apply, employ, demonstrate, use, classify) Analysis (categorize, differentiate, classify, criticize, select, connect) Synthesis (construct, compose, develop) Evaluation (select, access, critique, recommend)

Department: ELA
Course: Advanced English I & English I
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will demonstrate a command of the conventions of standard English grammar and usage with emphasis on parts speech, complete sentences, capitalization, apostrophes, and commas.	CC: ELA	Yes	No	Application Evaluation
Students will revise and edit their writing for a variety of purposes.	CC: ELA	Yes	No	Synthesis Evaluation
Students will determine or clarify the meaning of unknown and multiple meaning words and phrases including figurative language and word relationships.	CC: ELA	Yes	No	Application Evaluation
Students will conduct short, as well as more sustained research projects, while gathering relevant information from multiple authoritative print and digital resources.	CC: ELA	Yes	No	Analysis Synthesis Evaluation
Students will produce argumentative and informative essays.	CC: ELA	Yes	No	Analysis Synthesis Evaluation

Students will produce clear and coherent writing in which they develop their claims, convey complex ideas, and organize the essay and style appropriate to the task, purpose, or audience.	CC: ELA	Yes	No	Analysis Synthesis Evaluation
Students will read a variety of age appropriate texts analyzing for plot, theme, and character development.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze how an author structures a text and orders events, and manipulates time.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze a particular point of view and how cultural experiences are reflected in the text.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze how an author uses allusions within a text.	CC: ELA	Yes	No	Analysis Evaluation
Students will come to discussions prepared, having read and researched material under study; they will initiate and participate effectively in a range of written and oral collaborative discussions.	CC: ELA	Yes	No	Analysis Evaluation Comprehension

Department: ELA
Course: Advanced English II & English II
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will demonstrate a command of the conventions of standard English grammar and usage with emphasis on commas, semi-colons, colons, hyphens and dashes; the relationship of punctuation to meaning (e.g. avoiding ambiguity, identifying appositives); agreement between pronoun and antecedent, subject and verb, and modifiers and the words modified; and idiomatic usage (e.g. choosing appropriate function words).	CC: ELA	Yes	No	Application Evaluation
Students will revise and edit their writing for a variety of purposes with emphasis on strengthening writing with appropriate supporting material, effective choice of statements of theme and purpose; organization of ideas and the relevance of statements in context; and effective management of sentence elements and economy in writing.	CC: ELA	Yes	No	Synthesis Evaluation
Students will determine or clarify the meaning of unknown and multiple meaning words and phrases including figurative language and word relationships.	CC: ELA	Yes	No	Application Evaluation
Students will conduct short, as well as more sustained research projects, while gathering relevant information from multiple authoritative print and digital resources.	CC: ELA	Yes	No	Analysis Synthesis Evaluation

Students will produce argumentative and informative essays.	CC: ELA	Yes	No	Analysis Synthesis Evaluation
Students will produce clear and coherent writing in which they develop their claims, convey complex ideas, and organize the essay and style appropriate to the task, purpose, or audience.	CC: ELA	Yes	No	Analysis Synthesis Evaluation
Students will read a variety of age appropriate texts analyzing for plot, theme, setting, symbolism, allegory, irony, suspense, foreshadowing, and character development.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze how an author structures a text and orders events and manipulates time.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze how an author structures a text and orders events and manipulates time.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze how an author uses allusions within a text.	CC: ELA	Yes	No	Analysis Evaluation
Students will come to discussions prepared, having read and researched material under study; they will initiate and participate effectively in a range of collaborative discussions.	CC: ELA	Yes	No	Analysis Synthesis Comprehension
Students will present information, findings, and supporting evidence clearly, concisely, and logically through written and oral formats.	CC: ELA	Yes	No	Synthesis Application

Department: ELA
Course: American Lit. & College Prep. American Lit.
School Year: 2016 - 17

American Lit. & College Prep. American Lit.
While College Prep. American Lit. will focus on the same outcomes and skills as American Lit., College Prep. American Lit. is distinguished by a more rigorous study of literature and writing. It moves at an accelerated pace, covers a greater breadth and depth of textual study, and requires more independent work.

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will demonstrate a command of the conventions of standard English grammar and usage with emphasis on commas, semi-colons, colons, hyphens and dashes; the relationship of punctuation to meaning (e.g. avoiding ambiguity, identifying appositives); agreement between pronoun and antecedent, subject and verb, and modifiers and the words modified; and idiomatic usage (e.g. choosing appropriate function words).	CC: ELA	Yes	No	Application Evaluation
Students will determine or clarify the meaning of unknown and multiple meaning words and phrases including figurative language and word relationships.	CC: ELA	Yes	No	Evaluation Application
Students will produce argumentative, analysis, and narrative essays.	CC: ELA	Yes	No	Analysis Synthesis Evaluation Application

Students will produce clear and coherent writing in which they develop their claims, convey complex ideas, and organize the essay and style appropriate to the task, purpose, or audience.	CC: ELA	Yes	No	Analysis Synthesis Evaluation Application
Students will read a variety of age appropriate texts analyzing for plot, theme, setting, symbolism, allegory, irony, suspense, foreshadowing, and character development.	CC: ELA	Yes	No	Evaluation Analysis Comprehension
Students will analyze how an author structures a text and orders events, and manipulates time.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze a particular point of view and how cultural experiences are reflected in the text.	CC: ELA	Yes	No	Analysis Evaluation
Students will analyze how an author uses allusions within a text.	CC: ELA	Yes	No	Analysis Evaluation
Students will come to discussions prepared, having read and researched material under study; they will initiate and participate effectively in a range of collaborative discussions	CC: ELA	Yes	No	Analysis Synthesis Comp.
Students will present information, findings, and supporting evidence clearly, concisely, and logically in various written formats.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis
Students will evaluate a speaker's reasoning, use of evidence and rhetoric, word choice, and tone.	CC: ELA	Yes	No	Evaluation Analysis

Department: ELA
Course: Senior English
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will read a variety of age appropriate texts while inferring and analyzing for various literary elements including theme, setting and character development; students will be able to summarize texts based on their analysis.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will analyze how an author structures a text and how it impacts its meaning.	CC: ELA	Yes	No	Knowledge Comprehension Analysis Evaluation
Students will analyze a particular point of view and how satire, sarcasm, irony, and understatement impact its meaning.	CC: ELA	Yes	No	Knowledge Comprehension Analysis Evaluation
Students will analyze how an author uses allusions and figurative language within a text and how it impacts its meaning.	CC: ELA	Yes	No	Knowledge Comprehension Analysis Evaluation

Students will come to discussions prepared, having read and researched material under study; they will initiate and participate effectively in a range of collaborative discussions.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis
Students will present information, findings, and supporting evidence clearly, concisely, and logically.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will conduct short, as well as more sustained research projects, while gathering relevant information from multiple authoritative print and digital resources; they will assess the strengths and limitations of each source.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce argumentative, analysis, and narrative essays.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce clear and coherent writing in which they develop their claims, convey complex ideas, and organize the essay and style appropriate to the task, purpose, or audience.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Students will demonstrate a command of the conventions of standard English grammar and usage with emphasis on punctuation, capitalization, and spelling.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation
Students will revise and edit their writing for a variety of purposes.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will determine or clarify the meaning of unknown and multiple meaning words and phrases including figurative language and word relationships.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation

Department: ELA
Course: Advance Placement English
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will read a variety of age appropriate and college-level texts such as fiction, drama, and poetry.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will analyze the impact of the author's choices regarding how to develop and relate elements such as theme, setting and character development of a story or drama; students will also be able to summarize texts based on their analysis.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Students will analyze how an author structures a text and uses allusions and figurative language and how it impacts its meaning.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will come to discussions prepared, having read and researched material under study; they will initiate and participate effectively in a range of collaborative discussions.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will present information, findings, and supporting evidence clearly, concisely, and logically in both a written and verbal format, with a clear and distinct perspective.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Make a strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Students will conduct short research projects while gathering relevant information from authoritative print and digital resources; they will assess the strengths and limitations of sources.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce argumentative essays including relevant supporting details, informative and analytical essays examining and conveying complex ideas while providing textual evidence to support analysis.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Throughout the course and in all writing, students will demonstrate a command of the conventions of standard English grammar and usage.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will revise and edit their writing for a variety of purposes.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will determine or clarify the meaning of unknown and multiple meaning words and phrases including figurative language and word relationships.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation

Department: ELA
Course: Speech
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will read informational texts while inferring and analyzing for the central idea; students will create outlines or summaries based on the text.	CC: ELA	Yes	No	Comprehension Application Analysis Synthesis Evaluation
Students will analyze a particular point of view focusing on the effectiveness of the rhetoric as well as how style and content contribute to persuasiveness.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation
Students will analyze how an author uses figurative and technical language within a text and how it impacts its meaning.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation
Students will present information, findings, and supporting evidence clearly, concisely, and logically making strategic use of digital media, and participate in a range of collaborative discussions.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will evaluate a speaker's reasoning, use of evidence and rhetoric, word choice, and tone.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation

Students will conduct short, as well as more sustained research projects, while gathering relevant information from multiple authoritative print and digital resources; they will assess the strengths and limitations of each source.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce argumentative, informative, and narrative essays/speeches.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce clear and coherent writing in which they develop their claims, convey complex ideas, and organize the essay and style appropriate to the task, purpose, or audience.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis
Students will revise, edit, and demonstrate a command of the conventions of standard English grammar and usage with emphasis on punctuation, capitalization, and spelling.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will determine or clarify the meaning of unknown and multiple meaning words and phrases including figurative language and word relationships.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Evaluation

Department: ELA
Course: Contemporary Literature
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will prepare and communicate effectively by sharing reasoning and varied perspectives during oral presentations.	CC: ELA	Yes	No	Application Comprehension Analysis Synthesis
Students will use textual evidence to support analysis and personal responses to literature and poetry in written and oral formats.	CC: ELA	Yes	No	Application Analysis Synthesis
Students will use textual evidence to support analysis, synthesis, and evaluation of informational and persuasive texts in oral and written formats.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will analyze the impact of the author's choices regarding how to develop and relate literary elements in a story.	CC: ELA	Yes	No	Analysis Evaluation

Students will analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.	CC: ELA	Yes	No	Comprehension Application Analysis
With attention to audience and purpose, students will compose narrative writing.	CC: ELA	Yes	No	Application Analysis Synthesis Evaluation
With attention to audience and purpose, students will compose persuasive and expository texts that convey complex ideas and concepts clearly and accurately.	CC: ELA	Yes	No	Knowledge Comprehension Application Synthesis
Students will use the recursive process of writing to produce well-written documents for specific purposes and audiences.	CC: ELA	Yes	No	Application Analysis Synthesis Evaluation
Students will design, create, and share research by synthesizing information from multiple sources.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis

Department: ELA
Course: Film and Literature
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will examine films and shorts through the lens of the ELA 11 and 12 standards (i.e. literary terms, archetypes, character conflict, plot, theme, figurative language, symbolism).	CC: ELA	Yes	No	Knowledge Comprehension Analysis
Students will read and analyze selections for plot, theme, setting, symbolism, allegory, irony, suspense, foreshadowing, and character development from multiple sources (texts) including films, documents, non-fiction articles, multi-media sources: analyzing for plot, theme, setting, symbolism, allegory, irony, suspense, foreshadowing, and character development.	CC: ELA	Yes	No	Knowledge Comprehension Analysis
Students will analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic, content-specific, genre-specific and words and phrases.	CC: ELA	Yes	No	Knowledge Comprehension Analysis
With attention to audience and purpose, students will compose narrative and informative texts that convey complex ideas and concepts clearly and accurately.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis

Students will use the recursive process of writing to produce well-written documents for specific purposes and audiences.	CC: ELA	Yes	No	Application Analysis Synthesis Evaluation
Students will demonstrate a command of the conventions of standard English grammar and usage with emphasis on punctuation, capitalization, and spelling.	CC: ELA	Yes	No	Knowledge Application Analysis Synthesis Evaluation
Students will share writing pieces and responses to reading both in small group and whole class discussion groups.	CC: ELA	Yes	No	Application Analysis Synthesis

