

MS 7 Math

Maine Virtual Academy

UNITS (14/14 SELECTED)

SUGGESTED DURATION

 Unit 1: Review Decimals	<i>11 teaching days</i>
 Unit 2: Review Fractions	<i>10 teaching days</i>
 Unit 3: Review Integers	<i>6 teaching days</i>
 Unit 4: Rates, Ratios, Proportions, and Percents	<i>15 teaching days</i>
 Unit 5: Percents	<i>10 teaching days</i>
 Unit 6: Unit 6: Data, Statistics, and Probability	<i>18 teaching days</i>
 Unit 7: Exponents and Roots	<i>11 teaching days</i>
 Unit 8: Semester 2 Introduction to Algebra	<i>19 teaching days</i>
 Unit 9: Semester 2: Equations and Inequalities	<i>11 teaching days</i>
 Unit 10: Semester 2: Introduction to Geometry and Angles	<i>7 teaching days</i>
 Unit 11: Semester 2: Geometric Measure of 2-D Shapes	<i>15 teaching days</i>
 Unit 12: Semester 2: Geometric Measures of 3D Shapes	<i>20 teaching days</i>
 Unit 13: Semester 2: Project- Math in the Real World	<i>12 teaching days</i>
 Unit 14: BONUS: Units of Measure	<i>11 teaching days</i>

Unit 1: Review Decimals

MS 7 Math

UNIT SUMMARY

In this unit, students will reinforce their understanding of decimals, focusing on operations with decimal numbers to ensure a solid foundation for future mathematical concepts. Students will review place value, rounding, and comparing decimals, as well as addition, subtraction, multiplication, and division of decimal numbers. Through practical applications and word problems, they will develop fluency in performing these operations and understanding when to use each.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.
7.NS.A.2d
Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
National Common Core - Grade 5 - Mathematics
CCSS.Math.Content.5.NBT.A
Understand the place value system.

Unit 1: Review Decimals

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Decimal Places, Rounding and Converting Fractions to Decimals Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: R5J, Rounding Decimals

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Add and Subtract Decimals Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: BP2, Add and subtract decimals

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Multiply Decimals Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: TCU (aligned to the standard) Multiply decimals, FLL/2WT are not aligned (remediated multiplying decimals)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

Unit 1: Review Decimals

MS 7 Math

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Divide Decimals Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 6HB, Divide decimals, NLL is not aligned (remediated- dividing decimals by whole numbers)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Unit 2: Review Fractions

MS 7 Math

UNIT SUMMARY

In this unit, students will strengthen their understanding of fractions and mixed numbers, focusing on fluency in performing operations and recognizing fundamental concepts. They will review equivalent fractions, simplifying fractions, and converting between improper fractions and mixed numbers. Students will practice adding, subtracting, multiplying, and dividing fractions and mixed numbers, applying these operations to a variety of problem types. The unit emphasizes accuracy, simplification, and the correct use of fraction and mixed number operations as essential skills for success in more advanced math concepts.

STANDARDS

Maine - Grade 6 - Mathematics (2020)

6.NS.B.4

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. (For example: Use prime factorization to find the greatest common factor); Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two relatively prime numbers. For example, express $36 + 8$ as $4(9 + 2)$.

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Unit 2: Review Fractions

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Simplify Fractions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: TZ6, Writing fractions in lowest terms

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Multiply Fractions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: PDK, multiplying fractions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Divide Fractions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: X7A, Dividing fractions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Unit 2: Review Fractions

MS 7 Math

Apply properties of operations as strategies to multiply and divide rational numbers.

Add and Subtract Fractions with Like Denominators

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: NGL, Add and subtract fractions. SD2 (aligned to standard), Add and subtract positive and negative fractions. AWS (not aligned) Add and subtract fractions with unlike denominators.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Convert between Mixed Numbers and Improper Fractions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: LGK (not aligned to a standard) Convert between mixed numbers and improper fractions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Multiply Mixed Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: JNY (aligned to standard), multiply mixed numbers. ZJ7 not aligned to standard) remediated- multiply a mixed number by a whole number using a model, W5G (not aligned to standard) multiply three or more mixed numbers, whole numbers, and fractions.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit 2: Review Fractions

MS 7 Math

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Dividing Mixed Numbers Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **UPF (aligned to standard) divide mixed numbers, N2B (not aligned to standard) remediated- divide mixed numbers and fractions**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Add and Subtract Mixed Numbers

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **9BE (aligned to standard), Add and subtract mixed numbers. TPZ (not aligned to standard) remediated- Add and subtract mixed numbers.**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

Unit 2: Review Fractions

MS 7 Math

Fractions as Decimals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL code: M2D (aligned to standard) Convert mixed numbers and fractions to decimals. 99M (not aligned to standard) remediated- convert mixed numbers to decimals

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit 3: Review Integers

MS 7 Math

UNIT SUMMARY

In this unit, students will deepen their understanding of integers and develop fluency in performing operations with positive and negative numbers. They will review key concepts such as the number line, absolute value, and opposites, as well as addition, subtraction, multiplication, and division of integers. The unit includes practice with evaluating expressions and solving problems that involve integers, emphasizing accuracy and a strong grasp of integer rules. This foundation is essential for success in real-life applications, algebra, and other advanced mathematical topics.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.3
Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.
7.NS.A.1
Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.
7.EE.B.3
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
7.NS.A.1a
Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has a zero charge because its two constituents are oppositely charged.
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.

Unit 3: Review Integers

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Integers and Absolute Value Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: NSB, Absolute value and opposite integers

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1a

Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has a zero charge because its two constituents are oppositely charged.

Multiply Integers Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: DQT, multiply integers

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

7.NS.A.2a

Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

Unit 3: Review Integers

MS 7 Math

Dividing Integers Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: CTV, divide integers. 52P (aligned to 8th grade) multiply and divide rational numbers

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.
7.NS.A.2b
Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

Adding Integers Lessons

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code Choices: FTM, Add integers using counters. QFU, add integers. PBC, add three or more integers

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.NS.A.1d
Apply properties of operations as strategies to add and subtract rational numbers.

Unit 3: Review Integers

MS 7 Math

7.NS.A.1b

Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

Subtract Integers Lessons

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: **BGL, subtract integers using counters. HEU, subtract integers. GKU, add and subtract rational numbers.**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1d

Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.A.1c

Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.

Unit Review: Integers

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The summative assessment for the integers unit evaluates students' understanding of integer operations, including addition, subtraction, multiplication, and division, as well as their ability to solve equations and apply integer concepts in real-world scenarios. This assessment includes, short-answer problems, extended-response questions where students must explain their reasoning.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.1

Unit 3: Review Integers

MS 7 Math

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

7.NS.A.2

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

Unit 4: Rates, Ratios, Proportions, and Percents

MS 7 Math

UNIT SUMMARY

In this unit, students will build their understanding of ratios, rates, and proportions, focusing on how to represent and solve problems involving these concepts. Students will review the basics of ratios and rates, learn to simplify ratios, and explore the concept of unit rate. They will solve proportion problems using cross-multiplication and apply proportional reasoning to find missing values in equivalent ratios. This unit emphasizes both accuracy in setting up and solving ratio and proportion equations and recognizing real-life applications.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.1
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
7.RP.A.2a
Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
7.RP.A.2b
Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7.RP.A.2c
Represent proportional relationships by equations. For example, if the total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
Maine - Grade 6 - Mathematics (2020)
6.NS.C.6c
Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Unit 4: Rates, Ratios, Proportions, and Percents

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit Rates Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: N7G, Calculate unit prices TJP, (aligned to 8th grade) Calculate unit prices

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

Calculate Unit Rates with Fractions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 57X, calculate unit rates with fractions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

Unit 4: Rates, Ratios, Proportions, and Percents

MS 7 Math

Proportions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: MJQ, test and conclude whether or not two ratios form a proportion

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.2a

Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

Solve Proportions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: TDA, solve proportions. WB7, solve proportions with word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.2c

Represent proportional relationships by equations. For example, if the total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

Constant of Proportionality Lesson

Assessment Type: Formative

Unit 4: Rates, Ratios, Proportions, and Percents

MS 7 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: LKZ, find the constant of proportionality from a table

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.2b
Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Coordinate Plane Review

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code VXU (not aligned to standard; aligned to 7th grade) review of coordinate plane (origin, quadrants, x and y-axis, ordered pairs)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Constant of Proportionality From a Graph Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: ZUT (aligned to 7th grade), YMH (aligned to 8th grade); find the constant of proportionality from a graph

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.2b

Unit 4: Rates, Ratios, Proportions, and Percents

MS 7 Math

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Write and Solve Equations from a Graph

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: JKH (7th grade), G7N (8th grade); write equations for proportional relationships, from graphs

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.2c

Represent proportional relationships by equations. For example, if the total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

Write and Solve Equations for Proportional Relationships

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: VKK (7th grade), HPM (8th grade); write and solve equations for proportional relationships- word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.2c

Represent proportional relationships by equations. For example, if the total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

Unit 4: Rates, Ratios, Proportions, and Percents

MS 7 Math

Unit Quiz: Ratios, Rates, and Proportions

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The two-part summative assessment for this unit will evaluate students' understanding and application of key concepts in rates, ratios, and proportions. The assessment will include a variety of question types, such as multiple choice, short answer, and real-world problem-solving tasks. Students will demonstrate their ability to write and simplify ratios, calculate unit rates, and solve proportions using cross-multiplication. They will also apply these skills to interpret and solve word problems that involve real-life scenarios, such as comparing rates, and making proportional predictions. This assessment emphasizes not only accuracy in calculations but also clear, logical reasoning in setting up and solving problems.

Unit 5: Percents

MS 7 Math

UNIT SUMMARY

In this unit, students will develop a comprehensive understanding of percents and their relationships with fractions and decimals. They will learn to convert between percents, fractions, and decimals, as well as calculate percentages of a number. Students will also explore real-life applications, such as finding discounts, tax, tips, and interest, to understand how percents are used in practical contexts. The unit emphasizes problem-solving skills and fluency with percent calculations, equipping students with the ability to interpret and solve percent-related problems accurately.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.2
Recognize and represent proportional relationships between quantities.
7.NS.A.2d
Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.NS.A.2c
Apply properties of operations as strategies to multiply and divide rational numbers.
7.NS.A.3
Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Unit 5: Percents

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Percents, Decimals, and Fractions Lesson

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 2HW (7th grade), 6PB (8th grade); Convert between percents, fractions, and decimals

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.2d

Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

Percent Proportions and Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 67F, Solve percent equations. JS6 Solve percent equations- word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.3

Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

7.NS.A.2c

Apply properties of operations as strategies to multiply and divide rational numbers.