Department: ELA
Course: Student Publication I
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will demonstrate a command of the conventions of standard English grammar and usage with emphasis on punctuation, capitalization, and spelling.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce writing that gathers, evaluates, and synthesizes information from multiple primary sources while avoiding plagiarism, overreliance on any one source, and following AP formatting.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will demonstrate a command of sensory detail usage and an objective tone in focused journalistic writing.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Students will demonstrate strategic use of digital technology in presentations to enhance shared understanding.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis
Students will produce journalistic elements using technology (i.e. leads, captions, quote attributions, photojournalism, etc.)	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will present information, findings, and supporting evidence clearly, concisely, and logically making strategic use of digital media, and participate in a range of collaborative discussions.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will acquire and accurately use general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis
Students will design, evaluate, and assess print and digital products using principles of visual design.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: ELA
Course: Student Publication II
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will demonstrate a command of the conventions of Standard English grammar and usage with special emphasis on quotation usage, comma splices, run-on sentences, capitalization, and active and passive writing.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will produce writing that gathers, evaluates, and synthesizes information from multiple primary sources while avoiding plagiarism, overreliance on any one source, and following AP formatting, which will be used for authentic publication.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will write routinely over extended time frames (time for interviewing, writing, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purpose, all within the assigned deadlines.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will demonstrate recognition of self and peer command of sensory detail usage and an objective tone in focused journalistic writing.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Students will demonstrate strategic use of digital technology in the design and creation of yearbook spreads.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will integrate journalistic elements (i.e. feature writing, captions, quote attributions, photojournalism, etc.) using technology in the production and decision making process of yearbook spreads.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will present information, findings, and supporting evidence clearly, concisely, and logically making strategic use of digital media, and participate in a range of student-led collaborative discussions.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will acquire and accurately apply general academic and domain specific words and phrases sufficient for the production tasks of interviewing, writing, and photojournalism.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis
Students will evaluate, assess, and provide and respond to peer feedback for print and digital products using principles of visual design.	CC: ELA	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Science
Course: 6th
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1: Through modeling, analyzing and interpreting data, planning and conducting investigations, and evaluating and communicating information, I can use scientific inquiry to solve scientific problems and identify safe laboratory practices.	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3
Essential Outcome #2: Through modeling, organizing, analyzing, interpreting data, conducting investigations and engaging in argument from evidence, I can provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem, describe the major kinds of interaction and relationships among organisms, and explain the flow of energy and matter through an ecosystem.	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3
Essential Outcome #3: Through modeling, analyzing, and interpreting data, I can identify the characteristics of Earth's crust, mantle, and core, explain how heat is transferred, and describe convection currents and its cause in Earth's mantle. (Pre requisite to MS-ESS2-3)	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3

Essential Outcome #4: Through modeling, analyzing and interpreting data, and obtaining and communicating information, I can describe the evidence used to support the hypothesis of continental drift, explain the processes of both sea-floor spreading and subduction, explain the theory of plate tectonics, describe the movement, cause, and effects of Earth's plates at three types of plate boundaries, and explain how geoscience processes have changed Earth's surface.	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3
Essential Outcome #5: Through modeling, analyzing and interpreting data, and conducting investigations, I can identify the properties used to describe matter, explain how elements are related to compounds, describe what happens to substances which undergo changes in matter, and explain how changes in energy result in changes in matter.	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3
Essential Outcome #6: Through obtaining and communicating information, I can describe how synthetic materials come from natural resources and impact society.	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3
Essential Outcome #7: Through modeling and obtaining and communicating information, I can describe the characteristics solids, liquids, and gases, explain what happens to substances during changes of state, and explain the causal relationship between thermal energy and changes of state.	NGSS	Yes	Only labeled on pre, mid, post growth assessments Working on labeling summative assessments	DOK Levels 1, 2, 3

Department: Science
Course: 7th
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons	Essential Outcome #1. Through the use of modeling, students develop a model of the Earth-moon-sun system with specific components.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Essential Outcome #2: Students use models to describe that objects too far away from the sun do not orbit due to gravitational forces being too weak to pull them into orbit. Without gravity planets would move in straight paths through space rather that orbiting.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Essential Outcome #3: To make sense of a given phenomenon, students develop a model in which they identify the components of the system including gravity, orbital motion, solar system orbiting galaxy, and Milky Way one of many galaxies.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Essential Outcome #4: Students indicate the relative spatial scales of solar systems and galaxies in the model.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Knowledge
MS-ESS1-2 Develop and use a model to describe the role of	Essential Outcome #5: Students describe the relationships and interactions between	Work in Progress…will be complete by the 2017/2018	Work in Progress…will be complete by the 2017/2018	Application

gravity in the motions within galaxies and the solar system.	components of the solar and galaxy systems including:	school year as we are updating many things with new NGSS standards.	school year as we are updating many things with new NGSS standards.	
MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.	Essential Outcome #5: Students describe the relationships and interactions between components of the solar and galaxy systems including:	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system	Essential Outcome #7: Students identify advances in solar system science made possible by improved engineering and new developments in engineering made possible by advances in science.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Knowledge
MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system	Essential Outcome #8: Students use the patterns they find in multiple types of data at varying scales to draw conclusions about the identifying characteristics of different categories of solar system objects based on their features, composition, and locations within the solar system.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Analysis
MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system	Essential Outcome #9: Students use patterns in data as evidence to describe that two objects may be similar when viewed at one scale but may appear to be different when viewed at a different scale.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Analysis
MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Essential Outcome #1: Identify cells under investigation and collect data that living things are made of cells (the smallest unit of life) and can not be seen without a microscope.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Knowledge

MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Essential Outcome #2: Identify the evidence to address the purpose of the investigations in whether a thing is living or non-living.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Knowledge
MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Essential Outcome #3: According to the given investigation plan, students collect and record data on the cellular composition of living organisms using microscopes to observe cells at different scales.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	Essential Outcome #4: To make sense of phenomenon, students develop a model in which they identify the parts of cells relevant for the given phenomenon.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	Essential Outcome #5: In the model, students describe the relationships between components, including cells and their functions	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	Essential Outcome #6: Students use the model to identify key differences between plant and animal cells based on structure and function.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS1-3 Use argument based on evidence for how the body is a system of interacting subsystems composed of groups of cells.	Essential Outcome #7: Students make a claim to be supported, related to a given explanation or model of a phenomenon.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Evaluation
MS-LS1-3 Use argument based on evidence for how the body is a	Essential Outcome #8: Students identify and describe the given evidence that	Work in Progress…will be complete by the 2017/2018	Work in Progress…will be complete by the 2017/2018	Application

system of interacting subsystems composed of groups of cells.	supports the claim including evidence of cells and subsystems.	school year as we are updating many things with new NGSS standards.	school year as we are updating many things with new NGSS standards.	
MS-LS1-3 Use argument based on evidence for how the body is a system of interacting subsystems composed of groups of cells.	Essential Outcome #9: Students evaluate the evidence and identify the strengths and weaknesses of evidence, including:	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Evaluation
MS-LS1-3 Use argument based on evidence for how the body is a system of interacting subsystems composed of groups of cells.	Essential Outcome #10: Students use reasoning to connect the appropriate evidence to the claim.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS1-3 Use argument based on evidence for how the body is a system of interacting subsystems composed of groups of cells.	Essential Outcome #11: Students use oral and written arguments to support or refute an explanation or model of a phenomenon.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Evaluation
MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organism.	Essential Outcome #12: Articulating the explanation of phenomena with photosynthesis.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Knowledge
MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organism.	Essential Outcome #13: Students identify and describe evidence (from investigations, observations, reading material, data) necessary to constructing an explanation.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application

MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organism.	Essential Outcome #14: Students use multiple valid and reliable sources of evidence to describe a chain of reasoning for their explanation, including:	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Essential Outcome #15: Students gather and synthesize information from at least two sources (text, media, visual, displays, data) about a phenomenon that includes the relationship between sensory receptors and the storage and usage of sensory information by organisms.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Essential Outcome #16: Students gather sufficient information to provide evidence that illustrates the relationships between information received by sensory receptors and behavior, both immediate and over longer time scales.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Essential Outcome #17: Students evaluate information based on sensory receptor messages.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Evaluation
MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Essential Outcome #18: Students develop a model in which they identify the relevant components for making sense of a given phenomenon involving the relationship between mutations and the effects on the organism including genes, location, protein functions, and observable traits.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis

MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Essential Outcome #19: Students describe the relationships between components, including gene structure, protein functions, and observable organism traits.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Essential Outcome #20: Students use the model to describe structural changes to genes (mutations) may result in observable effects at the level of the organism.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with genetic variation.	Essential Outcome #21: Students develop a model (Punnett squares, diagrams, simulations) for a given phenomenon involving the differences in genetic variation that arise from sexual and asexual reproduction. In the model students identify and describe the relevant components.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with genetic variation.	Essential Outcome #22: In their model, students describe the relationships between components, including Punnett Squares and diagrams involving the differences in genetic variation that arise from sexual and asexual reproduction.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis

MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with genetic variation.	Essential Outcome #23: Students use the model to describe why sexual and asexual reproduction result in different amounts of genetic variation in offspring relative to their parents.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with genetic variation.	Essential Outcome #24: Students can use cause-and-effect relationships found in the model between the type of reproduction and the resulting genetic variation to predict that more genetic variation occurs in organisms that reproduce sexually compared to organisms that reproduce asexually.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Essential Outcome #25: Students gather information about at least two technologies that have changed the way humans influence the inheritance of desired traits in plants and animals through artificial selection by choosing desired parental traits determined by genes, which are then often passed on to offspring. (gene therapy, genetic modification, and selective breeding of plants and animals)	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Essential Outcome #26: Students use at least two appropriate and reliable sources of information or investigation technology.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in	Essential Outcome #27: When evaluating information, students assess the credibility, accuracy, and possible bias of each publication and method used in the information they gather.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Evaluation

organisms.				
MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Essential Outcome #28: Students use their knowledge of artificial selection and additional sources to describe how information they gather is or is not supported by evidence.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Essential Outcome #29: Students synthesize the information from multiple sources to provide examples of how technologies have changed the ways that humans are able to influence the inheritance of desired traits in organisms.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Essential Outcome #30: Students use the information to identify and describe how a better understanding of cause-and-effect relationships in how traits occur in organisms has led to advances in technology that provides a higher probability of being able to influence the inheritance of traits in organisms.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Application
MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Essential Outcome #1. Students identify the characteristics of a simple mathematical wave model.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Knowledge
MS-PS4-1 Use mathematical	Essential Outcome #2 Students apply the	Work in Progress…will be	Work in Progress…will be	Application

representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	simple mathematical wave model to a physical system to identify how the wave model characteristics correspond with physical observations (frequency corresponds to pitch, amplitude corresponds to sound volume)	complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	
MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Essential Outcome #3: Given data about a repeating physical phenomenon students can represent a wave, the amounts of energy presented or transmitted, and use simple mathematical wave models to identify patterns.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Evaluation
MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Essential Outcome #4: Students develop a model to make sense of a given wave and its components: type of wave, amplitude, frequency, if a wave is reflected, absorbed, or transmitted, characteristics of the wave after it has interacted, and the position of the wave source.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis
MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	Essential Outcome #3: Students use models to describe differences in transmission of digital and analog signals.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Work in Progress…will be complete by the 2017/2018 school year as we are updating many things with new NGSS standards.	Synthesis

Department: Science
Course: 8th
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can describe the types of interactions between objects and how they are dependent upon changes in energy, the force of gravity, and Newton's Three Laws.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity
Essential Outcome #2: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can define the types of energy, describe the relationship between energy and forces, and explain how energy can be transferred from one form to another while being conserved.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity
Essential Outcome #3: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can describe the structure and properties of the different states of matter and explain how changes in energy lead to changes between states, even as the total amount of energy is conserved.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity
Essential Outcome #4: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can explain how elements are arranged in the periodic table, why certain elements react with others, how reactions abide	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis,

by the law of conservation of mass, and I can identify the difference between endothermic and exothermic reactions.				Evaluation, Synthesis, Creativity
Essential Outcome #5: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can explain what rocks and minerals are and how they are formed and classified by the different processes resulting from energy derived from the Sun and the core of the earth.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity
Essential Outcome #6: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can explain relative dating of fossils and how Earth's geologic time scale interpreted from rock strata provides a way to organize Earth's history.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity
Essential Outcome #7: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can explain how humans depend on and impact Earth's land, ocean, atmosphere, and biosphere resources.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity
Essential Outcome #8: Through modeling, analyzing, and interpreting data and planning and conducting investigations, I can describe what biodiversity is and identify the factors, both physical and biological, that affect the population of an ecosystem.	NGSS	Yes	Working on it	Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis, Creativity

Department: Science
Course: Advanced Placement Biology
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Change in the genetic makeup of a population over time is evolution.	College Board AP Biology Framework (1.A)	No (no pre/post given)	No	DOK 2-4
Organisms are linked by lines of descent from common ancestry	College Board AP Biology Framework (1.B)	No (no pre/post given)	No	DOK 2-4
Life continues to evolve within a changing environment	College Board AP Biology Framework (1.C)	No (no pre/post given)	No	DOK 2-4
The origin of living systems is explained by natural processes	College Board AP Biology Framework (1.D)	No (no pre/post given)	No	DOK 2-4

Growth, reproduction, and maintenance of the organization of living systems require free energy and matter	College Board AP Biology Framework (2.A)	No (no pre/post given)	No	DOK 2-4
Growth, reproduction, and dynamic homeostasis require that cells create and maintain internal environments that are different from their external environments	College Board AP Biology Framework (2.B)	No (no pre/post given)	No	DOK 2-4
Organisms use feedback mechanisms to regulate growth and reproduction, and to maintain dynamic homeostasis.	College Board AP Biology Framework (2.C)	No (no pre/post given)	No	DOK 2-4
Growth and dynamic homeostasis of a biological system are influenced by changes in the system's environment.	College Board AP Biology Framework (2.D)	No (no pre/post given)	No	DOK 2-4
Many biological processes involved in growth, reproduction, and dynamic homeostasis include temporal regulation and coordination.	College Board AP Biology Framework (2.E)	No (no pre/post given)	No	DOK 2-4
Heritable information provides for continuity of life.	College Board AP Biology Framework (3.A)	No (no pre/post given)	No	DOK 2-4

Expression of genetic information involves cellular and molecular mechanisms	College Board AP Biology Framework (3.B)	No (no pre/post given)	No	DOK 2-4
The processing of genetic information is imperfect and is a source of genetic variation.	College Board AP Biology Framework (3.C)	No (no pre/post given)	No	DOK 2-4
Cells communicate by generating, transmitting, and receiving chemical signals.	College Board AP Biology Framework (3.D)	No (no pre/post given)	No	DOK 2-4
Transmission of information results in changes within and between biological systems	College Board AP Biology Framework (3.E)	No (no pre/post given)	No	DOK 2-4
Interactions within biological systems lead to complex properties	College Board AP Biology Framework (4.A)	No (no pre/post given)	No	DOK 2-4
Competition and cooperation are important aspects of biological systems.	College Board AP Biology Framework (4.B)	No (no pre/post given)	No	DOK 2-4
Naturally occurring diversity among and between components within biological systems affects interactions with the environment.	College Board AP Biology Framework (4.C)	No (no pre/post given)	No	DOK 2-4

Department: Science
Course: Biology
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Through the use of modeling, engaging in inquiry and presentation I can describe the six characteristics of life shared by all organisms no matter how different they may be and describe the importance of each.	NGSS: HS.LS1-1, HS.LS1-2, HS.LS1-3 Science & Engineering Practices: 2, 3, 4, 8	Yes (1st Semester)	Yes	DOK 1-2
Through the use of modeling, analyzing and interpreting data, and using mathematical and computational thinking I can distinguish between autotrophs and heterotrophs, the organic molecules which they use and the mechanisms used to acquire or release energy from organic molecules within ecosystems.	NGSS: HS.LS1-5, HS..LS1-7, HS.LS2-3, HS.LS2-5, HS.LS1-6 Science & Engineering Practices: 2, 4, 5	Yes (1st Semester)	Yes	DOK 1-3
Through the use of modeling I can demonstrate an understanding of the processes of cellular reproduction and be able to describe and predict outcomes based upon unknowns.	NGSS: HS.LS1-4 Science & Engineering Practices: 2	Yes (1st Semester)	Yes	DOK 1-2
Through the use of modeling and close analysis of scientific information I can describe the structure, composition and importance of nucleic acids (DNA/RNA), including how they contribute to heredity and protein synthesis to predict the characteristics of offspring.	NGSS: HS.LS3-1, HS.LS3-2, HS.LS3-3 Science & Engineering Practices: 2, 8	No	Yes	DOK 1-4

Through the use of modeling, planning and carrying out investigations, analyzing and interpreting data, and close analysis of scientific information I can describe the dynamics which drive the interactions and energy flow through, and at each of the levels of ecology.	NGSS: HS.LS2-1, HS.LS2-2, HS.LS2-4, HS.LS2-6, HS.LS2-7, HS.LS2-8 Science & Engineering Practices: 2, 3, 4, 8	No	Yes	DOK 1-3
Through the use of modeling, analyzing and interpreting data, engaging in argument from evidence and close analysis of scientific information I can construct an explanation based upon evidence, that the process of evolution is driven by the mechanism of natural selection, and accurately describe how adaptations and new traits have arisen and can arise within populations.	NGSS: HS.LS4-2, HS.LS4-3, HS.LS4-4, HS.LS4-5, HS.LS2-8 Science & Engineering Practices: 2, 4, 7, 8	No	Yes	DOK 1-3
Through the use of data analysis I can recognize the impact of exponential human population growth on biodiversity and the environment and predict future effects.	NGSS: HS.LS4-6, HS.LS2-7 Science & Engineering Practices: 1, 2, 7	No	Yes	DOK 1-2

Department: Science
Course: Chemistry
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
I can identify substances based on their identifying physical and chemical properties from experimental and reference data.	NGSS: PS1-1. PS1-3.	Yes	Yes	DOK 1-3
I am familiar with structural and chemical properties of elements on the Periodic Table and can associate the periodicity of the Periodic Table to atomic structures and patterns of electrons, chemical properties, and physical properties.	NGSS: PS1-1, PS1-2, PS1-3.	Yes	Yes	DOK 1-2
I can describe chemical bonding in terms of subatomic particles, how ionic and molecular compounds are formed, structures of compounds, and the forces and interactions between them.	NGSS: PS1-1; PS3-5	Yes	Yes	DOK 2-4
I can read, write, interpret, and balance chemical equations, and I can complete calculations related to chemical reactions using molar quantities of materials including concentrations, mass, and volumes of reactants and products. All of these calculations will support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	NGSS: PS1-2, PS1-7	Yes	Yes	DOK 1-3

I understand that chemical reactions release and absorb energy and I can calculate the heat transferred during chemical reactions.	NGSS: PS1-4, PS1-8, PS3-4	Yes	Yes	DOK 2-3
I understand kinetic molecular theory as it applies to gases, liquids, and solids, and perform mathematical calculations with Gas Laws including reactions that occur at nonstandard conditions.	NGSS: PS1-7; PS1-6, PS3-1; PS3-4	Yes	Yes	DOK 2-3
I can use the principles of Le Chatelier's principle to refine systems that will cause a change in equilibrium of chemical reaction systems.	NGSS: PS1-5, PS1-6	Yes	Yes	DOK 2-3
I am familiar with chemical quantities related to solutions and mixtures, and I can produce solutions and calculate molar concentrations, perform dilutions of solutions, and utilize titration lab processes to determine the concentrations of unknown solutions.	NGSS: PS1-6	Yes	Yes	DOK 2-3
I can categorize acids and bases, use the pH scale to define their concentrations, and understand how acids and bases react at the particle level.	NGSS: PS1-2, PS1-7	Yes	Yes	DOK 2-3

Department: Science
Course: Earth Science
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
1. Through modeling, analyzing and interpreting data and planning and conducting investigations I can describe Earth systems, how they interact with each other and how changes to one can affect another.	**NGSS** HS-ESS2-2 HS-ESS3-4 HS-ESS3-6 **Science Practices** 2,3,4	Yes (1st semester)	Yes	DOK 1-4
2. Through the use of modeling, analyzing and interpreting data and obtaining and communicating information I can follow the patterns of natural cycles and explain how matter and energy are transferred through Earth Systems.	**NGSS** HS-ESS2-6 HS-ESS2-5 **Science Practices** 2,4,8	Yes (1st semester)	Yes	DOK 1-4
3. Through the use of modeling, analyzing and interpreting data, and planning and conducting investigations I can describe the hydrosphere and the effects of water on Earth materials, surface processes and society	**NGSS** HS-ESS2-5 HS-ESS3-1 **Science Practices** 2,3,4	Yes (1st semester)	Yes	DOK 1-4
4. Through the use of modeling, analyzing and interpreting data, and obtaining and communicating information I can explain what the geosphere is composed of, how its valuable resources are removed and used,	**NGSS** HS-ESS3-2 HS-ESS3-1 HS-ESS2-3	Yes (1st semester)	Yes	DOK 1-4

and what impact that removal has on the environment	**Science Practices** 2,4,8			
5. Through the use of modeling, analyzing and interpreting data, and using arguments from evidence I can describe the age of the Earth and recognize it as a dynamic planet with an ever changing surface through processes such as plate tectonics	**NGSS** HS-ESS2-3 HS-ESS1-5 HS-ESS2-1 **Science Practices** 4,7,8	Yes (2nd semester)	Yes	DOK 1-4
6. Through the use of modeling, analyzing and interpreting data, and obtaining and communicating information I can describe natural earth hazards such as volcanoes and earthquakes and how they affect society.	**NGSS** HS-ESS3-1 **Science Practices** 2,4,8	Yes (2nd semester)	Yes	DOK 1-4
7. Through the use of modeling, analyzing and interpreting data, and engaging in argument from evidence I can describe the atmosphere and the events that cause weather and weather related hazards.	**NGSS** HS-ESS3-1 HS-ESS2-7 **Science Practices** 2,4,7	Yes (2nd semester)	Yes	DOK 1-4
8. Through the use of modeling, analyzing and interpreting data, and obtaining and communicating information I can explain the causes of climate and climate change	**NGSS** HS-ESS2-4 HS-ESS3-5 **Science Practices** 2,4,8	Yes (2nd semester)	Yes	DOK 1-4

Department: Science
Course: Space Science
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
1. Through the use of analyzing and interpreting data, using mathematical and computational thinking and engaging argument from evidence I can provide an explanation for the formation of the universe based on astronomical data and evidence.	**NGSS** HS-ESS1-2 **Science Practices** 3,4,7	Yes	Yes	DOK 2-4
2. Through the use of mathematical and computational thinking, analyzing and interpreting data, and planning and carrying out investigations I can describe how the electromagnetic spectrum is used to explore the universe.	**NGSS** HS-ESS1-2 **Science Practices** 3,4,5	Yes	Yes	DOK 1-4
3.Through the use of modeling, analyzing and interpreting data, and using mathematical and computational thinking I can communicate the life cycle of a star, how stars are organized into galaxies and how galaxies change over time	**NGSS** HS-ESS1-3 HS-ESS1-1 **Science Practices** 2,3,4	Yes	Yes	DOK 2-4
4. Through the use of modeling, analyzing and interpreting data, obtaining and communicating information I can describe the formation and organization of the solar system and its major components	**NGSS** HS-ESS1-4 HS-ESS1-6 **Science Practices** 2,3,4	Yes	Yes	DOK 1-4
5. Through the use of mathematical and computational thinking, analyzing and interpreting data, and planning and carrying out investigations I can describe how objects in the solar system move relative to one another.	**NGSS** HS-ESS1-6 **Science Practices** 3,4,5	Yes	Yes	DOK 1-4

Department: Science
Course: Anatomy
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Organize the body into increasing levels of complexity and understand the importance of each level	**NGSS LS1-2** **NHSS 1.11**	Yes		DOK 1-4
Analyze basic structure and function of various body systems	**NHSS 1.13**	Yes		DOK 1-4
Understand the structure and importance of various organic compounds, describe how they are used to generate energy for the body and analyze why some produce more energy than others	**NGSS LS1-6, LS1-7**	Yes		DOK 1-3
Describe the symptoms and treatment of various diseases / disorders / conditions of the systems of the body	**NHSS 1.12**	Yes		DOK
Diagram and explain the process of cell reproduction and understand the importance of the overall process to the body	**NGSS LS1-4**	Yes		DOK

Department: Science
Course: Changing Earth
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
1.Through the use of modeling, analyzing and interpreting data, using mathematical and computational thinking and engaging in argument from evidence I can describe how Earth has changed over geologic time	**NGSS** HS-ESS1-5 HS-ESS2-7 **Science Practices** 2,4,5,7	Yes	Yes	DOK 1-4
2. Through the use of modeling, analyzing and interpreting data, and obtaining and communicating information I can describe causes of climate	**NGSS** HS-ESS2-4 HS-ESS3-6 **Science Practices** 2,4,8	Yes	Yes	DOK 1-4
3. Through the use of analyzing and interpreting data, engaging in argument from evidence, and obtaining and communicating information I can describe causes of climate change and potential solutions	**NGSS** HS-ESS3-5 HS-ESS2-2 HS-ESS2-6 **Science Practices** 4,7,8	Yes	Yes	DOK 1-4
4. Through the use of modeling, analyzing and interpreting data, and planning and carrying out investigations I can explain the processes that form and shape the surface of the Earth.	**NGSS** HS-ESS2-5 HS-ESS3-1 **Science Practices** 2,4,7	Yes	Yes	DOK 1-4