Unit 5: Percents

MS 7 Math

Percent Change

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: BL7, Percent of change. 54S Percent of change- word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.NS.A.3

Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Original Sales Price

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: BDA (aligned to standard), sales prices; find the original price. 5P4 (aligned to 8th grade)sales prices; find the original price-word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.RP.A.3

Use proportional relationships to solve multistep ratio, rate, and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Tax Discount and More

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: SPN, Find the percent of a number

Unit 5: Percents

MS 7 Math

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.3
Use proportional relationships to solve multistep ratio, rate, and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Simple Interest

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **IXL Code: E7Y (aligned to standard), YAT (aligned to 8th grade); calculate simple interest**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.3
Use proportional relationships to solve multistep ratio, rate, and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Percent Error

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **IXL codes: 6UY, solve percent error word problems**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit Quiz: Percents

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Unit 5: Percents

MS 7 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The summative assessment for the Percents unit will measure students' understanding and mastery of key concepts related to percents and their applications. The assessment will include a variety of question formats, such as multiple choice, short answer, and real-world problem-solving tasks. Students will demonstrate their ability to convert between percents, fractions, and decimals; calculate percentages of a number; and solve problems involving percent increase, decrease, and discounts. Real-life scenarios, such as determining tax, tips, and discounts, will assess students' ability to apply percent concepts practically. This assessment focuses on accuracy, conversion skills, and problem-solving with percents.

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

UNIT SUMMARY

In this unit, students will explore the basics of data collection, representation, and interpretation, as well as introductory concepts in probability. They will learn to organize and display data using tables, graphs, and charts, and calculate measures of central tendency, including mean, median, and mode. Students will also explore probability by predicting outcomes, understanding probability as a measure between 0 and 1, and calculating simple probabilities. This unit emphasizes analytical thinking and helps students make informed predictions and decisions based on data and probability.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
SR.EA.3
Investigate chance processes and develop, use, and evaluate probability models.
7.SP.C.8a
Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
7.SP.C.7b
Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
7.SP.C.8b
Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., rolling double sixes), identify the outcomes in the sample space which compose the event.

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Measures of Central Tendency

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: U2A, HDX (aligned to 8th grade), Calculate mean, median, mode, and range

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 6 - Mathematics (2020)

6.SP.B.5c

Calculating quantitative measures of center (median and/or mean) and variability (range and/or interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

Maine - Grade 7 - Mathematics (2020)

7.SP.A.1

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Graphs and Box Plots

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: SKN, YVZ (c), Interpret box plots

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.A.2

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean length of a largemouth bass in a lake by randomly sampling largemouth bass from the lake; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Maine - Grade 6 - Mathematics (2020)

6.SP.A.2

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean, median and/or mode), spread (range and/or interquartile range), and overall shape.

Interpret Charts and Graphs to Find Measures of Center

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: CYK, CND (aligned to 8th grade), Interpret charts and graphs to find mean, median, mode, and range

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.B.3

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team and both distributions have similar variability (mean absolute deviation) of about 5 cm. The difference between the mean heights of the two teams (10 cm) is about twice the variability (5 cm mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

7.SP.B.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Identify Representative, Random, and Biased Samples

Assessment Type: Formative

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 5V3 or CSR (aligned to 8th grade), Identify representative, random, and biased samples

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.A.1

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Mean Absolute Deviation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL codes: YNM, 2H2 (aligned to 8th grade), Calculate mean absolute deviation

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.B.3

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team and both distributions have similar variability (mean absolute deviation) of about 5 cm. The difference between the mean heights of the two teams (10 cm) is about twice the variability (5 cm mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

Compare Populations Using Measures of Center

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL code: PCK, Comparing populations using measures of center and spread

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.B.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Estimate Population Size

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL codes: 3C9, ZNB (aligned to 8th grade), Estimating population size using proportions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.A.2

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean length of a largemouth bass in a lake by randomly sampling largemouth bass from the lake; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Introduction to Probability

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: ZZB (7th grade), 5ZY (aligned to 8th grade), calculate probability of simple events

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
SR.EA.3
Investigate chance processes and develop, use, and evaluate probability models.

Theoretical Probability

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 9UW Make predictions using theoretical probability

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.SP.C.7a
Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
7.SP.C.6
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

Experimental Probability

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 9UW, 38C (aligned to 8th grade), Make predictions using experimental

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

probability

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.SP.C.7b
Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
7.SP.C.7a
Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
7.SP.C.6
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

Compound Events: Find the Number of Outcomes

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: HZR, P5R (Aligned to 8th grade), calculate the number of outcomes from compound events

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.SP.C.8b
Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams.

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

For an event described in everyday language (e.g., rolling double sixes), identify the outcomes in the sample space which compose the event.

Probability of Compound Events

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: YPQ, find the probability of compound events

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.C.8a

Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

Probability of Independent and Dependent Events

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: NED, SAS (aligned to 8th grade), Find the probability of Independent and depended events

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.C.8a

Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

7.SP.C.8c

Design and use a simulation to generate frequencies for compound events. For example, use random digits as a

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Probability of Mutually Exclusive and Overlapping Events

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 8TP, Find the probability of mutually exclusive and overlapping events

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

SR.EA.3

Investigate chance processes and develop, use, and evaluate probability models.

Probability Simulations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: D87, find which probability simulation is a best fits the situation

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.SP.C.7b

Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

7.SP.C.5

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a

Unit 6: Unit 6: Data, Statistics, and Probability

MS 7 Math

probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.C.6

Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

Unit 6: Data, Statistics, and Probability Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The summative assessment for the Data, Statistics, and Probability unit will evaluate students' understanding of data analysis and a comprehensive range of probability concepts. The assessment will feature multiple-choice, short-answer, and applied problem-solving questions that require students to organize and interpret data and calculate measures of central tendency, such as mean, median, and mode. In the probability section, students will demonstrate their understanding of different types of probabilities, including mutually exclusive, overlapping, independent, dependent, and compound events. Additionally, students will use probability simulations to model and predict outcomes. Real-life scenarios will assess students' abilities to apply probability concepts practically, emphasizing accuracy, critical thinking, and logical reasoning across a variety of probability applications.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

SR.EA.2

Use random sampling, visual representations, and measures of center and variability to draw inferences about one or more populations.

SR.EA.3

Investigate chance processes and develop, use, and evaluate probability models.

Unit 7: Exponents and Roots

MS 7 Math

UNIT SUMMARY

In this unit, students will be introduced to the basics of exponents, square roots, and scientific notation. They will learn what exponents represent and practice expressing numbers using exponential notation, as well as performing simple calculations with small whole-number exponents. Students will also explore the concept of square roots, focusing on identifying and calculating square roots of perfect squares. Additionally, students will be introduced to scientific notation as a way to represent very large or very small numbers efficiently, using their understanding of powers of ten. This unit focuses on building a foundational understanding of these concepts, preparing students for more advanced mathematical operations.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

QR.EA.3

Apply and extend previous understandings of operations with whole numbers to rational numbers.

Unit 7: Exponents and Roots

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Understand Exponents

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: ZDS, evaluate powers with whole number exponents

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

QR.EA.3

Apply and extend previous understandings of operations with whole numbers to rational numbers.

Powers with Negative Bases

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: WFW, evaluate powers with whole number exponents and negative bases

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

QR.EA.3

Apply and extend previous understandings of operations with whole numbers to rational numbers.

Powers of Ten

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: LJQ understand and identify patterns between zeros and exponents in powers of Ten

Unit 7: Exponents and Roots

MS 7 Math

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
QR.EA.3
Apply and extend previous understandings of operations with whole numbers to rational numbers.

Scientific Notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **IXL Code: 3S7 Write numbers in scientific notation**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
QR.EA.3
Apply and extend previous understandings of operations with whole numbers to rational numbers.

Compare Numbers in Scientific notation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **G9C, Compare numbers written in scientific notation and standard form.**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
QR.EA.3
Apply and extend previous understandings of operations with whole numbers to rational numbers.

Unit 7: Exponents and Roots

MS 7 Math

Square Roots of Perfect Squares

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **IXL Code: WRT, Understand and identify square roots of perfect squares**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
QR.EA.3
Apply and extend previous understandings of operations with whole numbers to rational numbers.

Estimate Square Roots

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **AU2, estimate square roots; Identify which 2 numbers an imperfect square root is between.**

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
QR.EA.3
Apply and extend previous understandings of operations with whole numbers to rational numbers.

Unit 7: Exponents and Roots Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: **The summative assessment for this introductory unit will evaluate students' foundational understanding of exponents, square roots, and scientific notation. The assessment will include a mix of multiple-choice, short-answer, and problem-solving questions designed to assess students' ability to**

Unit 7: Exponents and Roots

MS 7 Math

interpret and calculate simple exponents, identify and find square roots of perfect squares, and convert numbers between standard form and scientific notation. Questions will focus on fundamental concepts, ensuring that students grasp the basic principles behind exponents and square roots and understand how to represent large and small numbers using scientific notation. This assessment emphasizes accuracy, comprehension, and the ability to apply these concepts to basic mathematical problems.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

QR.EA.3

Apply and extend previous understandings of operations with whole numbers to rational numbers.

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

UNIT SUMMARY

In this unit, students will be introduced to fundamental algebraic concepts, including understanding and working with variable expressions. They will learn to write and interpret expressions involving variables, add and subtract expressions, and simplify expressions by combining like terms. Students will explore the distributive property to expand expressions and practice factoring expressions by identifying common factors. They will also learn to identify and create equivalent expressions. Toward the end of the unit, students will apply their understanding to solve simple one-step equations. This unit builds a strong foundation in algebra, emphasizing conceptual understanding and accuracy in manipulating expressions. This unit prepares students to engage with the more algebra-intensive second-half of the curriculum.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.EE.B.3
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
AR.EA.4
Use properties of operations to generate equivalent expressions.
7.EE.B.4
Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.
7.EE.A.1
Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-\frac{5}{3}) = -3x + 5$.
7.EE.A.2
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, A shirt is on sale for 20% off the regular price, p . The discount can be expressed as $0.2p$. The new price for the shirt can be expressed as $p - 0.2p$ or $0.8p$.
7.EE.B.4a

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Maine - Grade 6 - Mathematics (2020)

6.EE.B.5

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Order of Operations and Introduction to Algebra

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: D7P Use the order of operations to evaluate numerical expressions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Write Variable Expressions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 59K, EGS - write variable expressions from words

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10%

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Write Variable Expressions for Real-World Situations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL: XMD, MEC (aligned to 8th grade)- write variable expressions from word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Evaluating Expressions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: T56 - evaluate multi-variable expressions (value of variable given)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Properties of Addition and Multiplication

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: D6G- Identify and understand properties of addition and multiplication;

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

associative, commutative, identity, distributive

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Simplify Expressions with Algebra Tiles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: PCU- simplify expressions by combining like terms using algebra tiles

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Like Terms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL: JJG (7th grade), QP7 (8th grade)- simplify expressions by combining like terms

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Distributive Property

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: NUY (7th grade), U7T (8th grade)- multiply using the distributive property

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Factor Expressions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: J9G (7th grade)- factoring and expression and rewriting it as a product

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.A.1

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Add and Subtract Linear Expressions

Assessment Type: Formative

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 6BT (7th grade), use prior knowledge in distributive property and combining like terms to add and subtract expressions

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.EE.A.1
Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.

Identify Equivalent Linear Expressions: Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: KWH (7.EE.A.2), Identify equivalent expressions from word problems

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.EE.A.1
Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, $4x + 2 = 2(2x+1)$ and $-3(x-5/3) = -3x + 5$.
7.EE.A.2
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, A shirt is on sale for 20% off the regular price, p . The discount can be expressed as $0.2p$. The new price for the shirt can be expressed as $p - 0.2p$ or $0.8p$.

Solve One-Step Equations

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 8: Semester 2 Introduction to Algebra

MS 7 Math

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: WKM- Use inverse operations to solve one-step equations

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.EE.B.4
Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Which x Satisfies the Equation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: DJS- find which value for x satisfies the equation; preparing students for multi-step variable equations in next unit.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit 7: Introduction to Algebra Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The summative assessment for the Introduction to Algebra unit will evaluate students' understanding of variable expressions and fundamental algebraic skills. It will include multiple-choice, short-answer, and problem-solving questions where students will write, simplify, and manipulate expressions. Key tasks will involve adding and subtracting expressions, combining like terms, applying the distributive property, factoring expressions, and creating equivalent expressions. Additionally, students will solve one-step equations. This assessment focuses on accuracy and fluency in foundational algebra concepts.

Unit 9: Semester 2: Equations and Inequalities

MS 7 Math

UNIT SUMMARY

In this unit, students will delve into expressions and equations, building on their foundational algebraic skills. They will learn to solve multi-step equations and equations involving like terms, applying their knowledge of combining like terms and the distributive property. Students will also explore inequalities, including one-step and two-step inequalities, and practice solving them. Additionally, the unit will cover how to graph inequalities on a number line, reinforcing their understanding of the relationship between algebraic expressions and graphical representations. This unit emphasizes problem-solving strategies and critical thinking as students manipulate and analyze expressions and equations.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Unit 9: Semester 2: Equations and Inequalities

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Solve Two-Step Equations (without grouping symbols)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: CMX- solve two-step equations without parenthesis

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Solve Two-Step Equations with Grouping Symbols

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: NSH- solve two-step equations with parenthesis

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Solving Equations Involving Like Terms

Assessment Type: Formative

Unit 9: Semester 2: Equations and Inequalities

MS 7 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: VSW- solve equations with like terms on one side of the equation

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Solving Equations: Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 8NH - Choose the two-step equation that fits the real-world problem, D2Y- Choose or create, and solve the two-step equation that fits the real-world problem

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4a

Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Inequalities and Solutions

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 8BA (7th grade)- choose the solution(s) to an inequality

Unit 9: Semester 2: Equations and Inequalities

MS 7 Math

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Graph Inequalities

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: VLU (7th grade)- graph inequalities

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Solve One-Step Inequalities

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: QWH (7th grade)- solve one-step inequalities

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit 9: Semester 2: Equations and Inequalities

MS 7 Math

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

One-Step Inequalities: Word Problems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 6HD- choose and solve the best-fit inequality for word problems.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Solve Two-Step Inequalities

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: XGQ- solve two-step inequalities

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

Unit 9: Semester 2: Equations and Inequalities

MS 7 Math

7.EE.B.4b

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Unit 1: Equations and Inequalities Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The summative assessment for the Expressions and Equations unit will evaluate students' understanding of expressions, equations, and inequalities. It will include multiple-choice, short-answer, and problem-solving questions where students will solve multi-step equations, equations with like terms, and one-step and two-step inequalities. Additionally, students will graph inequalities on a number line and apply their skills to real-world problem scenarios. This assessment focuses on accuracy, critical thinking, and the application of algebraic concepts in practical contexts.

Unit 10: Semester 2: Introduction to Geometry and Angles

MS 7 Math

UNIT SUMMARY

In this unit, students will explore the fundamental concepts of angles and their measurements. They will learn how to measure angles using protractors and understand the different types of angles, including acute, obtuse, and right angles. Students will study angle pairs, such as complementary and supplementary angles, and apply the triangle inequality theorem and angle-sum theorem to understand the relationships between the angles in a triangle. Real-world applications will be integrated to illustrate the relevance of angle measurement in design, architecture, and other fields.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

7.G.A.1

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

National Common Core - Grade 5 - Mathematics

CCSS.Math.Content.5.G.B.4

Classify two-dimensional figures in a hierarchy based on properties.

Unit 10: Semester 2: Introduction to Geometry and Angles

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Angles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 2UG (not aligned)- name measure and classify angles

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Identify Angle Pairs

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: HKG -Identify complementary, supplementary, vertical, and adjacent angles

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Find Measures to Angle Pairs

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: CST- Find measures of complementary, supplementary, vertical, and adjacent angles

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

Unit 10: Semester 2: Introduction to Geometry and Angles

MS 7 Math

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Classify Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: N5Z- classify triangles based on angle measures and side lengths

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Triangle Inequality Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 5RX- determine whether 3 side lengths can form a triangle

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.A.2

Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Triangle Angle-sum Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: 4U6- Find the missing angle, given the 2 other angle measures. 6Q6- Use the angle-sum theorem to solve for x

Unit 10: Semester 2: Introduction to Geometry and Angles

MS 7 Math

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit 2 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The assessment for the Geometry: Angles unit will evaluate students' understanding of angle measurement and relationships. It will include multiple-choice and problem-solving questions where students will measure angles, identify types of angles (acute, obtuse, right), and apply concepts such as complementary and supplementary angles, the triangle inequality theorem, and angle sums in triangles. Real-world application questions will assess practical understanding of these concepts. This assessment emphasizes accuracy and conceptual comprehension.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.G.B.5
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.G.A.2
Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

MS 7 Math

UNIT SUMMARY

In this unit, students will explore key concepts in two-dimensional geometry, focusing on the properties and relationships of various shapes. They will learn to classify, measure, and calculate attributes of 2D shapes, including perimeter, area, and properties of polygons, circles, and composite figures. Students will investigate the properties of parallel and perpendicular lines, explore symmetry, and understand the concept of scale factor to determine proportional changes in similar figures. This unit emphasizes spatial reasoning and measurement skills, helping students understand the structure and relationships within 2D figures and how geometry applies to real-world contexts.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.G.A.1
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7.G.B.4
Know that a circle is a two-dimensional shape created by connecting all the points equidistant from a fixed point called the center of the circle. Understand and describe the relationships among the radius, diameter, circumference and area of a circle. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.B.6
Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
7.G.A.3
Describe the shape of the cross-section two-dimensional face of the figures that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
Maine - Grade 6 - Mathematics (2020)
6.G.A.4
Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.2
Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

MS 7 Math

appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = B h$ (where B stands for the area of the base) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Perimeter

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 7GQ, Find the perimeter of polygons. Find side lengths given perimeter.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.A.1

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Circumference

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: KS7, find the circumference of a circle. Find the radius or diameter, given circumference.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.4

Know that a circle is a two-dimensional shape created by connecting all the points equidistant from a fixed point called the center of the circle. Understand and describe the relationships among the radius, diameter, circumference and area of a circle. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Area of Parallelograms

Assessment Type: Formative

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

MS 7 Math

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 62H- find area of rectangles and parallelograms. Find side length given area.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.G.B.6
Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Area of Triangles and Trapezoids

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: ENE- Find the area of triangles and trapezoids; use area to find missing measurements

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Area of Circles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: YA8- Find the area of a circle given diameter or radius

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.G.B.4
Know that a circle is a two-dimensional shape created by connecting all the points equidistant from a fixed point

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

MS 7 Math

called the center of the circle. Understand and describe the relationships among the radius, diameter, circumference and area of a circle. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Area Between Two Shapes

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: RKC- find the area of two shapes, then subtract to find the area between the two shapes.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Area of Semi and Quarter Circles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: 2NM- Find the area of a semi-circle given diameter or radius.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.4

Know that a circle is a two-dimensional shape created by connecting all the points equidistant from a fixed point called the center of the circle. Understand and describe the relationships among the radius, diameter, circumference and area of a circle. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

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Area of Compound Figures

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: MRG-Area of compound figures with triangles. N97-Area of compound figures with triangles, semicircles, and quarter circles

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.G.B.6
Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Scale Factor of Polygons

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: WEA- Using proportions to solve scale factor problems, understanding that angle measures do not change when the size of the shape does.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.G.A.1
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Unit Quiz: 2-D Geometric Measures

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Unit 11: Semester 2: Geometric Measure of 2-D Shapes

MS 7 Math

Description: The summative assessment for the 2D Geometry unit will evaluate students' understanding of key geometric concepts and skills. It will include multiple-choice, short-answer, and problem-solving questions that assess students' ability to classify 2D shapes, calculate perimeter and area of polygons and circles, and apply properties of parallel and perpendicular lines. Students will also demonstrate their understanding of symmetry and use scale factor to find proportional changes in similar figures. Real-world applications will be incorporated to assess students' ability to connect geometric concepts to practical scenarios. This assessment focuses on accuracy, spatial reasoning, and conceptual understanding of 2D geometry.

Unit 12: Semester 2: Geometric Measures of 3D Shapes

MS 7 Math

UNIT SUMMARY

In this unit, students will explore three-dimensional geometry, focusing on the properties, classification, and measurement of 3D shapes. They will learn to identify and describe the characteristics of various solids, including prisms, cylinders, and cubes. Students will calculate surface area and volume of these shapes using appropriate formulas, developing skills in spatial reasoning and measurement. This unit will also cover cross-sections and how slicing a 3D shape can produce different 2D figures. Real-world applications will be emphasized to show the practical uses of 3D geometry in fields such as architecture, engineering, and design.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.A.3

Describe the shape of the cross-section two-dimensional face of the figures that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

STANDARDS

Unit 12: Semester 2: Geometric Measures of 3D Shapes

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Cross Sections

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: HFJ- identify cross-sections of three-dimensional figures

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.A.3

Describe the shape of the cross-section two-dimensional face of the figures that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Surface Area of Cubes Prisms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: RFP- find the surface area and identify the correct net of cubes, rectangular prisms, and triangular prisms.

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Volume of Cubes and Prisms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Unit 12: Semester 2: Geometric Measures of 3D Shapes

MS 7 Math

Description: IXL Code: URT- Find the volume of rectangular prisms, cubes, and triangular prisms

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 7 - Mathematics (2020)

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and/or three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Volume of Cylinders

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: FHC- Find the volume of a cylinder, given height and diameter or radius

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Unit Quiz: 3-D Geometric Measures

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The summative assessment for the 3D Geometry unit will evaluate students' understanding of three-dimensional shapes, focusing on prisms and cylinders. Students will be asked to identify and classify these 3D shapes, calculate their surface area and volume using appropriate formulas, and interpret cross-sections formed by slicing. The assessment will include a mix of multiple-choice, short-answer, and real-world problem-solving questions that emphasize accuracy, spatial reasoning, and practical application of 3D geometry concepts.