Department: Science
Course: Conceptual Physics
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
1. I can interpret the motion of an object in terms of its position, velocity, and acceleration through mathematical representations and graphical data for 1D & 2D motion including falling objects and projectile motion.	NGSS HS - PS2-1	No (No pre/post)	Yes	DOK 1-3
2. I can organize data that represents the net force on a macroscopic object, its mass (which is held constant), and its acceleration (e.g. using tables, graphs, charts, and vector drawings)	NGSS HS - PS2-1, HS - PS2-3	No (No pre/post)	Yes	DOK 1-3
3. I can use data representations of motion to describe a) that the relationship between the observed quantities is accurately modeled by the formula a = Fnet/m (e.g. doubling the force will double the acceleration, etc.) and b) as empirical evidence to distinguish between causal and correlational relationships linking force, mass, and acceleration.	NGSS HS - PS2-1 HS -PS2-3	No (No pre/post)	Yes	DOK 1-4
4. I can express motion in terms of energy transfer and work as well as in terms of mechanical input/output.	NGSS HS - PS3-1 HS - PS3-3,	No (No pre/post)	Yes	DOK 1-4
5. I can use mathematical representations to represent the total momentum of a system of objects and support the claim that the total momentum of the system is conserved during all collisions.	NGSS HS - PS2-2 HS - PS2-3	No (No pre/post)	Yes	DOK 1-4
6. I can use mathematical representations to show the relationships between frequency, wavelength, and speed of waves, for harmonic motion, sound and electromagnetic waves in various mediums. I can solve problems involving the relationships between these variables.	NGSS HS - PS4-1 HS - PS4-4	No (No pre/post)	Yes	DOK 1-4

Department: Science
Course: Advanced Placement Chemistry
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
1.A. All matter is made of atoms. There are a limited number of types of atoms.	College Board AP Chemistry Framework (1.A)	No (no pre/post given)	YES	DOK 2-4
1.B. The atoms of each element have unique structures arising from interactions between electrons and neclei.	College Board AP Chemistry Framework (1.B)	No (no pre/post given)	YES	DOK 2-4
1.C. Elements display periodicity in their properties when the elements are organized according to increasing atomic number. This periodicity can be explained by the regular variations that occur in the electronic structures of atoms. Periodicity is a useful principle for understanding properties and predicting trends in properties. Its modern-day uses range from examining the composition of materials to generating ideas for designing new materials.	College Board AP Chemistry Framework (1.C)	No (no pre/post given)	YES	DOK 2-4
1.D. Atoms are so sall that they are difficult to study directly, atomic models are constructed to explain experimental data on collections of atoms.	College Board AP Chemistry Framework (1.D)	No (no pre/post given)	YES	DOK 2-4
1.E. Atoms are conserved in physical and chemical processes.	College Board AP Chemistry Framework (1.E)	No (no pre/post given)	YES	DOK 2-4

2.A. Matter can be described by its physical properties. The physical properties of a substance generally depend on the spacing between the particles (atoms, molecules, ions) that make up the substance and the forces of attraction among them.	College Board AP Chemistry Framework (2.A)	No (no pre/post given)	YES	DOK 2-4
2.B. Forces of attraction between particles (including the noble gases and also different parts of some large molecules) are important in determining many macroscopic properties of a substance, including how the observable physcial state changes with temperature.	College Board AP Chemistry Framework (2.B)	No (no pre/post given)	YES	DOK 2-4
2.C. The strong electrostatic forces of attraction holding atoms together in a unit are called chemical bonds.	College Board AP Chemistry Framework (2.C)	No (no pre/post given)	YES	DOK 2-4
2.D. This type of bonding in the solid state can be deduced from the properties of the solid state.	College Board AP Chemistry Framework (2.D)	No (no pre/post given)	YES	DOK 2-4
3.A. Chemical changes are represented by a balanced chemical equation that identifies the ratios with which reactants react and products form.	College Board AP Chemistry Framework (3.A)	No (no pre/post given)	YES	DOK 2-4
3.B. Chemical reactions can be classified by considering what the reactants are, what the products are, or how they change from one into the other. Classes of chemical reactions include synthesis, decompostion, acid-base, and oxidation-reduction reactions.	College Board AP Chemistry Framework (3.B)	No (no pre/post given)	YES	DOK 2-4

3.C. Chemical and physical trnasformations may be observed in several wats and typically involve a change in energy.	College Board AP Chemistry Framework (3.C)	No (no pre/post given)	YES	DOK 2-4
4.A. Reaction rates that depend on temperature and other environmental factors are determined by measuring changes in concentrations of reactants or products over time.	College Board AP Chemistry Framework (4.A)	No (no pre/post given)	YES	DOK 2-4
4.B. Elementary reactions are mediated by collisions between molecules. Only collisions having sufficient energy and proper relative orientation of reactants lead to products.	College Board AP Chemistry Framework (4.B)	No (no pre/post given)	YES	DOK 2-4
4.C. Many reactions proceed via a series of elementary reactions.	College Board AP Chemistry Framework (4.C)	No (no pre/post given)	YES	DOK 2-4
4.D. Reaction rates may be increased by the presence of a catalyst.	College Board AP Chemistry Framework (4.D)	No (no pre/post given)	YES	DOK 2-4
5.A. Two systems with different temperatures that are in thermal contact will exchange energy. The quantity of thermal energy transferred from one system to another is called heat.	College Board AP Chemistry Framework (5.A)	No (no pre/post given)	YES	DOK 2-4
5.B. Energy is neither created nor destroyed, but only transformed from one form to another.	College Board AP Chemistry Framework (5.B)	No (no pre/post given)	YES	DOK 2-4

5.C. Breaking bonds requires energy, and making bonds releases energy.	College Board AP Chemistry Framework (5.C)	No (no pre/post given)	YES	DOK 2-4
5.D. Electrostatic forces exist between molecules as well as between atoms or ions, and breaking the resultant intermolecular interactions requires energy.	College Board AP Chemistry Framework (5.D)	No (no pre/post given)	YES	DOK 2-4
5.E. Chemical or physical processes are driven by a decrease in enthalpy or an increase in entropy of both.	College Board AP Chemistry Framework (5.E)	No (no pre/post given)	YES	DOK 2-4
6.A. Chemical equilibrium is a dynamic, reversible state in which rates of opposing processes are equal.	College Board AP Chemistry Framework (6.A)	No (no pre/post given)	YES	DOK 2-4
6.B. Systems at equilibrium are responsive to external perturbations, with the response leading to a change in the composition of the system.	College Board AP Chemistry Framework (6.B)	No (no pre/post given)	YES	DOK 2-4
6.C. Chemical equilibrium plays an important role in acid-base chemistry and in solubility.	College Board AP Chemistry Framework (6.C)	No (no pre/post given)	YES	DOK 2-4
6.D. The equilibrium constant is related to temperature and the difference in Gibbs free energy between reactants and products.	College Board AP Chemistry Framework (6.D)	No (no pre/post given)	YES	DOK 2-4

Department: Science
Course: Physics
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
I can use Newton's Laws of Motion to perform calculations related to one-dimensional motion including analyzing and interpreting graphical depictions of motion such as position, velocity, or acceleration.	NGSS: HS-PS2-1.	Yes	Yes	DOK 1-3
I can define forces and draw free-body diagrams to represent forces acting on objects, and mathematically describe these forces as they apply to motion in two-dimensions in inertial and accelerated frames of reference. This will include solving any problems involving two-dimensional motion.	NGSS: HS-PS2-1 HS-PS2-3	Yes	Yes	DOK 1-4
I can solve problems relating energy and work to mechanical motion in inertial and accelerated frames of reference. I can analyze problems in terms of energy transfer and Newton's Laws of motion for two and three dimensional motion.	NGSS: HS-PS2-1; HS-PS2-3; HS-PS3-1	No	Yes	DOK 2-4
I can use mathematical representations to represent the total momentum of a system of objects and support the claim that the total momentum of the system is conserved during all collisions.	NGSS: HS-PS2-2; HS-PS2-3	No	Yes	DOK 1-3

I can analyze and solve problems showing the relationships between frequency, wavelength, and speed of waves, for harmonic motion, sound and electromagnetic waves in various mediums. I can interpret how these functions interact and how they affect various properties of waves.	NGSS: HS-PS4-1 HS-PS4-2 HS-PS4-4 HS-PS4-5	No	Yes	DOK 1-4
I can evaluate various experimental claims and reasoning behind the idea that electromagnetic radiation may be both a wave model or a particle model,	NGSS: HS-PS4-3	No	Yes	DOK 3-4
I can solve problems and draw representations of light involving light properties of reflection, refraction, diffraction, and constructive/destructive interference.	NGSS: HS-PS2-1; HS-PS4-1; HS-PS4-4; HS-PS4-5	No	Yes	DOK 1-3
I can use mathematical representation and use experimental investigations with Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	NGSS: HS-PS2-4; HS-PS2-5; HS-PS3-2	No	Yes	DOK 2-3
I can construct simple electrical circuits and analyze the components of the circuit with respect to Ohm's Law: V = IR.	NGSS: HS-PS3-5	No	Yes	DOK 2-3

Department: Science
Course: AP Environment Science
School Year: 2016 - 17

Essential Outcome	What Framework?	Reflected on pre-post assessments?	Labeled on unit/summative assessments?	Level of Rigor (Bloom's/DOK)
Earth Systems and Resources A. Earth Science Concepts (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude) B. The Atmosphere (Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere–ocean interactions; ENSO) C. Global Water Resources and Use (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation) D. Soil and Soil Dynamics (Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)	College Board AP Environmental Science Framework	No Pre/Post Test	No	
The Living World A. Ecosystem Structure (Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes) B. Energy Flow (Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids) C. Ecosystem Diversity (Biodiversity; natural selection; evolution; ecosystem services) D. Natural Ecosystem Change (Climate shifts; species movement; ecological succession) E. Natural Biogeochemical Cycles (Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)	College Board AP Environmental Science Framework	No Pre/Post Test	No	
Population A. Population Biology Concepts (Population ecology; carrying capacity; reproductive strategies; survivorship) B. Human Population 1. Human population dynamics (Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams) 2. Population size (Strategies for sustainability; case studies; national policies) 3. Impacts of population growth (Hunger; disease; economic effects; resource use; habitat destruction)	College Board AP Environmental Science Framework	No Pre/Post Test	No	

Land and Water Use A. Agriculture 1. Feeding a growing population (Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture) 2. Controlling pests (Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws) B. Forestry (Tree plantations; old growth forests; forest fires; forest management; national forests) C. Rangelands (Overgrazing; deforestation; desertification; rangeland management; federal rangelands) D. Other Land Use 1. Urban land development (Planned development; suburban sprawl; urbanization) 2. Transportation infrastructure (Federal highway system; canals and channels; roadless areas; ecosystem impacts) 3. Public and federal lands (Management; wilderness areas; national parks; wildlife refuges; forests; wetlands) 4. Land conservation options (Preservation; remediation; mitigation; restoration) 5. Sustainable land-use strategies E. Mining (Mineral formation; extraction; global reserves; relevant laws and treaties) 8 © 2013 The College Board. Visit the College Board on the Web: www.collegeboard.org. F. Fishing (Fishing techniques; overfishing; aquaculture; relevant laws and treaties) G. Global Economics (Globaliza	College Board AP Environmental Science Framework	No Pre/Post Test	No	
Energy Resources and Consumption A. Energy Concepts (Energy forms; power; units; conversions; Laws of Thermodynamics) B. Energy Consumption 1. History (Industrial Revolution; exponential growth; energy crisis) 2. Present global energy use 3. Future energy needs C. Fossil Fuel Resources and Use (Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/ disadvantages of sources) D. Nuclear Energy (Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion) E. Hydroelectric Power (Dams; flood control; salmon; silting; other impacts) F. Energy Conservation (Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit) G. Renewable Energy (Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)	College Board AP Environmental Science Framework	No Pre/Post Test	No	

Pollution A. Pollution Types 1. Air pollution (Sources — primary and secondary; major air pollutants; measurement units; smog; acid deposition — causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws) 2. Noise pollution (Sources; effects; control measures) 3. Water pollution (Types; sources, causes, and effects; cultural eutrophication; groundwater pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws) (Types; disposal; reduction) B. Impacts on the Environment and Human Health 1. Hazards to human health (Environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks) 2. Hazardous chemicals in the environment (Types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws) C. Economic Impacts (Cost-benefit analysis; externalities; marginal costs; sustainability	College Board AP Environmental Science Framework	No Pre/Post Test	No	
Global Change A. Stratospheric Ozone (Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties) B. Global Warming (Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties) C. Loss of Biodiversity 1. Habitat loss; overuse; pollution; introduced species; endangered and extinct species 2. Maintenance through conservation 3. Relevant laws and treaties	College Board AP Environmental Science Framework	No Pre/Post Test	No	