Unit 13: Semester 2: Project- Math in the Real World

MS 7 Math

UNIT SUMMARY

In this end-of-year project, students will connect classroom math concepts with real-world applications by exploring how math is used in a career that interests them. Each student will select (at least) one key math concept from the year—such as ratios, percentages, linear equations, or geometry—and research how it is applied within their chosen profession. They'll develop a real-world scenario based on their research and solve a career-relevant math problem using this concept. The final product will be a presentation, report, or visual project that includes their research, problem-solving demonstration, and reflections on the experience. This project encourages students to see math's relevance in daily life and introduces them to potential career pathways, making it an engaging, practical way to wrap up the year.

STANDARDS

Maine - Grade 7 - Mathematics (2020)
QR.EA.2
Analyze proportional relationships and use them to solve real-world and mathematical problems.
QR.EA.3
Apply and extend previous understandings of operations with whole numbers to rational numbers.
AR.EA.4
Use properties of operations to generate equivalent expressions.
GR.EA.1
Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.
SR.EA.2
Use random sampling, visual representations, and measures of center and variability to draw inferences about one or more populations.

Unit 13: Semester 2: Project- Math in the Real World

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Final Project

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description:

- **Understanding of Math Concept:** Did the student accurately apply the math concept?
- **Career Research:** Did the student thoroughly research and explain how math is used in the career?
- **Real-World Problem Solving:** Did the student create and solve a realistic problem that professionals in the field might encounter?
- **Presentation Quality:** Is the project well-organized, clear, and engaging?
- **Reflection:** Did the student thoughtfully reflect on the learning experience?

Unit 14: BONUS: Units of Measure

MS 7 Math

UNIT SUMMARY

Seventh-grade math students will explore the customary units of measure, including the metric units of measure, and how to convert between customary units and metric units.

STANDARDS

National Common Core - Grade 5 - Mathematics

CCSS.Math.Content.5.MD.A.1

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Maine - Grade 6 - Mathematics (2020)

6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.A.3d

Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Unit 14: BONUS: Units of Measure

MS 7 Math

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Customary Units of Measure

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Codes: 4B8, 9TJ (not aligned to standard)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

Metric Units of Measure

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL Code: FDH (6th grade), HWZ (not aligned)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

STANDARDS

Maine - Grade 6 - Mathematics (2020)

6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Convert Between Customary and Metric Units

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: IXL: E8Z (not aligned)

Students will use IXL, an online learning program, to build skills in math. IXL adapts difficulty based on a student's performance, provides immediate feedback and explanations, and shows exactly which skills you've mastered.

MS 7 Math

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Review Decimals	11 teaching days	Aug 26 - Sep 13, 2024
 Unit 2: Review Fractions	10 teaching days	Sep 16 - Sep 27, 2024
 Unit 3: Review Integers	6 teaching days	Sep 27 - Oct 4, 2024
 Unit 4: Rates, Ratios, Proportions, and Percents	15 teaching days	Oct 7 - Oct 31, 2024
 Unit 5: Percents	10 teaching days	Nov 1 - Nov 15, 2024
 Unit 6: Unit 6: Data, Statistics, and Probability	18 teaching days	Nov 18 - Dec 16, 2024
 Unit 7: Exponents and Roots	11 teaching days	Dec 17, 2024 - Jan 10, 2025
 Unit 8: Semester 2 Introduction to Algebra	19 teaching days	Jan 17 - Feb 13, 2025
 Unit 9: Semester 2: Equations and Inequalities	11 teaching days	Feb 24 - Mar 10, 2025
 Unit 10: Semester 2: Introduction to Geometry and Angles	7 teaching days	Mar 11 - Mar 19, 2025
 Unit 11: Semester 2: Geometric Measure of 2-D Shapes	15 teaching days	Mar 24 - Apr 28, 2025
 Unit 12: Semester 2: Geometric Measures of 3D Shapes	20 teaching days	Apr 14 - May 30, 2025
 Unit 13: Semester 2: Project- Math in the Real World	12 teaching days	May 23 - Jun 10, 2025
 Unit 14: BONUS: Units of Measure	11 teaching days	Dec 2 - Dec 16, 2024

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Unit 1: Review D...	27 Unit 1: Review D...	28 Unit 1: Review D...	29 Unit 1: Review D...	30 Unit 1: Review D...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Review D...	4 Unit 1: Review D...	5 Unit 1: Review D...	6 Unit 1: Review D...	7
8	9 Unit 1: Review D...	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13 Unit 1: Review D...	14
15	16 Unit 2: Review Fr...	17 Unit 2: Review Fr...	18 Unit 2: Review Fr...	19 Unit 2: Review Fr...	20 Unit 2: Review Fr...	21
22	23 Unit 2: Review Fr...	24 Unit 2: Review Fr...	25 Unit 2: Review Fr...	26 Unit 2: Review Fr...	27 Unit 3: Review Int... Unit 2: Review Fr...	28
29	30 Unit 3: Review Int...	1 Unit 3: Review Int...	2 Unit 3: Review Int...	3 Unit 3: Review Int...	4 Unit 3: Review Int...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 3: Review Int...	1 Unit 3: Review Int...	2 Unit 3: Review Int...	3 Unit 3: Review Int...	4 Unit 3: Review Int...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 4: Rates, Ra...	11 Unit 4: Rates, Ra...	12
13	14 Indigenous Peoples' Day	15 Unit 4: Rates, Ra...	16 Unit 4: Rates, Ra...	17 Unit 4: Rates, Ra...	18 Unit 4: Rates, Ra...	19
20	21 Unit 4: Rates, Ra...	22 Unit 4: Rates, Ra...	23 Unit 4: Rates, Ra...	24 Unit 4: Rates, Ra...	25 Unit 4: Rates, Ra...	26
27	28 Unit 4: Rates, Ra...	29 Unit 4: Rates, Ra...	30 Unit 4: Rates, Ra...	31 Unit 4: Rates, Ra...	1 Unit 5: Percents	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 4: Rates, Ra...	29 Unit 4: Rates, Ra...	30 Unit 4: Rates, Ra...	31 Unit 4: Rates, Ra...	1 Unit 5: Percents	2
3	4 Unit 5: Percents	5 Unit 5: Percents	6 Unit 5: Percents	7 Unit 5: Percents	8 Unit 5: Percents	9
10	11 Veterans Day	12 Unit 5: Percents	13 Unit 5: Percents	14 Unit 5: Percents	15 Unit 5: Percents	16
17	18 Unit 6: Unit 6: Da...	19 Unit 6: Unit 6: Da...	20 Unit 6: Unit 6: Da...	21 Unit 6: Unit 6: Da...	22 Unit 6: Unit 6: Da...	23
24	25 Unit 6: Unit 6: Da...	26 Unit 6: Unit 6: Da...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	3 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	4 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	5 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	6 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	7
8	9 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	10 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	11 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	12 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	13 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	14
15	16 Unit 14: BONUS: ... Unit 6: Unit 6: Da...	17 Unit 7: Exponent...	18 Unit 7: Exponent...	19 Unit 7: Exponent...	20 Unit 7: Exponent...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 7: Exponent...	3 Unit 7: Exponent...	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 7: Exponent...	3 Unit 7: Exponent...	4
5	6 Unit 7: Exponent...	7 Unit 7: Exponent...	8 Unit 7: Exponent...	9 Unit 7: Exponent...	10 Unit 7: Exponent...	11
12	13	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17 Unit 8: Semester ...	18
19	20 Martin Luther King, Jr. Day	21 Unit 8: Semester ...	22 Unit 8: Semester ...	23 Unit 8: Semester ...	24 Unit 8: Semester ...	25
26	27 Unit 8: Semester ...	28 Unit 8: Semester ...	29 Unit 8: Semester ...	30 Unit 8: Semester ...	31 Unit 8: Semester ...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 8: Semester ...	28 Unit 8: Semester ...	29 Unit 8: Semester ...	30 Unit 8: Semester ...	31 Unit 8: Semester ...	1
2	3 Unit 8: Semester ...	4 Unit 8: Semester ...	5 Unit 8: Semester ...	6 Unit 8: Semester ...	7 Unit 8: Semester ...	8
9	10 Unit 8: Semester ...	11 Unit 8: Semester ...	12 Unit 8: Semester ...	13 Unit 8: Semester ...	14	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 9: Semester ...	25 Unit 9: Semester ...	26 Unit 9: Semester ...	27 Unit 9: Semester ...	28 Unit 9: Semester ...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 9: Semester ...	25 Unit 9: Semester ...	26 Unit 9: Semester ...	27 Unit 9: Semester ...	28 Unit 9: Semester ...	1
2	3 Unit 9: Semester ...	4 Unit 9: Semester ...	5 Unit 9: Semester ...	6 Unit 9: Semester ...	7 Unit 9: Semester ...	8
9	10 Unit 9: Semester ...	11 Unit 10: Semeste...	12 Unit 10: Semeste...	13 Unit 10: Semeste...	14 Unit 10: Semeste...	15
16	17 Unit 10: Semeste...	18 Unit 10: Semeste...	19 Unit 10: Semeste...	20 March Break	21 March Break	22
23	24 Unit 11: Semeste...	25 Unit 11: Semeste...	26 Unit 11: Semeste...	27 Unit 11: Semeste...	28 Unit 11: Semeste...	29
30	31 Unit 11: Semeste...	1 Unit 11: Semeste...	2 Unit 11: Semeste...	3 Unit 11: Semeste...	4 Unit 11: Semeste...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 11: Semeste...	1 Unit 11: Semeste...	2 Unit 11: Semeste...	3 Unit 11: Semeste...	4 Unit 11: Semeste...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 11: Semeste... Unit 12: Semeste...	15 Unit 11: Semeste... Unit 12: Semeste...	16 Unit 11: Semeste... Unit 12: Semeste...	17 Unit 11: Semeste... Unit 12: Semeste...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 11: Semeste... Unit 12: Semeste...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 12: Semeste...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 11: Semeste... Unit 12: Semeste...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 12: Semeste...	3
4	5 Unit 12: Semeste...	6 Unit 12: Semeste...	7 Unit 12: Semeste...	8 Unit 12: Semeste...	9 Unit 12: Semeste...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 12: Semeste...	20 Unit 12: Semeste...	21 Unit 12: Semeste...	22 Unit 12: Semeste...	23 Unit 12: Semeste... Unit 13: Semeste...	24
25	26 Memorial Day	27 Unit 12: Semeste... Unit 13: Semeste...	28 Unit 12: Semeste... Unit 13: Semeste...	29 Unit 12: Semeste... Unit 13: Semeste...	30 Unit 12: Semeste... Unit 13: Semeste...	31

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 13: Semeste...	3 Unit 13: Semeste...	4 Unit 13: Semeste...	5 Unit 13: Semeste...	6 Unit 13: Semeste...	7
8	9 Unit 13: Semeste...	10 Unit 13: Semeste...	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

MS 7 English

Maine Virtual Academy

UNITS (17/17 SELECTED)

SUGGESTED DURATION

 Unit 1: Beginning of the Year: Dedication	<i>3 teaching days</i>
 Unit 1: Beginning of the Year: Book Recommendation	<i>2 teaching days</i>
 Unit 1: Beginning of the Year: NWEA Song	<i>3 teaching days</i>
 Unit 2: Free Read/Free Write: Free Read	<i>144 teaching days</i>
 Unit 2: Free Read/Free Write: Free Write	<i>139 teaching days</i>
 Unit 3: Adolescence: Nonfiction	<i>5 teaching days</i>
 Unit 3: Adolescence: Fiction	<i>5 teaching days</i>
 Unit 3: Adolescence: Poetry	<i>5 teaching days</i>
 Unit 3: Adolescence: Expository Essay	<i>14 teaching days</i>
 Unit 4: Novel Study - Choose One Novel From the List	<i>30 teaching days</i>
 Unit 5: Education & Knowledge: Nonfiction	<i>5 teaching days</i>
 Unit 5: Education & Knowledge: Poetry	<i>4 teaching days</i>
 Unit 5: Education & Knowledge: Fiction	<i>4 teaching days</i>
 Unit 5: Education & Knowledge: Essay: Persuasive	<i>10 teaching days</i>
 Unit 6: Novel Study - Choose One Novel from the List	<i>30 teaching days</i>
 Unit 7: Fiction Fun	<i>15 teaching days</i>
 Unit 8: End of Year Wrap-Up	<i>14 teaching days</i>

Unit 1: Beginning of the Year: Dedication

MS 7 English

UNIT SUMMARY

Introduce students to the online learning environment by creating norms and establishing expectations. Dedicate their learning experience to someone important to them.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
	L.2.6-8.a
Spell correctly.	
	L.3.6-8.b
Maintain consistency in style and tone.	
	SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.	
	SL.1.6-8.b
Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.	
	R.1.6-8
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should	
<ul style="list-style-type: none">• assess where students are,• determine what they need to learn to master the skills appropriate to their grade level or grade span, and• access district resources to help students move toward proficiency.	
	W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.	

Unit 1: Beginning of the Year: Dedication

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessment Title

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: We are going to create a daily dedication for the lessons we are working on during the school year. Dedicating a day of learning to someone you know or someone you know knows (?☺) will help you to invest your time and energy into the tasks of that day.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
W.3.6-8.e
Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 1: Beginning of the Year: Book Recommendation

MS 7 English

UNIT SUMMARY

Explain the importance of literacy skills and how they are needed throughout a lifetime.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.3.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

Unit 1: Beginning of the Year: Book Recommendation

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Think about the last good book you read or a book you think is so good that everyone should read it at least once in their life. Write a recommendation for that book that tells about the book, why you liked it, and what type of reader would enjoy this book.

Your recommendation should have:

The book cover image

The title and author

A short summary of the book (don't give away the ending)

A good comparison book

Example:

The book, [The Dragonfly Pool](#), by Eva Ibbotson, is about a girl named Tally getting shipped off to a boarding school because her father is afraid of the war getting closer. Then one night there is a dance and the king gets assassinated. Tally and Professor Matteo went looking for the prince to make a grand escape. If you are into historical fiction books, you would like this one too.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
W.2.6-8.b	
	Use technology to produce writing, as well as to interact and collaborate with others.
W.3.6-8.b	
	Develop and support the topic with relevant techniques and logically ordered details.

ATTACHMENTS

 Book_Recommendation.docx

Unit 1: Beginning of the Year: NWEA Song

MS 7 English

UNIT SUMMARY

Identify testing conditions and address the social-emotional state the students experience before, during, and after testing. Write about how testing impacts their emotional state, using textual evidence from a song.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 1: Beginning of the Year: NWEA Song

MS 7 English

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 1: Beginning of the Year: NWEA Song

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

NWEA Song Assignment

The purpose of this assignment is to develop your analytical and creative thinking skills by comparing and contrasting the experience of listening to a song with the experience of taking a test. This exercise will help you explore different perspectives and understand the emotions and processes involved in both activities.

Think about your experience during a typical testing session, such as a quiz, exam, or standardized test. Consider the emotions you feel before, during, and after the test, as well as the atmosphere of the testing environment. Select a song that you enjoy or that you think has interesting lyrics, rhythm, or mood. It can be any genre—pop, rock, classical, hip-hop, etc. Listen to the song carefully and pay attention to how it makes you feel, the imagery it evokes, and the overall experience it provides.

Write a paragraph that clearly explains:

1. Your feelings about testing
2. The song you chose
3. How the two are connected

Be sure to follow the writing format used during our live sessions.

Begin writing here:

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

ATTACHMENTS

 NWEA_Song.docx

Unit 2: Free Read/Free Write: Free Read

MS 7 English

UNIT SUMMARY

Students use peer recommended books to experience the wide world of reading genres. Book recommendations range from classics to contemporary titles from all different genres.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.12.6-8.a

Read with sufficient accuracy and fluency to support comprehension.

R.12.6-8.b

Read various on-level texts with purpose and understanding.

Unit 2: Free Read/Free Write: Free Read

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Read Aloud Assignments (5)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Record your reading fluency for 60 seconds from a grade-level-appropriate book.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.12.6-8.a

Read with sufficient accuracy and fluency to support comprehension.

R.12.6-8.b

Read various on-level texts with purpose and understanding.

Unit 2: Free Read/Free Write: Free Write

MS 7 English

UNIT SUMMARY

Students are given a prompt from NoRedInk and a focused writing skill to practice the grade level standards

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

R.1.6-8

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

Unit 2: Free Read/Free Write: Free Write

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

NoRedInk Assignments

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Complete the grammar and language review assignment posted in the app.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.1.6-8
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should <ul style="list-style-type: none">• assess where students are,• determine what they need to learn to master the skills appropriate to their grade level or grade span, and• access district resources to help students move toward proficiency.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.a
Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

NoRedInk Quickwrite

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Use the quickwrite feature in NoRedInk to practice your writing skills about the selected topic. Quickwrites are usually about 150 words and based on student interest.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)

Unit 2: Free Read/Free Write: Free Write

MS 7 English

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

Unit 3: Adolescence: Nonfiction

MS 7 English

UNIT SUMMARY

Explore nonfiction reading using a research articles about risk-taking in teens. Using vocabulary strategies, identifying text structures, understanding main ideas and details, and synthesizing their new understanding of the topic.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas

Unit 3: Adolescence: Nonfiction

MS 7 English

and/or meaning, contributing to the author's purpose for the text as a whole.

R.10.6-8.a

Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

W.1.6-8.a

Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: Adolescence: Nonfiction

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

ATTACHMENTS

 Adolescence_nonfiction.docx

 Adolescence_Vocab.docx

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the synonym context clue structure.

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P)/Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the nonfiction text.

Unit 3: Adolescence: Fiction

MS 7 English

UNIT SUMMARY

Explore the story about a teen who navigates the social structures of school and the idea of popularity. Use vocabulary strategies, fiction reading strategies, and writing skills to show new perspectives gained through this literacy experience.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8

Unit 3: Adolescence: Fiction

MS 7 English

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.7.6-8

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

Unit 3: Adolescence: Fiction

MS 7 English

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

ATTACHMENTS

 Adolescence_Vocab.docx

Vocabulary Assessment

Assessment Type: Formative / Summative /

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description:

Write a sentence for each vocabulary word that uses the synonym context clue structure.

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the fiction text.

Unit 3: Adolescence: Poetry

MS 7 English

UNIT SUMMARY

Explore the theme of adolescence by analyzing the language of poetic devices, figurative language, and vocabulary.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.a
Provide an accurate summary of various texts;
R.5.6-8.b
Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8
Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Unit 3: Adolescence: Poetry

MS 7 English

R.9.6-8

Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 3: Adolescence: Poetry

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

ATTACHMENTS

 Adolescence_Vocab.docx

 Adolescence_Poetry.docx

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description:

Write a sentence for each vocabulary word that uses the synonym context clue structure.

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the poetry text.

Unit 3: Adolescence: Expository Essay

MS 7 English

UNIT SUMMARY

Write a 5 paragraph essay that answers the Big Question using the three texts in the unit to support your ideas.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
R.11.6-8.a
Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
W.1.6-8.c
Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
W.1.6-8.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.a
Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

Unit 3: Adolescence: Expository Essay

MS 7 English

W.3.6-8.d

Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Expository Essay

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: see attachment

The goal of this assignment is to guide you in writing an expository essay that explores the question, "How do the challenges of adolescence contribute to our growth?"

Unit 4: Novel Study - Choose One Novel From the List

MS 7 English

UNIT SUMMARY

Use the novel to gain experience interacting with a longer text and applying skills in character analysis, plot organization, conflict resolution, themes over the course of the mystery genre.

Book Choices

The Westing Game

Among the Hidden

Life of Pi

Independent Choice

Wonder

Code Talker

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
L.1.6-8.g	
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.2.6-8.a	
	Spell correctly.
L.3.6-8.a	
	Vary sentence patterns for meaning, reader/listener interest, and style.
L.3.6-8.b	
	Maintain consistency in style and tone.
L.3.6-8.c	
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.4.6-8.a	
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c	

Unit 4: Novel Study - Choose One Novel From the List

MS 7 English

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.4.6-8.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6-8

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.1.6-8

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

SL.1.6-8.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1.6-8.c

Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Unit 4: Novel Study - Choose One Novel From the List

MS 7 English

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 4: Novel Study - Choose One Novel From the List

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Weekly Writing

Assessment Type: Formative

Description: Writing that addresses vocabulary, questioning, and interaction with the reading.

https://drive.google.com/open?id=1pNNYiDDFFhB8TJWMFyiXj44DxXGGbcN9n7D_p_ky9BI

ATTACHMENTS

 Novel_Week_1.docx

Independent Choice Assignments

Assessment Type: Formative

Description: Writing that addresses vocabulary, questioning, and interaction with the reading.

ATTACHMENTS

 Question_Assignment.docx

 Written_Response.docx

 Vocabulary_Assignment.docx

Vocabulary Questions Analysis

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description:

Choose 5 words from your reading this week that challenge your language knowledge.

Create five (5) questions about your reading for this week.

Respond to **one** (1) of the questions based on the reading you did this week. Your response should show the key points from the novel and illustrate the importance you find.

Choose a project from the choice board to demonstrate an understanding of the themes of your choice of novel.