Department: Social Sciences
Course: AP World History
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 ***ELASpeaking and Listening Standard 4— "Presentation of Knowledge and Ideas:"*** "Present Information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. " (Grades 9-10)	Common Core State Standards-English/Language Arts	No	No	Application Evaluation Synthesis
Essential Outcome #2 ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."	Common Core State Standards-English/Language Arts	YES	No	Application Evaluation Synthesis
Essential Outcome #3 ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** 1. Standard 1 ***(Key Ideas and Details—****"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text")* 2. Standard 5 *(****Craft and Structure—****"Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.")* for grades 9-10	Common Core State Standards-English/Language Arts	YES	No	Application Evaluation Synthesis

Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished and culture played a significant role in unifying states through laws, language, literature, religion myths and monumental art.	AP College Board 1.2.I 1.3.I 1.3.III	YES	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Codifications and further developments of existing religious traditions provided a bond among people and ethical code to live by as new belief systems and cultural traditions emerged; asserting universal truths. These systems generally reinforced existing social structure while offering new roles and status for men and women.	AP College Board 2.1.I 2.1.II 2.1.III	YES	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
The number and size of key states and empires grew dramatically as rulers imposed political unity. As unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas. Various empires encountered political, cultural and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation.	AP College Board 2.2.I 2.2.III 2.2.IV	YES	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Land and water routes became the basis for interregional trade, communication and exchange networks in the Eastern Hemisphere as new technologies facilitated long-distance communication and exchange, furthering cultural diffusion.	AP College Board 2.3.I 2.3.II 2.3.III	YES	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Cross-cultural exchanges were fostered by the intensification of existing or the creation of new. Networks of trade and communication as there was continued diffusion of crops and pathogens throughout the Eastern Hemisphere	AP College Board 3.1.III 3.1.IV			Knowledge Comprehension Application Analysis Synthesis Evaluation

Innovations stimulated agricultural and industrial production in many regions as the fate of cities varied greatly, with periods of decline and increased urbanization buoyed by rising productivity and expanding trade networks.	AP College Board 3.2.1 3.2.II			Knowledge Comprehension Application Analysis Synthesis Evaluation
In the context of the new global circulation of goods, there was an intensification of all existing regional patterns of trade that brought prosperity and economic disruption to the merchants and governments in the trading regions of Indian Ocean, Mediterranean, Sahara and overland Eurasia. European technological developments in cartography and navigation built on previous knowledge developed in the Classical, Islamic and Asian worlds, which made transoceanic travel and trade possible; resulting in the Columbian Exchange.	AP College Board 4.1.I 4.1.II	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Traditional peasant agriculture increased and changed, plantations expanded and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.	AP College Board 4.2.II	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Rulers used a variety of methods to legitimize and consolidate their power; competition over trade routes, state rivalries and local resistance all provided significant challenges to state consolidation and expansion.	AP College Board 4.3.I 4.3.III	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Industrialization fundamentally changed how goods were produced and helped to create new patterns of global trade and production develop and further integrated the global economy as industrialists sought raw materials and new markets for the increasing array and amount of goods produced in factories	AP College Board 5.1.I 5.1.II	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions leading to major developments in transportation and communication, including railroads, steamships, telegraphs and canals.	AP College Board 5.1.III 5.1.IV	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
Industrializing powers established transoceanic empires, influenced state formation and contraction around the world; resulting in new racial ideologies, especially social Darwinism, facilitated and justified imperialism.	AP College Board 5.2.I 5.2.II 5.2.III	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation
The rise and diffusion of the Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments; resulting in the global spread of European political and social thought and the increasing number stimulated new transnational ideologies and solidarities.	AP College Board 5.3.I 5.3.IV	Yes	No	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Social Sciences
Course: AP U.S. History 1
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 ***ELA Speaking and Listening Standard 4— "Presentation of Knowledge and Ideas:"*** i. "Present Information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. " (Grades 9-10)	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #2 ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: ii. "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis

<u>Essential Outcome #3</u> ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** *iii.* Standard 1 ***(Key Ideas and Details—****"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text")* *iv.* Standard 5 *(**Craft and Structure—** "Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.")* for grades 9-10	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. Contacts among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, political and cultural changes on both sides of the Atlantic Ocean.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the viared North American environments where they settled, and they competed with each other and American Indians for resources. The British colonies in particular participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to British control.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation

British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to an colonial independence movement and the Revolutionary War. This Revolution's democratic and republican ideals inspired new experiments with different forms of government.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
The U.S. interest in increasing foreign trade and expanding it national borders shape the nation's foreign policy and spurred government and private initiatives.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Social Sciences
Course: AP U.S. History 2
School Year: 2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 ***ELA Speaking and Listening Standard 4— "Presentation of Knowledge and Ideas:"*** v. "Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks." (Grades 11-12)	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #2 ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: vi. "Write arguments to support claims in an analysis of substantive topics	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis

or texts, using valid reasoning and relevant and sufficient evidence."				
Essential Outcome #3 ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** *i.* Standard 1 (***Key Ideas and Details***—"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, *including determining where the text leaves matters uncertain.")* *ii.* Standard 5 (***Craft and Structure***—"*Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.")*	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation

Intensified by expansion a deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States; the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Innovations in communications and technology contributed to the growth of a mass culture, while significant changes occurred in internal and international migration patterns.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.		Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Social Sciences
Course: A.P. U.S. History 3
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 ***ELA Speaking and Listening Standard 4— "Presentation of Knowledge and Ideas:"*** 1. "Present Information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. " (Grades 9-10)	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #2 ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: 1. "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #3 ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** *2.* Standard 1 ***(Key Ideas and Details—****"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text")* *3.* Standard 5 *(****Craft and Structure—****"Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.")* for grades 9-10	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis

The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global, political, and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system. Domestically, Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Seeking to fulfill Reconstruction-Era promises, civil rights activists and political leaders achieved some political and legal successes in ending segregation, although progress toward equality was slow and halting. Stirred by a growing awareness of inequalities in American society and by the African-American civil rights movement, activists also addressed issues of identity and social justice, such as gender, and ethnicity.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to reinvigorate conservativism. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation
The Reagan administration pursued a reinvigorated anti-communist and interventionist foreign policy that set the tone for later administrations. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights.	College Board Curriculum Framework, U.S. History	Yes	Yes	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Social Sciences
Course: Ancient Civilizations
School Year: 2016- 2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 ***ELA Speaking and Listening Standard 4—"Presentation of Knowledge and Ideas:"*** 1) "Present Information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. " (Grades 9-10)	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #2 ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: 2) "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis

<u>Essential Outcome #3</u> ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** *3)* Standard 1 ***(Key Ideas and Details—****"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text")* *4)* Standard 5 ***(Craft and Structure—****"Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.")* for grades 9-10	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
How were humans able to develop advanced civilizations? How were humans able to maintain advanced Civilizations?	C-3 Framework; College, Career, & Civic Life Framework for Social Studies	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
How did the formation of major world religions in the ancient world lead to modern conflict?	C-3 Framework; College, Career, & Civic Life Framework for Social Studies	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
What impacts do early societies have upon each other, are they a benefit to one another or a hindrance?	C-3 Framework; College, Career, & Civic Life Framework for Social Studies	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation

How has mythology been utilized throughout history as a form social control and is it still used as one today?	C-3 Framework; College, Career, & Civic Life Framework for Social Studies	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
Make connections between India China and Rome's ancient governments and modern governments around the globe	C-3 Framework; College, Career, & Civic Life Framework for Social Studies	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
What factors influence migration and what impact does it have on both the places being vacated and the places receiving the new immigrants?	C-3 Framework; College, Career, & Civic Life Framework for Social Studies	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Social Sciences
Course: Psychology
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
<u>Essential Outcome #1</u> Scientific Inquiry Domain students understand: 1. Development of psychology as an empirical science 2. Major subfields within psychology	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis
<u>Essential Outcome #2</u> **Biological Bases of Behavior** **Content Standards** After concluding this unit, students understand: 1. Structure and function of the nervous system in human and non-human animals 2. Structure and function of the endocrine system 3. The interaction between biological factors and experience 4. Methods and issues related to biological advances	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis

Standard Area: Life Span Development **Content Standards** After concluding this unit, students understand: 1. Methods and issues in life span development 2. Theories of life span development 3. Prenatal development and the newborn 4. Infancy (i.e., the first two years of life) 5. Childhood 6. Adolescence 7. Adulthood and aging	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis
Standard Area: Social Interactions **Content Standards** After concluding this unit, students understand: 1. Social cognition 2. Social influence 3. Social relations	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis
Standard Area: Memory **Content Standards** After concluding this unit, students understand: 1. Encoding of memory	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis

2. Storage of memory 3. Retrieval of memory				
Standard Area: Motivation **Content Standards** After concluding this unit, students understand: 1. Perspectives on motivation 2. Domains of motivated behavior in humans and non-human animals	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis
Standard Area: Treatment of Psychological Disorders **Content Standards** After concluding this unit, students understand: 1. Perspectives on treatment 2. Categories of treatment and types of treatment providers 3. Legal, ethical, and professional issues in the treatment of psychological disorders	APA National Standards for High School Psychology	YES	YES	Understanding Application Evaluation Synthesis

Department: Social Sciences
Course: Early Modern World History
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 ***ELA Speaking and Listening Standard 4— "Presentation of Knowledge and Ideas:"*** 1) "Present Information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. " (Grades 9-10)	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #2 ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: 2) "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis
Essential Outcome #3 ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** *3)* Standard 1 ***(Key Ideas and Details—****"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text")* *4)* Standard 5 ***(Craft and Structure—****"Analyze in detail how an author's*	Common Core State Standards- English/Language Arts	YES	YES	Application Evaluation Synthesis

ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.") for grades 9-10				
Effects of Trade: Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks, resulting in cross-cultural exchanges and the diffusion of crops and pathogens.				Application Evaluation Synthesis
Empires collapsed and were reconstituted; in some regions new state forms emerged. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.				Application Evaluation Synthesis
In the context of the new global circulation of goods, there was an intensification of all existing trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia. This developed European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns—all of which made transoceanic travel and trade possible. These new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.				Application Evaluation Synthesis
Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.				Application Evaluation Synthesis

Rulers used a variety of methods to legitimize and consolidate their power. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres. Competition over trade routes, state rivalries, and local resistance all provided significant to state consolidation and expansion.				Application Evaluation Synthesis
As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts even for popular audiences, increased.				Application Evaluation Synthesis

Department: Social Sciences
Course: AP US Govt and Politics
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
<u>Essential Outcome #1</u> i. "Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks." (Grades 11-12)	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
<u>Essential Outcome #2</u> ***ELA Writing Standard #1—"Text Types and Purposes."*** It was felt by the division that Standard 1 has numerous moving parts at both the 9-10 and 11-12 levels, many of which we already do, others that could be specifically targeted and augmented. The primary text (without subcategories) of the standard is as follows: i. "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis
<u>Essential Outcome #3</u> ***Blend ELA Reading Standards for Informational Text #1, "Key Ideas & Details" with Standard #5, "Craft & Structure"*** *ii.* Standard 1 ***(Key Ideas and Details—****"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text")* i. Standard 5 *(****Craft and Structure—****"Analyze in detail*	Common Core State Standards-English/Language Arts	YES	YES	Application Evaluation Synthesis

how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.") for grades 9-10				
The study of modern politics in the U.S. requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew.	College Board framework for AP US Govt and Politics	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. Students will analyze how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should also understand why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs.	College Board framework for AP US Govt and Politics	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students will assess the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media.	College Board framework for AP US Govt and Politics	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
Students must understand the organization and powers, both formal and informal, of the major political institutions in the United States: The Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that arrangement.	College Board framework for AP US Govt and Politics	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar.	College Board framework for AP US Govt and Politics	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation
An understanding of U.S. politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the US. Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties. Students should also be aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties.	College Board framework for AP US Govt and Politics	YES	YES	Knowledge Comprehension Application Analysis Synthesis Evaluation

Department: Social Sciences
Course: Sociology
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Essential Outcome #1 Students understand the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought), their theoretical components and their historical evolution. Learning Outcome: Students can distinguish between macro level and micro level sociological perspectives, can specify the theoretical components of each perspective, and connect each perspective to their historical and contemporary theorists	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis
Essential Outcome #2 Students learn the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions. Students learn the basis of social scientific data as reported in texts, journal articles and the media. Learning Outcome: Students can define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the social sciences, and identify various modes of design for data collection. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, and can interpret data tables, figures and graphs accurately	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis

Essential Outcome 3: Students learn how humans develop social consciousness, thinking skills, self-concepts and moral codes. Learning Outcome: Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis
Essential Outcome 4: Students learn and appreciate multicultural differences and similarities. Learning Outcome: Students can associate the different historical experiences, values, norms, and belief systems with specific cultures nationally and globally.	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis
Essential Outcome 5 Students learn the sociological theories that account for deviance, conformity and social control. Learning Outcome: Students can explain how deviance and conformity are socially constructed and distinguish what is, or is not, deviance depending on specific time frames, cultures, locations, historical periods, and reference groups	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis
Essential Outcome 6: Students understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, economic class, and learn how these change over time. Learning Outcome: Students can explain the sociological significance of social identity groups and the processes that create them; determine the historical and contemporary levels of social conflict and/or cooperation	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis

between various social identity groups; identify data that reflects the sociological consequences of the different modes of inter and intra group interactions for individuals within various social identity groups, and reflects the access of various social identity groups to scare resources				
Essential Outcome 7: Students become familiar with multiple types of social institutions (family/marriage, education, religion, health, leisure, criminal justice and political systems, and economic systems) and their evolution over time. Learning Outcome: Students can connect specific historical and contemporary demographic data to specific social institutions, explain the major sociological concepts and theories associated with the various institutions, determine the sociological impact on individuals and groups within the various institutions, and relate those institutions to specific types of societies	American Sociological Association Task Force on an Introduction to Sociology Course	YES	YES	Understanding Application Evaluation Synthesis

Department: Physical Education
Course: K-2
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Can perform 8 loco motor skills (Walk, Jog, Hop, Gallop, Skip, Slide, Jump and Leap). Hops, Skips, Jogs, Gallops and Slides using a mature pattern.	National Standard 1	Yes	NA	Application
Can throw underhand and overhand beginning to demonstrate parts a mature pattern.	National Standard 1	No	NA	Application
Can catch a self thrown or well thrown, large ball with both hands.	National Standard 1	No	NA	Application
Balances on different bases of support, combining levels and shapes	National Standard 1	No	NA	Application
Uses a continuous running approach and kicks a moving ball, beginning to demonstrate parts a mature pattern.	National Standard 1	No	NA	Application
Differentiates between personal and general space, being able to move to a rhythm appropriately in each.	National Standard 2	No	NA	Analyzing
Be able to identify activities outside of class that are beneficial to physical health.	National Standard 3	No	NA	Analyzing
Shows personal responsibility by practicing skills with minimal teacher prompting	National Standard 4	No	NA	Evaluation
Shows Sportsmanship by recognizing the role of rules and etiquette in teacher designed activities.	National Standard 4	No	NA	Evaluation

Department: Physical Education
Course: 3-5
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Throwing and catching Dribbling with feet/hands Striking/Kicking with or without an implement	NASPE Standard 1	yes	yes	Knowledge and Application
Applies movement concepts of speed and pacing for endurance activities. Demonstrates knowledge of space awareness in game play.	NASPE Standard 2	no	no	Knowledge and Application
Tests and logs personal fitness scores. Analyzes results and sets appropriate goals for improvement. Demonstrates knowledge of health related activities.	NASPE Standard 3	no	yes	Knowledge, Comprehension, Application, Analysis, and Evaluation
Engages in physical activity with responsible interpersonal behavior. (peer to peer, student to teacher, student to official) Demonstrates self control verbally and physically.	NASPE Standard 4	no	yes	Application, Comprehension

Department: Physical Education
Course: 6th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Student throws/strikes in a mature pattern by stepping in opposition and transferring weight while using accuracy in practice tasks.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student transitions from offense to defense or defense to offense by recovering quickly in game settings.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student creates open space by using the width and length of the field/court on offense.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student demonstrates respect for self and others by following rules, encouraging others, and playing within the spirit of the game.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student understands fitness levels by setting a goal based on current fitness levels and participating in moderate to vigorous physical activity.	SHAPE National Standards		Yes, unit assessment	LEVEL 4
Student identifies the components of the health triangle.	SHAPE National Standards	Yes, health pre-post test		LEVEL 1
Student identifies major bones of the body and major muscle groups.	SHAPE National Standards	Yes, health pre-post test		LEVEL 1
Student identifies food groups in MyPlate, as well as essential nutrients.	SHAPE National Standards	Yes, health pre-post test		LEVEL 1

Department: Physical Education
Course: 7th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Student throws/strikes in a mature pattern by stepping in opposition and transferring weight while using accuracy in a dynamic environment.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates in game settings.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student creates open space by using the width and length of the field/court on offense and cutting and passing quickly.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student understands fitness levels by setting a goal based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	SHAPE National Standards		Yes, unit assessment	LEVEL 4
Promote and enhance health and well-being through the use of effective communication and decision-making skills.	Illinois State Standard 24		Yes, unit assessment	LEVEL 2

Department: Physical Education
Course: 8th Grade
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Student throws/strikes in a mature pattern by stepping in opposition and transferring weight while using accuracy during small-sided game play.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage in game settings	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student creates open space by using the width and length of the field/court on offense, cutting and passing quickly, and using fakes off the ball.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Demonstrate, apply, and understand how rules affect strategies during game competition.	SHAPE National Standards	Yes, performance rubric	Yes	LEVEL 3
Student demonstrates respect for self by asking for help and helping others in various physical activities.	SHAPE National Standards	Yes, performance rubric	Yes	Level 3
Participate and monitor moderate to vigorous activities that address each component of health-related fitness, including, cardiovascular endurance, muscular strength, muscular endurance, and flexibility.	Illinois State Goal 20.B.3a	Yes, Written	Yes	Level 1
Collaborate and illustrate rules, strategies and health benefits of team and individual sports using video technology.	19.C.3b	Yes	Yes	Level 4
Identify opportunities within the community for regular participation in physical activities	20.C.3b	no	yes	Level 4

Department: Physical Education
Course: High School
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
The student's will be able to demonstrate the skills associated with different sports/activities.	State Goal: 19A, 19B, 19C, 21A, 21B	Yes	Yes	Application
The student's will be able to explain rules associated with different sports/activities.	State Goal: 19A, 19B, 19C, 21A, 21B	Yes	Yes	Application
The student's will be able to identify basic strategies associated with different sports/activities.	State Goal: 19A, 19B, 19C, 21A, 21B	Yes	Yes	Analysis
The student's will gain knowledge associated with basic personal fitness as it relates to different sports/activities.	State Goal: 19A, 19B, 19C, 21A, 21B	Yes	Yes	Knowledge
The student's will gain knowledge associated with life-long fitness as it relates to different sports/activities.	State Goal: 19A, 19B, 19C, 21A, 21B	Yes	Yes	Knowledge

Department: Physical Education
Course: Strength
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will be able to:				
* perform 8 core lifts (parallel squat, box squat, bench press, towel bench press, hex bar deadlift, hang clean, shoulder press and push press) using proper technique	NASPE 1, 2	yes. points of performance rubric	yes	application
* show personal responsibility by recording the weights performed on the 8 core lifts daily	NASPE 4			evaluation
* demonstrate cooperation and respect by properly spotting and positively encouraging their training partners or small lifting groups.	NASPE 4			evaluation
* analyze correct and incorrect points of performance in the execution of the 8 core lifts.	NASPE 3	yes	yes	analysis
* perform and apply mobility exercises in both the warm-up and cool-down	NASPE 1,2,3		yes	application

Department: Physical Education
Course: Driver Education
School Year: 2016 - 17

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
The student's will be able to demonstrate basic and advanced driving strategies.	Illinois Sec. of State	Post Assessment	Unit and Summative	Application
The student's will be able to understand the importance of strong psychological and physiological condition of the driver.	Illinois Sec. of State	Post Assessment	Unit and Summative	Understand
The student's will be able to understand the structure of the highway system, including signs and highway design.	Illinois Sec. of State	Post Assessment	Unit and Summative	Understand
The student's will be able to identify safety measures that prevent accidents, including railroad crossing safety, distracted driving, effects of drugs, and sleep deprivation.	Illinois Sec. of State	Post Assessment	Unit and Summative	Understand
The student's will be able to understand the characteristics of an automobile that increase safety and protection, and the maintenance required.	Illinois Sec. of State	Post Assessment	Unit and Summative	Understand

Department: Business and Technology
Course: 6th Grade – Basic Keyboarding
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Demonstrate Using Computer Network at MJHS	National Business Standards	No	No	Apply
Develop basic Windows/PC computer file management	National Business Standards	No	No	Create
Demonstrate & show proper keyboarding positioning & techniques	National Business Standards	Yes	Yes	Apply
Enhance computer skills and technological awareness	National Business Standards	Yes	Yes	Apply/analyze
Design, format, edit & produce a word processing document using MS Word	National Business Standards	Yes	Not an assessment grade, but homework turned in and graded	Apply /create
Design, format, edit & produce a slideshow using MS PowerPoint	National Business Standards	Yes	No	Create
Design, format, edit, & produce a flyer using MS Publisher	National Business Standards	Yes	no	Create
Career Prep	National Business Standards	No	No	Apply/analyze
Internet "Netiquette" & Safety	National Business Standards	No	No	Evaluate/apply

Department: Business and Technology
Course: 7th Grade – Word Processing
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Demonstrate Using Computer Network at MJHS	National Business Standards	No	No	Apply
Develop basic Windows/PC computer file management	National Business Standards	No	No	Create
Demonstrate & show proper keyboarding positioning & techniques	National Business Standards	No	Yes	Apply
Enhance computer skills and technological awareness	National Business Standards	No	Yes	Apply/analyze
Design, format, edit & produce a word processing document using MS Word	National Business Standards	No	Yes	Apply /create
Design, format, edit & produce a slideshow using MS PowerPoint	National Business Standards	No	Yes	Create
Design, format, edit, & produce a flyer using MS Publisher	National Business Standards	No	no	Create
Career Prep	National Business Standards	No	No	Apply/analyze
Internet "Netiquette" & Safety	National Business Standards	No	No	Evaluate/apply

Department: Business and Technology
Course: 8th Grade – Computer Software Basics
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Demonstrate Using Computer Network at MJHS	National Business Standards	No	No	Apply
Develop basic Windows/PC computer file management	National Business Standards	No	No	Create
Demonstrate & show proper keyboarding positioning & techniques	National Business Standards	Yes	Yes	Apply
Design, format, edit & produce a word processing document using MS Word	National Business Standards	No	Yes	Apply /create
Design, format, edit & produce a spreadsheet using Microsoft Excel	National Business Standards	No	Yes	Apply/create
Design, format, edit & produce a presentation using Prezi	National Business Standards	No	Not an assessment grade, but homework turned in and graded	Create
Design, format, edit, & produce a flyer using MS Publisher	National Business Standards	No	Not an assessment grade, but homework turned in and graded	Create
Career Prep	National Business Standards	No	No	Apply/analyze
Internet "Netiquette" & Safety	National Business Standards	No	No	Evaluate/apply

Department: Business and Technology
Course: Introduction to Computers
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Outcome 1: Utilize open and closed source software to create and format professional business documents/spreadsheets with basic software features.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 2: Technology's Impact on the Global World	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 2: Create, analyze and update portfolios for positions and paths for career development.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 3: Use built-in functions, and write formulas for business computations in spreadsheet software.	National Business Standards	Yes	In process	Level 1, 2, 3, 4
Outcome 4: Create professional-looking documents using appropriate aesthetic and prominent software features.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 5: Articulate & utilize computer and software terminology.	National Business Standards	Yes	Yes	Level 1

Department: Business and Technology
Course: ISS Excel
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Outcome 1: Analyze technical writing and apply Excel skill sets to real-life scenarios.	National Business Standards MOS	Yes	Only on handout that they use with their assessment.	Level 1, 2, 3, 4
Outcome 2: Write business computation formulas.	National Business Standards MOS	Yes	Only on handout that they use with their assessment.	Level 1, 2, 3, 4
Outcome 3: Achieve industry-recognized certification, learn the computing skills companies are seeking, boost workforce resume, differentiate student from other applicants, gain valuable experience and confidence, heighten earning potential, and prepare for a successful future.	National Business Standards MOS	Yes	Only on handout that they use with their assessment.	Level 1, 2, 3, 4
Outcome 4: Apply skill set terms in the chapter with application	National Business Standards MOS	Yes	Yes	Level 1, 2

Department: Business and Technology
Course: ISS Word
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Outcome 1: Analyze technical writing and apply Word skill sets to real-life scenarios.	National Business Standards MOS	Yes	Only on handout that they use with their assessment.	Level 1, 2, 3, 4
Outcome 2: Achieve industry-recognized certification, learn the computing skills companies are seeking, boost workforce resume, differentiate student from other applicants, gain valuable experience and confidence, heighten earning potential, and prepare for a successful future.	National Business Standards MOS	Yes	Only on handout that they use with their assessment.	Level 1, 2, 3, 4
Outcome 3: Apply skill set terms in the chapter with application	National Business Standards	Yes	Yes	Level 1, 2

Department: Business and Technology
Course: Web Design 1
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Outcome 1. Learning the Basics behind Web design and the Internet.	National Business Standards	Yes	Yes	Level 1, 2
Outcome 2. Utilize CSS inline style sheets to add styling to a Web page.	National Business Standards	Yes	Yes	Level 1, 2
Outcome 3: Coding with internal style sheets to add styling to a Web page.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 4: Create, format and design a Web page using id and class selectors.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 5: Create sections of a Website and its template.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 6: Construct, design and connect pages within a Web site.	National Business Standards	Yes	Yes	Level 1, 2, 3, 4
Outcome 7: Prepare, construct and design a Final Project Web Site	National Business Standards	Yes	Yes	Level 1, 2, 3, 4

Department: Business and Technology
Course: Consumer Education
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students learn the impact of the global economy and factors that drive our economic systems, as well as functions of trade and how business affect economic systems.	State of Illinois	There is no pre-assessment, since this is my first time teaching	No, (in process)	Level 1,2,3,4 - DOK
Students learn to explore the world of work and benefits that come with employment. Different types of wages and researching of career opportunities also.	State of Illinois	There is no pre-assessment	No, (in process)	Level 1,2,3,4 - DOK
Students learn the how to's of job applications, resumes, and cover letters. Also the employability skills that are necessary to be successful. The process of job interviews from pre to post - interview will be learned.	State of Illinois	There is no pre-assessment, since this is my first time teaching this class	No, (in process)	Level 1,2,3,4 - DOK
Students learn the basic structure of financial institutions and benefits of financial planning and budgeting. Students also learn the process of opening accounts and learning the types of credit as well as identity theft and protection.	State of Illinois	There is no pre-assessement since this is my first year teachingnthis class	No, in-process	Level 1,2,3,4 - DOK
Students learn the process of purchasing and renting a home. Also warranties, insurance and comparison shopping will be learned.	State of Illinois	There is no pre-assessment, since this is my first time teaching this class	No - in process	Level 1,2,3,4 - DOK
Students learn the steps for researching, purchasing,leasing or buying new and used cars	State of Illinois	There is no pre-assessment since this is my first time teaching this class	No- in process	Level 1,2,3,4 DOK

Department: Business and Technology
Course: Business Basics
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students learn the 4 basic economic systems and will apply the concepts of competition, scarcity, supply and demand to price and quantity.Analyzing embargoes, tariffs and quotas and will learn about NAFTA, GATT, and WTO	National Business Standards	Yes	No, (in process)	Level 1,2,3,4 - DOK
Students learn the different types of business ownership and the factors that affect the growth of the economy. Comparing and contrasting basic tax concepts, liability limits in business ownerships	National Business Standards	Yes	No, (in process)	Level 1,2,3,4 - DOK
Students learn the 4 business functions and the differences between public and private sectors.Learn about ethical choices and different strategies in marketing goods and services. They will identify the difference between distributors, wholesalers, and retailers	National Business Standards	Yes	No, (in process)	Level 1,2,3,4 - DOK
Students learn to compare and contrast various business insurance types including selecting mandatory and voluntary insurance and benefits.	National Business Standards	Yes	No, in-process	Level 1,2,3,4 - DOK
Students learn the various types of ownership, new, franchise, and established businesses. Learn the risk factors and the steps of starting a business. Also, how individual skills and management leadership styles are important in running a successful business	National Business Standards	Yes	No - in process	Level 1,2,3,4 - DOK
Students learn ways to promote products and services. Also utilize promotional and personal selling techniques and strategies. Students will develop advertising mediums for a product or service	National Business Standards	Yes	No- in process	Level 1,2,3,4 DOK

Department: Foreign Language
Course: Spanish 1
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Produce target language in either written or spoken form focusing on subject/verb agreement in present tense. (28.B.2b, 28.D.2a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Read and comprehend the main message of short passages about daily life utilizing resources (dictionary, reading guides, vocab lists). (28.C.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Write a simple (minimum 5 grammatically correct sentences) paragraph about people and their interests and daily life within the Spanish-speaking world. (28.D2b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Demonstrate understanding of the products, practices, and perspectives of the societies associated with the target language. (29.A.3)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2

Respond to open-ended questions in structured situations for a minimum of 1 minute. (28.B.1a) (28.B.2b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Comprehend the main message of an oral presentation in order to infer meaning. (28.A.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Comprehend and follow instructions in the target language. (28.A.2b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2

Department: Foreign Language
Course: Spanish 2
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Produce target language in either written or spoken form focusing on subject/verb agreement in present, preterit tense and imperfect tenses. (28.B.2b, 28.D.2a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Read and comprehend the main message of longer passages about travel utilizing resources (dictionary, reading guides, vocab lists) (28.C.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Write a simple (minimum 7 grammatically correct sentences) paragraph about travel and places within the Spanish-speaking world. (28.D2b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Demonstrate understanding of the products, practices, and perspectives of the societies associated with the target language. (29.A.3)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2

Generate questions spontaneously and formulate responses to open-ended questions in structured situations for a minimum of 2 minutes. (28.B.2a) (28.B.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Synthesis-5
Comprehend the main message of an oral presentation in order to infer meaning. (28.A.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Comprehend and follow instructions in the target language. (28.A.2b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2

Department: Foreign Language
Course: Spanish 3
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Produce target language in either written or spoken form focusing on complex structures in present, preterit, imperfect, future, conditional, and perfect tenses, as well as distinguishing between the indicative and subjunctive moods. (28.B.3b, 28.B.4b, 28.D.3b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Read and comprehend the main message of complex written materials without the help of resources (dictionary, reading guides, vocab lists) (28.C.4a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Write a composition (minimum 10 grammatically correct sentences) comparing and contrasting cultural nuances. (28.D.3a) (29.D.3)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4

Discuss and defend a position during a classroom discussion of a specific topic. (28.B.4b) (28.B.5a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Evaluation-6
Comprehend details of an oral or audio presentation without the help of resources in order to infer meaning. (28.A.4)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4
Demonstrate understanding of the products, practices, perspectives, history and geography of the societies associated with the target language. (29.A.3) (29.B.3a) (29.B.3b) (29.D.3)(30.A.5a) (30.A.5c) (30.A.4d)(30.B.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Comprehend and follow multistep instructions in the target language for use in and out of the classroom. (28.A.3b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3

Department: Foreign Language
Course: Spanish 4
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Produce target language in either written or spoken form focusing on complex structures in present, preterit, imperfect, future, conditional, and perfect tenses, as well as distinguishing between the indicative and subjunctive moods. (28.B.4b, 28.B.4b, 28.D.3b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Read and comprehend the main message of complex written materials without the help of resources (dictionary, reading guides, vocab lists) (28.C.4a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Write a composition (minimum 10 grammatically correct sentences) comparing and contrasting cultural nuances. (28.D.3a) (29.D.3)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4

Discuss and defend a position during a classroom discussion of a specific topic. (28.B.4b) (28.B.5a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Evaluation-6
Comprehend details of an oral or audio presentation without the help of resources in order to infer meaning. (28.A.4)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4
Demonstrate understanding of the products, practices, perspectives, history and geography of the societies associated with the target language. (29.A.3) (29.B.3a) (29.B.3b) (29.D.3)(30.A.5a) (30.A.5c) (30.A.4d)(30.B.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Comprehension-2
Comprehend and follow multistep instructions in the target language for use in and out of the classroom. (28.A.3b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3

Department: Foreign Language
Course: AP Spanish
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Produce target language in either written or spoken form focusing on complex structures in present, preterit, imperfect, future, conditional, and perfect tenses, as well as distinguishing between the indicative and subjunctive moods. (28.B.5b, 28.B.4b, 28.D.4b, 28.D.5b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Application-3
Read and analyze (with little or no support) a variety of materials intended for native speakers in academic, social, and work situations. (28.C.5a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4
Write a variety of **presentational** compositions (ie. critical response, research papers, etc) drawing from primary and/or secondary sources comparing and contrasting cultural nuances. Writing demonstrates control of grammar, shows organization and conciseness. (28.D.5a) (29.D.4)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Evaluation-6

Write a variety of **interpersonal** communications (ie. e-mails, memos, invitations, cover letters, etc) utilizing culturally appropriate vocabulary and idioms while maintaining control of grammar and register. (29.A.4)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Evaluation-6
Engage in extended conversations with ease, accuracy and fluency in discussions on a variety of topics in formal and informal settings. (28.B.4a) (28.B.5a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Evaluation-6
Make detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise. (28.D.5b)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Evaluation-6
Follow a wide range of academic and professional discourse on abstract and specialized topics while understanding standard dialects and inferring complex meaning that requires deep understanding of the culture. (28.A.5) (29.A.5)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4
Demonstrate understanding of the products, practices, perspectives, history and geography of the societies associated with the target language. (29.A.3) (29.B.3a) (29.B.3b) (29.D.3)(30.A.5a) (30.A.5c) (30.A.4d)(30.B.3a)	Illinois State Learning Standards for Foreign Languages/ACTFL Performance Indicators	Yes	No	Analysis-4

Department: Art
Course: 6th
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
While utilizing the fundamentals of layout and design students work through various compositional strategies to develop ideas for creative art.	***National Core Art Standards VA:Cr1.1.6a***	Yes	No	1
Encourage students to develop strategies that make personal connections to the production of their artworks.	***National Core Art Standards VA:Cr1.2.6a***	No	No	1, 2, 3, 4
While designing compositions students will incorporate life experiences, design fundamentals and new medias.	***National Core Art Standards VA:Cr2.1.6a***	No	No	1, 2
Student awareness of how actions can be taken to conserve materials and maintain equipment all while lowering the overall impact on the environment.	***National Core Art Standards VA:Cr2.2.6a***	No	No	1, 2, 3, 4
Learning techniques and strategies that allow individuals opportunities to develop ideas through problem solving techniques.	***National Core Art Standards VA:Cr2.3.6a***	Yes	No	1, 2, 3, 4
Learning to reflect upon personal artworks allows students to develop the abilities associated with revising and refining artwork	***National Core Art Standards VA:Cr3.1.6a***	Yes	No	1, 2, 3

allowing for greater potential growth as an artist and a critic.				
Define and interpret the commonalities and differences between two dimensional, three dimensional, and digital artwork.	***National Core Art Standards VA:Pr4.1.6a***	Yes	No	1, 2, 3, 4
Develop a layout for displaying works of art from a viewer's point of view.	***National Core Art Standards VA:Pr5.1.6a***	No	No	3, 4
Develop an insight of museums and venues and how they reflect historical and cultural values of the community.	***National Core Art Standards VA:Pr6.1.6a***	No	No	2, 3
Investigate and discuss cultural and community influence in a variety of artwork.	***National Core Art Standards VA:Re.7.1.6a***	No	No	2, 3
Explain how cultural influences in an artwork can impact a viewer's emotions.	***National Core Art Standards VA:Re.7.2.6a***	No	No	1, 2, 3
Explain the significance of contextual information by analyzing subject matter, form and structure, and use of media to identify ideas and mood.	***National Core Art Standards VA:Re8.1.6a***	No	No	2, 3
Learn how to evaluate artwork using relevant art standards.	***National Core Art Standards VA:Re9.1.6a***	Yes	No	1,2,3
Produce a list of images and ideas to help develop ideas when creating art.	***National Core Art Standards VA:Cn10.1.6a***	No	No	1,2,3,4
Investigate and interpret how art represents innovation, traditions and culture in a society.	***National Core Art Standards VA:Cn11.1.6a***	No	No	3,4

Department: Art
Course: 7th
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Making connections with popular trends, products, labels, news, society and collaboration to brain storm for ideas.	***National Core Art Standards VA:Cr1.1.7a***	Yes	No	1
Understanding criteria presented to students to allow them to make decisions, corrections and creative concepts while developing and constructing artwork.	***National Core Art Standards VA:Cr1.2.7a***	No	No	1, 2, 3, 4
Developing creativity and ingenuity while learning to interchange techniques and from one art medium to another.	***National Core Art Standards VA:Cr2.1.7a***	No	No	1, 2
Understand the negative effects of sharing images and materials through the internet via social media and other communication formats could have on oneself or other students.	***National Core Art Standards VA:Cr2.2.7a***	No	No	1, 2, 3, 4
Create a work of art, design or media that communicates information while incorporating strategies of design.	***National Core Art Standards VA:Cr2.3.7a***	Yes	No	1, 2, 3, 4
Examine the purpose and concepts behind personal artworks in the form of an artist statement.	***National Core Art Standards VA:Cr3.1.7a***	Yes	No	1, 2, 3
Examine how the changes in technology have impacted the presentation and preservation of art.	***National Core Art Standards VA:Pr4.1.7a***	Yes	No	1, 2, 3, 4