Unit 5: Education & Knowledge: Nonfiction

MS 7 English

UNIT SUMMARY

Explore informational texts to identify the importance of education and knowledge in the world and how it affects each individual student. Using analysis of text structure, central idea, specific details, and vocabulary skills, students will gain a new perspective on how education and knowledge add to their lives.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
R.4.6-8

Unit 5: Education & Knowledge: Nonfiction

MS 7 English

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.11.6-8.a

Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

R.11.6-8.b

Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.

R.12.6-8.b

Read various on-level texts with purpose and understanding.

R.12.6-8.c

Use context to confirm or self-correct word recognition.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Unit 5: Education & Knowledge: Nonfiction

MS 7 English

Use technology to produce writing, as well as to interact and collaborate with others.

W.3.6-8.a

Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.

ATTACHMENTS

 Education_and_Knowledge_Nonfiction_8.docx

 Education_and_Knowledge_Nonfiction_7.docx

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the nonfiction text.

Unit 5: Education & Knowledge: Poetry

MS 7 English

UNIT SUMMARY

Use poetic forms to explore themes of where education and knowledge are gained in life by studying narrative poems and the poets use of a variety of poetic devices and figurative language.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8
Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on

Unit 5: Education & Knowledge: Poetry

MS 7 English

grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.7.6-8

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

R.11.6-8.a

Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 5: Education & Knowledge: Poetry

MS 7 English

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

ATTACHMENTS

 Education_and_Knowledge_Poetry.docx

Vocabulary Assessment

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.

Analysis Assessment

Assessment Type: Formative / Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a strong paragraph that responds to one of the questions about the poem.

Unit 5: Education & Knowledge: Fiction

MS 7 English

UNIT SUMMARY

Use fictional texts to evaluate a character's understanding of navigating their world and opening up to other perspectives. Practice skills in organizing plot, character analysis, and theme to increase experiences in topics on education and knowledge.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
L.4.6-8.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.1.6-8

Unit 5: Education & Knowledge: Fiction

MS 7 English

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.a

Provide an accurate summary of various texts;

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.7.6-8

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

R.11.6-8.a

Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.a

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

Unit 5: Education & Knowledge: Fiction

MS 7 English

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MC Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Short multiple-choice comprehension quiz

ATTACHMENTS

 Education_an_Knowledge_Fiction.docx

 Education_and_Knowledge_Vocabulary_8.docx

Vocabulary Assessment

Assessment Type: Formative / Summative /

Assessment Tier: Drill & Practice (D&P) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3 /

Description: Write a sentence for each vocabulary word that uses the inference context clue structure.

Write a strong paragraph that responds to one of the questions about the story.

Analysis Assessment

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Write a strong paragraph that responds to one of the questions about the fictional text

Unit 5: Education & Knowledge: Essay: Persuasive

MS 7 English

UNIT SUMMARY

Write a 5 paragraph persuasive essay that answers the Big Question using the three texts in the unit to support your ideas. Utilize persuasive techniques and 1 of the texts used in the unit to convince the audience your claim is correct.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
W.1.6-8.c
Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
W.1.6-8.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
W.2.6-8.a
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
W.2.6-8.b
Use technology to produce writing, as well as to interact and collaborate with others.
W.2.6-8.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.6-8.a
Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
W.3.6-8.b
Develop and support the topic with relevant techniques and logically ordered details.
W.3.6-8.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
W.3.6-8.d

Unit 5: Education & Knowledge: Essay: Persuasive

MS 7 English

Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Persuasive Essay

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK4

Description: see attachment The goal of this assignment is to guide you in writing a persuasive essay that explores the question, "What is the best way to make sense of the world around us?"

Unit 6: Novel Study - Choose One Novel from the List

MS 7 English

UNIT SUMMARY

Use the novel to gain experience interacting with a longer text and applying skills in character analysis, plot organization, conflict resolution, themes over the course of the mystery genre.

Book Choices

The Westing Game

Among the Hidden

Life of Pi

Independent Choice

Wonder

Code Talker

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)	
L.1.6-8.g	
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.2.6-8.a	
	Spell correctly.
L.3.6-8.a	
	Vary sentence patterns for meaning, reader/listener interest, and style.
L.3.6-8.b	
	Maintain consistency in style and tone.
L.3.6-8.c	
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.4.6-8.a	
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.4.6-8.c	

Unit 6: Novel Study - Choose One Novel from the List

MS 7 English

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.4.6-8.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6-8

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.1.6-8

Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics texts, and issues, building on others' ideas and expressing their own clearly.

SL.1.6-8.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1.6-8.c

Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.

R.4.6-8

Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

R.5.6-8.b

Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

R.6.6-8

Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

R.8.6-8

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

Unit 6: Novel Study - Choose One Novel from the List

MS 7 English

W.1.6-8.c

Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

W.3.6-8.e

Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Unit 6: Novel Study - Choose One Novel from the List

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Weekly Writing

Assessment Type: Formative

Description: Writing that addresses vocabulary, questioning, and interaction with the reading.

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ATTACHMENTS

 Novel_Week_1.docx

Vocabulary Questions Analysis

Assessment Type: Formative / Summative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description:

Choose 5 words from your reading this week that challenge your language knowledge.

Create five (5) questions about your reading for this week.

Respond to **one** (1) of the questions based on the reading you did this week. Your response should show the key points from the novel and illustrate the importance you find.

Choose a project from the choice board to demonstrate an understanding of the themes of your choice of novel.

ATTACHMENTS

 Question_Assignment.docx

 Vocabulary_Assignment.docx

 Written_Response.docx

Unit 7: Fiction Fun

MS 7 English

UNIT SUMMARY

Use the short story to show mastery of comprehension skills, character analysis, and theme.

STANDARDS

Maine - Grade 6-8 - English Language Arts & Literacy ELA (2020)
L.4.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.6-8.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
L.5.6-8.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6-8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
R.4.6-8
Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
R.5.6-8.a
Provide an accurate summary of various texts;
R.6.6-8
Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
R.7.6-8
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
R.8.6-8

Unit 7: Fiction Fun

MS 7 English

Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

W.2.6-8.b

Use technology to produce writing, as well as to interact and collaborate with others.

W.2.6-8.c

Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

W.3.6-8.b

Develop and support the topic with relevant techniques and logically ordered details.

W.3.6-8.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

Unit 7: Fiction Fun

MS 7 English

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Character Analysis

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a character analysis from the story, “Stray,” to show a thoughtful understanding of the character in the story.

Write a sentence for each vocabulary word that uses the synonym context clue structure.

Vocabulary and Analysis

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the synonym context clue structure.

Write a summary of the story, “Charles,” to include all important information and some minor details, but it should not be too detailed.

Vocabulary and Analysis

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Write a sentence for each vocabulary word that uses the synonym context clue structure.

Write a theme analysis of the story “Time Enough at Last” to show your understanding of the story on a deeper level.

Unit 8: End of Year Wrap-Up

MS 7 English

UNIT SUMMARY

Students use this time to wrap up any overdue assignments, explore readings of their choice, and engage in end-of-year activities to wrap up the school year.

No specific standards or assessments will be assigned.

STANDARDS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

MS 7 English

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Beginning of the Year: Dedication	3 teaching days	Aug 26 - Aug 28, 2024
 Unit 1: Beginning of the Year: Book Recommendation	2 teaching days	Aug 29 - Aug 30, 2024
 Unit 1: Beginning of the Year: NWEA Song	3 teaching days	Sep 3 - Sep 5, 2024
 Unit 2: Free Read/Free Write: Free Read	144 teaching days	Sep 20, 2024 - Jun 13, 2025
 Unit 2: Free Read/Free Write: Free Write	139 teaching days	Sep 27, 2024 - Jun 13, 2025
 Unit 3: Adolescence: Nonfiction	5 teaching days	Sep 16 - Sep 20, 2024
 Unit 3: Adolescence: Fiction	5 teaching days	Sep 23 - Sep 27, 2024
 Unit 3: Adolescence: Poetry	5 teaching days	Sep 30 - Oct 4, 2024
 Unit 3: Adolescence: Expository Essay	14 teaching days	Oct 14 - Nov 1, 2024
 Unit 4: Novel Study - Choose One Novel From the List	30 teaching days	Nov 1 - Dec 18, 2024
 Unit 5: Education & Knowledge: Nonfiction	5 teaching days	Jan 20 - Jan 27, 2025
 Unit 5: Education & Knowledge: Poetry	4 teaching days	Feb 3 - Feb 6, 2025
 Unit 5: Education & Knowledge: Fiction	4 teaching days	Feb 10 - Feb 13, 2025
 Unit 5: Education & Knowledge: Essay: Persuasive	10 teaching days	Feb 24 - Mar 7, 2025
 Unit 6: Novel Study - Choose One Novel from the List	30 teaching days	Mar 10 - May 19, 2025

 Unit 7: Fiction Fun	15 teaching days	May 5 - Jun 2, 2025
 Unit 8: End of Year Wrap-Up	14 teaching days	May 27 - Jun 13, 2025

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Unit 1: Beginning...	27 Unit 1: Beginning...	28 Unit 1: Beginning...	29 Unit 1: Beginning...	30 Unit 1: Beginning...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Beginning...	4 Unit 1: Beginning...	5 Unit 1: Beginning...	6	7
8	9	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13	14
15	16 Unit 3: Adolescen...	17 Unit 3: Adolescen...	18 Unit 3: Adolescen...	19 Unit 3: Adolescen...	20 Unit 2: Free Rea... Unit 3: Adolescen...	21
22	23 Unit 2: Free Rea... Unit 3: Adolescen...	24 Unit 2: Free Rea... Unit 3: Adolescen...	25 Unit 2: Free Rea... Unit 3: Adolescen...	26 Unit 2: Free Rea... Unit 3: Adolescen...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	28
29	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 2: Free Rea... Unit 2: Free Rea...	11 Unit 2: Free Rea... Unit 2: Free Rea...	12
13	14 Indigenous Peoples' Day	15 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	16 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	19
20	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	23 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	26
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel ... +1	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 3: Adolescen...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel ... +1	2
3	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	8 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	9
10	11 Veterans Day	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	15 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	16
17	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	20 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	23
24	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	7
8	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	14
15	16 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 4: Novel Stu...	19 Unit 2: Free Rea... Unit 2: Free Rea...	20 Unit 2: Free Rea... Unit 2: Free Rea...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 2: Free Rea... Unit 2: Free Rea...	3 Unit 2: Free Rea... Unit 2: Free Rea...	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 2: Free Rea... Unit 2: Free Rea...	3 Unit 2: Free Rea... Unit 2: Free Rea...	4
5	6 Unit 2: Free Rea... Unit 2: Free Rea...	7 Unit 2: Free Rea... Unit 2: Free Rea...	8 Unit 2: Free Rea... Unit 2: Free Rea...	9 Unit 2: Free Rea... Unit 2: Free Rea...	10 Unit 2: Free Rea... Unit 2: Free Rea...	11
12	13 Unit 2: Free Rea... Unit 2: Free Rea...	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17 Unit 2: Free Rea... Unit 2: Free Rea...	18
19	20 Martin Luther King, Jr. Day	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	23 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	25
26	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea...	29 Unit 2: Free Rea... Unit 2: Free Rea...	30 Unit 2: Free Rea... Unit 2: Free Rea...	31 Unit 2: Free Rea... Unit 2: Free Rea...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea...	29 Unit 2: Free Rea... Unit 2: Free Rea...	30 Unit 2: Free Rea... Unit 2: Free Rea...	31 Unit 2: Free Rea... Unit 2: Free Rea...	1
2	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	7 Unit 2: Free Rea... Unit 2: Free Rea...	8
9	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	14 Unit 2: Free Rea... Unit 2: Free Rea...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	1
2	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 5: Education...	8
9	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	15
16	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	18 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	20 March Break	21 March Break	22
23	24 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	25 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	26 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29
30	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	1 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	15 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	16 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	17 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel Stu...	3
4	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel ... +1	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel ... +1	7 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel ... +1	8 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel ... +1	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel ... +1	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 2: Free Rea... Unit 2: Free Rea... Unit 6: Novel ... +1	20 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fiction Fun	21 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fiction Fun	22 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fiction Fun	23 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fiction Fun	24
25	26 Memorial Day	27 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fictio... +1	28 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fictio... +1	29 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fictio... +1	30 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fictio... +1	31

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 2: Free Rea... Unit 2: Free Rea... Unit 7: Fictio... +1	3 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	4 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	5 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	6 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	7
8	9 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	10 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	11 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	12 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	13 Unit 2: Free Rea... Unit 2: Free Rea... Unit 8: End of Ye...	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

MS 7 US History 1

Maine Virtual Academy

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: Early Americans and the First Europeans.	<i>15 teaching days</i>
 Unit 2: European Exploration and Colonization of the Americas.	<i>16 teaching days</i>
 Unit 3: English Colonies Take Shape.	<i>17 teaching days</i>
 Unit 4: The American Revolution.	<i>17 teaching days</i>
 Unit 5: Creating a Constitution for the United States.	<i>16 teaching days</i>
 Unit 6: The New Republic and the War of 1812.	<i>13 teaching days</i>
 Unit 7: Westward Expansion Before the Civil War.	<i>17 teaching days</i>
 Unit 8: Division, Civil War, and Reconstruction.	<i>21 teaching days</i>
 Unit 9: Westward Expansion After the Civil War.	<i>16 teaching days</i>

Unit 1: Early Americans and the First Europeans.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn about the first people who came to North and South America and how they created many different ways of life based on where they settled. We'll explore how Native American tribes developed unique cultures - from the Mound Builders in the Midwest to the Aztecs in Mexico - and how their lives changed when the first Europeans (the Vikings) arrived in North America.

STANDARDS

Maine - Grade 6-8 - Social Studies
6-8.G.1.D1
Identifying consequences of geographic influences through inquiry and formulating predictions.
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.
6-8.G.2.D1
Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed

Unit 1: Early Americans and the First Europeans.

MS 7 US History 1

decisions about the present and future.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 1: Early Americans and the First Europeans.

MS 7 US History 1

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

6-8.G.1.F2

Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

6-8.G.1.F3

Evaluating a geographic issue of physical, environmental, or cultural importance.

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

Unit 1: Early Americans and the First Europeans.

MS 7 US History 1

drawn from the text.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Unit 1: Early Americans and the First Europeans.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 7 - English Language Arts (ELA)
CCSS.ELA-Literacy.L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
Maine - Grade 6-8 - Social Studies
6-8.G.1
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other

Unit 1: Early Americans and the First Europeans.

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nations.

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 2: European Exploration and Colonization of the Americas.

MS 7 US History 1

UNIT SUMMARY

Students will investigate how European exploration in the 1400s and 1500s, driven by the search for trade routes and wealth, led to the momentous encounter with the Americas. They will examine how explorers like Columbus and Hudson established lasting connections between Europe and the Americas, analyzing how their voyages sparked colonization efforts that permanently transformed both Native American societies and the course of world history.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

Unit 2: European Exploration and Colonization of the Americas.

MS 7 US History 1

6-8.G.1.F2
Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.G.1.D1
Identifying consequences of geographic influences through inquiry and formulating predictions.
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.
6-8.G.2.D1
Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.
6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

Unit 2: European Exploration and Colonization of the Americas.

MS 7 US History 1

6-8.H.1.D2
Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.D3
Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.D2
Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2.D1
Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.PFE.2.D1
Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.
6-8.PFE.3

Unit 2: European Exploration and Colonization of the Americas.

MS 7 US History 1

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.PFE.3.D1

Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

6-8.PFE.1.F1

Explaining how scarcity influences choices and relates to the market economy.

6-8.PFE.3.F1

Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem.

Unit 2: European Exploration and Colonization of the Americas.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.PFE.3
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:
6-8.PFE.2.D1
Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.
6-8.G.1
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.H.2

Unit 2: European Exploration and Colonization of the Americas.

MS 7 US History 1

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 3: English Colonies Take Shape.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll discover how the United States started as thirteen English colonies along the East Coast, where different regions developed their own unique ways of life. We'll learn about how the New England colonies focused on fishing and trade, the Middle Colonies became known for farming wheat and other grains, and the Southern Colonies relied on large farms called plantations that used enslaved people to grow crops like tobacco and cotton.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.CG.1
Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:
6-8.PFE.1
Students understand the principles and processes of personal finance by:
6-8.PFE.3
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 3: English Colonies Take Shape.

MS 7 US History 1

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.D2

Describing the impact of change on the physical and cultural environment.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.1

Unit 3: English Colonies Take Shape.

MS 7 US History 1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.CG.1

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

6-8.CG.1.F1

Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.

6-8.CG.1.D1

Comparing the structures and processes of United States government with examples of other forms of government.

6-8.CG.2.F1

Explaining the constitutional and legal status of citizen and provide examples of rights, duties, and responsibilities of citizens.

6-8.CG.3.F1

Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

6-8.CG.3.D1

Unit 3: English Colonies Take Shape.

MS 7 US History 1

Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

6-8.CG.3

Students understand political and civic aspects of cultural diversity by:

6-8.CG.2

Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:

6-8.PFE.1

Students understand the principles and processes of personal finance by:

6-8.PFE.1.F1

Explaining how scarcity influences choices and relates to the market economy.

6-8.PFE.2

Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:

6-8.PFE.2.D1

Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.

6-8.PFE.3

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

6-8.PFE.3.D1

Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.F1

Unit 3: English Colonies Take Shape.

MS 7 US History 1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

6-8.G.1.F2

Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

6-8.G.1.F3

Evaluating a geographic issue of physical, environmental, or cultural importance.

6-8.G.1.D1

Identifying consequences of geographic influences through inquiry and formulating predictions.

6-8.G.1.D2

Describing the impact of change on the physical and cultural environment.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.G.2.F1

Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

6-8.G.2.D1

Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1.F2

Unit 3: English Colonies Take Shape.

MS 7 US History 1

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 3: English Colonies Take Shape.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

Unit 4: The American Revolution.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn how the American colonies fought for their independence from Britain after the king and parliament started making unfair rules and raising taxes without letting colonists have a say. We'll explore important events like the Boston Tea Party and battles like Saratoga, while meeting key people who helped win America's freedom - from George Washington leading the army to European allies like France who helped the colonies defeat the powerful British Empire.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Maine - Grade 6-8 - Social Studies

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.CG.1

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

Unit 4: The American Revolution.

MS 7 US History 1

6-8.PFE.2.F2
Describing the function and process of taxation.
6-8.H.2.D3
Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.D1
Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.F2
Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.
6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.F3
Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.D1

Unit 4: The American Revolution.

MS 7 US History 1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.G.1.D1

Identifying consequences of geographic influences through inquiry and formulating predictions.

6-8.CG.1.D1

Comparing the structures and processes of United States government with examples of other forms of government.

Unit 4: The American Revolution.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.CG.1
Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:
6-8.G.1
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.D3
Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.1.F2

Unit 4: The American Revolution.

MS 7 US History 1

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F3

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.PFE.2.F2

Describing the function and process of taxation.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 5: Creating a Constitution for the United States.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn how America's first government (under the Articles of Confederation) wasn't strong enough to solve the new country's problems, so leaders like James Madison and Alexander Hamilton helped create the Constitution. The Constitution created a stronger government with three branches (executive, legislative, and judicial) that share power, and added the Bill of Rights to protect people's freedoms - and this is still the system we use to govern our country today.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.CG.1

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

Unit 5: Creating a Constitution for the United States.

MS 7 US History 1

6-8.CG.1.F1
Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.
6-8.CG.1.F2
Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.
6-8.CG.1.F3
Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.
6-8.CG.1.D1
Comparing the structures and processes of United States government with examples of other forms of government.
6-8.CG.1.D3
Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.
6-8.CG.1.D2
Comparing how laws are made in Maine and at the federal level in the United States.
6-8.CG.2.F2
Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.
6-8.CG.3.D1
Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
6-8.CG.3.D2
Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.
6-8.H.1

Unit 5: Creating a Constitution for the United States.

MS 7 US History 1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F3

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.CG.2

Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:

6-8.CG.2.F1

Explaining the constitutional and legal status of citizen and provide examples of rights, duties, and responsibilities of citizens.

6-8.CG.3

Students understand political and civic aspects of cultural diversity by:

Unit 5: Creating a Constitution for the United States.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.CG.1
Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:
6-8.CG.2
Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:
6-8.CG.3
Students understand political and civic aspects of cultural diversity by:
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.CG.1.F3
Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.
6-8.CG.1.D1

Unit 5: Creating a Constitution for the United States.

MS 7 US History 1

Comparing the structures and processes of United States government with examples of other forms of government.

6-8.H.1.F3

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 6: The New Republic and the War of 1812.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn about the first seven presidents of the United States and how they helped build our young country from George Washington to Andrew Jackson. We'll explore major events like the War of 1812 against Britain, and see how America grew bigger and stronger during this time, though this growth often came at the expense of Native Americans who were forced from their lands.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.H.2.D1

Unit 6: The New Republic and the War of 1812.

MS 7 US History 1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the

Unit 6: The New Republic and the War of 1812.

MS 7 US History 1

history of Maine, the United States and various regions of the world.

6-8.H.1.F3

Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.CG.1

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

6-8.CG.1.F1

Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.

6-8.CG.1.F2

Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.

6-8.CG.1.F3

Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.

6-8.CG.3.D1

Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 6: The New Republic and the War of 1812.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.CG.1
Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:
6-8.H.2.F1
Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
6-8.H.2.F3
Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
6-8.H.2.D3

Unit 6: The New Republic and the War of 1812.

MS 7 US History 1

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.CG.1.F1

Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.