Develop and implement criteria used in the creation and presentation of art.	***National Core Art Standards VA:Pr5.1.7a***	No	No	3, 4
Explain the similarities and the differences between a variety of art venues.	***National Core Art Standards VA:Pr6.1.7a***	No	No	2, 3
Discuss how the method of presentation of specific artworks in an exhibition can influence the perception of the artwork by the viewer.	***National Core Art Standards VA:Re.7.1.7a***	No	No	2, 3
Discuss how certain images make an impact on specific groups of people or communities.	***National Core Art Standards VA:Re.7.2.7a***	No	No	1, 2, 3
Learn to analyze different art making techniques used by artist. Then use these distinctions to understand the relevant and non-relevant context clues expressed by the artist through subject matter and media.	***National Core Art Standards VA:Re8.1.7a***	No	No	2, 3
Describe the differences between personal and set standards for evaluating art.	***National Core Art Standards VA:Re9.1.7a***	Yes	No	1,2,3
Develop a list of events where groups of people come together to experience art in a community.	***National Core Art Standards VA:Cn10.1.7a***	No	No	1,2,3,4
Evaluate how the materials available at the time of creation of an artwork can influence understanding or interpretation from the viewer.	***National Core Art Standards VA:Cn11.1.7a***	No	No	3,4

Department: Art
Course: 8th
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Learning to keep track of ideas and sketches in a sketchbook with the ability to share ideas and collaborate with other students.	***National Core Art Standards VA:Cr1.1.8a***	Yes	No	1
Discuss and evaluate aspects of everyday life experiences while developing those thoughts into ideas that can be incorporated into one's artwork.	***National Core Art Standards VA:Cr1.2.8a***	No	No	1, 2, 3, 4
Discuss and evaluate aspects of everyday life experiences while developing those thoughts into ideas that can be incorporated into one's artwork.	***National Core Art Standards VA:Cr2.1.8a***	No	No	1, 2
During the development of student artwork one should learn to take into consideration the laws that protect artist work such as copyright, fair use, open source and creative commons.	***National Core Art Standards VA:Cr2.2.8a***	No	No	1, 2, 3, 4
Utilize principles of design when organizing images and words to make captivating presentations come to life visually.	***National Core Art Standards VA:Cr2.3.8a***	Yes	No	1, 2, 3, 4
Use knowledge and techniques about specific artworks or art mediums to form an analysis of one's personal artwork. Then use this analysis to develop a plan	***National Core Art Standards VA:Cr3.1.8a***	Yes	No	1, 2, 3

for revising one's artwork utilizing the fundamentals of art and design in mind.				
Learn to evaluate collections of art utilizing and applying a variety of criteria.	***National Core Art Standards VA:Pr4.1.8a***	No	No	1, 2, 3, 4
Work together to prepare and configure theme based artworks for display while creating and developing exhibition narratives for the viewers.	***National Core Art Standards VA:Pr5.1.8a***	No	No	3, 4
List reasons why viewing collections of art or exhibitions can influence ones creativity, ideas or beliefs.	***National Core Art Standards VA:Pr6.1.8a***	No	No	2, 3
Explain how ones heritage or cultural background influence choices made during the creation of their artwork.	***National Core Art Standards VA:Re.7.1.8a***	No	No	2, 3
Investigate and explain the influence art has on ones emotions, actions and ideas.	***National Core Art Standards VA:Re.7.2.8a***	No	No	1, 2, 3
Explain how objects in artwork interact with each other to convey mood, purpose or ideas.	***National Core Art Standards VA:Re8.1.8a***	No	No	2, 3
Develop rationale to support an evaluation of art.	***National Core Art Standards VA:Re9.1.8a***	Yes	No	1,2,3
Generate joint art projects that strengthen a sense of community identity in a positive way.	***National Core Art Standards VA:Cn10.1.8a***	No	No	1,2,3,4
Explain how art can represent different groups of people.	***National Core Art Standards VA:Cn11.1.8a***	No	No	3,4

Department: Band & Chorus
Course: 6th Band
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will develop their understanding and application of basic musical concepts through performance and improvisation - Basic knowledge and application of musical structure (key signatures, time signatures, phrases, dynamics, form, etc.) - Exploration of personal musical ideas through simple improvisation - Reflection on artistry through in-class discussions or written personal statements	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will compare musical elements in multiple pieces through performance and explain how each of the elements are used, as well as how they affected or enhanced the composition and performance on a basic level Students will begin to develop their ability to analyze music by using appropriate names of each element	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Analyze* (Level 4 in hierarchy)

Students will perform music with accurate technique and stylistic expression at a basic level Students will demonstrate through discussion and performance how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music at a basic level	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will connect music to interests or experiences at a basic level in order to better understand artistic intent Students will compare musical elements in multiple pieces and explain how each of the elements are used, as well as how they affected or enhanced their interpretation at a basic level Students will analyze their own performances and offer feedback on an individual, section, and full ensemble level	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy)
Students will interpret expressive intent and meaning of music at a basic level through evidence found within the elements and structure of the music	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Apply* (Level 3 in hierarchy)
Students will demonstrate at a basic level how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music through evidence	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy)

found within the elements and structure of the music				Bloom's - *Apply* (Level 3 in hierarchy)
Students will continue to develop a comprehensive understanding of the music performed in class at a basic level by relating the music to other arts, disciplines, varied contexts, and daily life	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will start to develop a sense of pride, self-confidence, and being through creating, performing, and responding to music	Personal philosophy of music education	Yes	No	Bloom's - *Create* (highest level of hierarchy)

Department: Band & Chorus
Course: 7th Band
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will develop their understanding and application of emerging musical concepts through performance and improvisation - Emerging knowledge and application of musical structure (key signatures, time signatures, phrases, dynamics, form, etc.) - Exploration of personal musical ideas through basic improvisation - Reflection on artistry through in-class discussions or written personal practice logs	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will compare musical elements in multiple pieces through performance and explain how each of the elements are used, as well as how they affected or enhanced the composition and performance on an emerging level Students will develop their ability to analyze music by using appropriate names of each element and explaining their functions	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)

Students will perform music with accurate interpretation, technique, and stylistic expression at an emerging level Students will demonstrate through analysis, discussion, and performance how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music at an emerging level	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will connect music to interests or experiences at an emerging level in order to better understand artistic intent Students will compare musical elements in multiple pieces and explain how each of the elements are used, as well as how they affected or enhanced their interpretation at an emerging level Students will analyze their own performances and offer feedback on an individual, section, and full ensemble level	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy)
Students will interpret expressive intent, meaning, and significance of music at an emerging level through evidence found within the elements and structure of the music	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Apply* (Level 3 in hierarchy)
Students will demonstrate at an emerging level how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music through evidence found within the elements and structure of the music	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy)

				Bloom's - *Apply* (Level 3 in hierarchy)
Students will continue to develop a comprehensive understanding of the music performed in class at an emerging level by relating the music to other arts, disciplines, varied contexts, and daily life	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will continue to develop a sense of pride, self-confidence, and being through creating, performing, and responding to music	Personal philosophy of music education	Yes	No	Bloom's - *Create* (highest level of hierarchy)

Department: Band & Chorus
Course: 8th Band
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will develop their understanding and application of intermediate musical concepts through performance and composition - Intermediate knowledge and application of musical structure (key signatures, time signatures, phrases, dynamics, form, etc.) - Exploration of personal musical ideas through basic improvisation and composition - Reflection on artistry through in-class discussions or written personal practice logs	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will compare musical elements in multiple pieces through performance and explain how each of the elements are used, as well as how they affected or enhanced the composition and performance Students will sightread in treble and bass clef with a focus on rhythmic, melodic, and harmonic notation	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)

Students will perform music with accurate interpretation, technique, and stylistic expression at an intermediate level Students will demonstrate through analysis, discussion, and performance how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music at an intermediate level	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will connect music to interests or experiences in order to better understand artistic intent Students will compare musical elements in multiple pieces and explain how each of the elements are used, as well as how they affected or enhanced their interpretation Students will analyze their own performances and offer feedback on an individual, section, and full ensemble level	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will interpret expressive intent, meaning, and significance of music at an intermediate level through evidence found within the elements and structure of the music	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Apply* (Level 3 in hierarchy)

Students will demonstrate at an intermediate level how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music through evidence found within the elements and structure of the music	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Evaluate* (Level 5 in hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will continue to develop a comprehensive understanding of the music performed in class by relating the music to other arts, disciplines, varied contexts, and daily life	Derived from National Core Arts Standards (aligned K-12)	Yes	No	Bloom's - *Create* (highest level of hierarchy) Bloom's - *Analyze* (Level 4 in hierarchy) Bloom's - *Apply* (Level 3 in hierarchy)
Students will continue to develop a sense of pride, self-confidence, and being through creating, performing, and responding to music	Personal philosophy of music education	Yes	No	Bloom's - *Create* (highest level of hierarchy)

Department: Band & Chorus
Course: 6th Chorus
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will connect their personal experiences to the choral music in order to develop empathy, self-esteem, and a sense of community Students will develop classical and modern vocal technique (respiration, posture, phonation, diction, etc) as individuals and as an ensemble to sing in a musical and healthy format	National Core Art Standards (K-12)	No	No	Analyze, Apply, and Understand
Students will interpret a piece of music and perform it in a culturally and musically authentic manner	National Core Art Standards (K-12)	No	No	Create, Analyze, Apply, and Understand
Students will develop a musical language and literacy (tempo, rhythm, dynamics, pitch, form, etc.) Students will develop musical listening skills through ear training Students will apply musical literacy and listening skills to create choral works of art and present them through performance	National Core Art Standards (K-12)	No	No	Understand, Apply, Analyze
Students will adapt each musical performance to convey the mood, emotion, and style of a song	National Core Art Standards (K-12)	No	No	Understand, Analyze, Apply, Create
Students will recognize and observe composer's intent in a song through musical interpretation	National Core Art Standards (K-12)	No	No	Apply, Synthesize

Department: Band & Chorus
Course: 7th Chorus
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will connect their personal experiences to the choral music in order to develop empathy, self-esteem, and a sense of community Students will develop classical and modern vocal technique (respiration, posture, phonation, diction, etc) as individuals and as an ensemble to sing in a musical and healthy format	National Core Art Standards (K-12)	No	No	Analyze, Apply, and Understand
Students will interpret a piece of music and perform it in a culturally and musically authentic manner	National Core Art Standards (K-12)	No	No	Create, Analyze, Apply, and Understand
Students will develop a musical language and literacy (tempo, rhythm, dynamics, pitch, form, etc.) Students will develop musical listening skills through ear training	National Core Art Standards (K-12)	No	No	Understand, Apply, Analyze

Students will apply musical literacy and listening skills to create choral works of art and present them through performance				
Students will adapt each musical performance to convey the mood, emotion, and style of a song	National Core Art Standards (K-12)	No	No	Understand, Analyze, Apply, Create
Students will recognize and observe composer's intent in a song through musical interpretation	National Core Art Standards (K-12)	No	No	Apply, Synthesize

Department: Band & Chorus
Course: 8th Chorus
School Year: 2016-2017

Essential Outcome	**What Framework?**	**Reflected on pre-post assessments?**	**Labeled on unit/summative assessments?**	**Level of Rigor (Bloom's/DOK)**
Students will connect their personal experiences to the choral music in order to develop empathy, self-esteem, and a sense of community Students will develop classical and modern vocal technique (respiration, posture, phonation, diction, etc) as individuals and as an ensemble to sing in a musical and healthy format	National Core Art Standards (K-12)	No	No	Analyze, Apply, and Understand
Students will interpret a piece of music and perform it in a culturally and musically authentic manner	National Core Art Standards (K-12)	No	No	Create, Analyze, Apply, and Understand
Students will develop a musical language and literacy (tempo, rhythm, dynamics, pitch, form, etc.) Students will develop musical listening skills through ear training Students will apply musical literacy and listening skills to create choral works of art and present them through performance	National Core Art Standards (K-12)	No	No	Understand, Apply, Analyze
Students will adapt each musical performance to convey the mood, emotion, and style of a song	National Core Art Standards (K-12)	No	No	Understand, Analyze, Apply, Create
Students will recognize and observe composer's intent in a song through musical interpretation	National Core Art Standards (K-12)	No	No	Apply, Synthesize