6-8.CG.1.F2

Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

Unit 7: Westward Expansion Before the Civil War.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn how America grew much bigger in the early 1800s as millions of people moved west, using new inventions like steamboats and railroads to travel. The story of western expansion includes exciting discoveries like the California Gold Rush, but it's also the story of how Native Americans lost their lands and were forced to move as more and more settlers arrived looking for new opportunities.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.G.1

Unit 7: Westward Expansion Before the Civil War.

MS 7 US History 1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.F1

Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

6-8.G.1.F2

Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

6-8.G.1.F3

Evaluating a geographic issue of physical, environmental, or cultural importance.

6-8.G.1.D1

Identifying consequences of geographic influences through inquiry and formulating predictions.

6-8.G.1.D2

Describing the impact of change on the physical and cultural environment.

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.G.2.F1

Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

6-8.G.2.D1

Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.1.F1

Unit 7: Westward Expansion Before the Civil War.

MS 7 US History 1

Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United

Unit 7: Westward Expansion Before the Civil War.

MS 7 US History 1

States, and eastern and western societies in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 7: Westward Expansion Before the Civil War.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 7 - English Language Arts (ELA)
CCSS.ELA-Literacy.L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Maine - Grade 6-8 - Social Studies
6-8.G.1
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.2
Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

Unit 7: Westward Expansion Before the Civil War.

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6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.G.2.F1

Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

6-8.G.1.F2

Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

Unit 8: Division, Civil War, and Reconstruction.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn about how the United States split apart and fought a devastating Civil War in the 1860s because of disagreements over slavery. We'll explore how the North won the war and freed over 4 million enslaved people, but after President Lincoln was killed, the period called Reconstruction struggled to help formerly enslaved people gain equal rights as citizens while rebuilding the South.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Maine - Grade 6-8 - Social Studies

6-8.CG.3

Unit 8: Division, Civil War, and Reconstruction.

MS 7 US History 1

Students understand political and civic aspects of cultural diversity by:
6-8.CG.3.F1
Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
6-8.CG.3.D1
Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
6-8.CG.3.D2
Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.
6-8.PFE.3
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:
6-8.PFE.3.F1
Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem.
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.1.F2
Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.
6-8.G.1
Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:
6-8.G.1.F1
Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

Unit 8: Division, Civil War, and Reconstruction.

MS 7 US History 1

6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.
6-8.G.2.D1
Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.
6-8.H.1.F2
Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
6-8.H.1.F3
Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
6-8.H.1.D1
Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.
6-8.H.1.D2

Unit 8: Division, Civil War, and Reconstruction.

MS 7 US History 1

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.PFE.3.D1

Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

Unit 8: Division, Civil War, and Reconstruction.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.CG.3

Students understand political and civic aspects of cultural diversity by:

6-8.PFE.3

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

Unit 8: Division, Civil War, and Reconstruction.

MS 7 US History 1

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.1.F2

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

Unit 9: Westward Expansion After the Civil War.

MS 7 US History 1

UNIT SUMMARY

In this unit, you'll learn about how America kept growing westward after the Civil War, with cowboys driving cattle across the plains and railroads connecting the country from coast to coast. However, this expansion led to tragic conflicts with Native Americans, who were forced off their lands and onto reservations while their traditional way of life, which depended on buffalo hunting, was destroyed.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.1.D1

Unit 9: Westward Expansion After the Civil War.

MS 7 US History 1

Identifying consequences of geographic influences through inquiry and formulating predictions.
6-8.G.1.D2
Describing the impact of change on the physical and cultural environment.
6-8.G.1.F3
Evaluating a geographic issue of physical, environmental, or cultural importance.
6-8.G.1.F2
Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.
6-8.G.1.F1
Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.
6-8.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:
6-8.G.2.F1
Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.
6-8.G.2.D1
Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.
6-8.H.1
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:
6-8.H.1.F1
Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future.
6-8.H.1.F2

Unit 9: Westward Expansion After the Civil War.

MS 7 US History 1

Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D1

Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

6-8.H.1.D2

Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

6-8.H.1.D3

Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

6-8.H.2.F1

Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D1

Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Unit 9: Westward Expansion After the Civil War.

MS 7 US History 1

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Unit 9: Westward Expansion After the Civil War.

MS 7 US History 1

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter Test

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Big question written response, matching vocab words, vocab sentence written response, multiple choice, multi-select, and true false.

STANDARDS

National Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Common Core - Grade 7 - English Language Arts (ELA)

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Maine - Grade 6-8 - Social Studies

6-8.G.1

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

6-8.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

6-8.H.1

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

6-8.H.2

Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

Unit 9: Westward Expansion After the Civil War.

MS 7 US History 1

6-8.H.2.D3

Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.D2

Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

6-8.H.2.F3

Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

6-8.H.2.F2

Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

MS 7 US History 1

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Early Americans and the First Europeans.	15 teaching days	Aug 28 - Sep 23, 2024
 Unit 2: European Exploration and Colonization of the Americas.	16 teaching days	Sep 24 - Oct 21, 2024
 Unit 3: English Colonies Take Shape.	17 teaching days	Oct 23 - Nov 15, 2024
 Unit 4: The American Revolution.	17 teaching days	Nov 18 - Dec 13, 2024
 Unit 5: Creating a Constitution for the United States.	16 teaching days	Jan 17 - Feb 10, 2025
 Unit 6: The New Republic and the War of 1812.	13 teaching days	Feb 11 - Mar 6, 2025
 Unit 7: Westward Expansion Before the Civil War.	17 teaching days	Mar 3 - Mar 27, 2025
 Unit 8: Division, Civil War, and Reconstruction.	21 teaching days	Mar 28 - May 22, 2025
 Unit 9: Westward Expansion After the Civil War.	16 teaching days	May 15 - Jun 10, 2025

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 Unit 1: Early Ame...	29 Unit 1: Early Ame...	30 Unit 1: Early Ame...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Early Ame...	4 Unit 1: Early Ame...	5 Unit 1: Early Ame...	6 Unit 1: Early Ame...	7
8	9 Unit 1: Early Ame...	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13 Unit 1: Early Ame...	14
15	16 Unit 1: Early Ame...	17 Unit 1: Early Ame...	18 Unit 1: Early Ame...	19 Unit 1: Early Ame...	20 Unit 1: Early Ame...	21
22	23 Unit 1: Early Ame...	24 Unit 2: European ...	25 Unit 2: European ...	26 Unit 2: European ...	27 Unit 2: European ...	28
29	30 Unit 2: European ...	1 Unit 2: European ...	2 Unit 2: European ...	3 Unit 2: European ...	4 Unit 2: European ...	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 2: European ...	1 Unit 2: European ...	2 Unit 2: European ...	3 Unit 2: European ...	4 Unit 2: European ...	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10 Unit 2: European ...	11 Unit 2: European ...	12
13	14 Indigenous Peoples' Day	15 Unit 2: European ...	16 Unit 2: European ...	17 Unit 2: European ...	18 Unit 2: European ...	19
20	21 Unit 2: European ...	22	23 Unit 3: English C...	24 Unit 3: English C...	25 Unit 3: English C...	26
27	28 Unit 3: English C...	29 Unit 3: English C...	30 Unit 3: English C...	31 Unit 3: English C...	1 Unit 3: English C...	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 3: English C...	29 Unit 3: English C...	30 Unit 3: English C...	31 Unit 3: English C...	1 Unit 3: English C...	2
3	4 Unit 3: English C...	5 Unit 3: English C...	6 Unit 3: English C...	7 Unit 3: English C...	8 Unit 3: English C...	9
10	11 Veterans Day	12 Unit 3: English C...	13 Unit 3: English C...	14 Unit 3: English C...	15 Unit 3: English C...	16
17	18 Unit 4: The Ameri...	19 Unit 4: The Ameri...	20 Unit 4: The Ameri...	21 Unit 4: The Ameri...	22 Unit 4: The Ameri...	23
24	25 Unit 4: The Ameri...	26 Unit 4: The Ameri...	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 4: The Ameri...	3 Unit 4: The Ameri...	4 Unit 4: The Ameri...	5 Unit 4: The Ameri...	6 Unit 4: The Ameri...	7
8	9 Unit 4: The Ameri...	10 Unit 4: The Ameri...	11 Unit 4: The Ameri...	12 Unit 4: The Ameri...	13 Unit 4: The Ameri...	14
15	16	17	18	19	20	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2	3	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2	3	4
5	6	7	8	9	10	11
12	13	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17 Unit 5: Creating a...	18
19	20 Martin Luther King, Jr. Day	21 Unit 5: Creating a...	22 Unit 5: Creating a...	23 Unit 5: Creating a...	24 Unit 5: Creating a...	25
26	27 Unit 5: Creating a...	28 Unit 5: Creating a...	29 Unit 5: Creating a...	30 Unit 5: Creating a...	31 Unit 5: Creating a...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 5: Creating a...	28 Unit 5: Creating a...	29 Unit 5: Creating a...	30 Unit 5: Creating a...	31 Unit 5: Creating a...	1
2	3 Unit 5: Creating a...	4 Unit 5: Creating a...	5 Unit 5: Creating a...	6 Unit 5: Creating a...	7 Unit 5: Creating a...	8
9	10 Unit 5: Creating a...	11 Unit 6: The New ...	12 Unit 6: The New ...	13 Unit 6: The New ...	14 Unit 6: The New ...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 6: The New ...	25 Unit 6: The New ...	26 Unit 6: The New ...	27 Unit 6: The New ...	28 Unit 6: The New ...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 6: The New ...	25 Unit 6: The New ...	26 Unit 6: The New ...	27 Unit 6: The New ...	28 Unit 6: The New ...	1
2	3 Unit 6: The New ... Unit 7: Westward...	4 Unit 6: The New ... Unit 7: Westward...	5 Unit 6: The New ... Unit 7: Westward...	6 Unit 6: The New ... Unit 7: Westward...	7 Unit 7: Westward...	8
9	10 Unit 7: Westward...	11 Unit 7: Westward...	12 Unit 7: Westward...	13 Unit 7: Westward...	14 Unit 7: Westward...	15
16	17 Unit 7: Westward...	18 Unit 7: Westward...	19 Unit 7: Westward...	20 March Break	21 March Break	22
23	24 Unit 7: Westward...	25 Unit 7: Westward...	26 Unit 7: Westward...	27 Unit 7: Westward...	28 Unit 8: Division, ...	29
30	31 Unit 8: Division, ...	1 Unit 8: Division, ...	2 Unit 8: Division, ...	3 Unit 8: Division, ...	4 Unit 8: Division, ...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 8: Division, ...	1 Unit 8: Division, ...	2 Unit 8: Division, ...	3 Unit 8: Division, ...	4 Unit 8: Division, ...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 8: Division, ...	15 Unit 8: Division, ...	16 Unit 8: Division, ...	17 Unit 8: Division, ...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 8: Division, ...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 8: Division, ...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 8: Division, ...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 8: Division, ...	3
4	5 Unit 8: Division, ...	6 Unit 8: Division, ...	7 Unit 8: Division, ...	8 Unit 8: Division, ...	9 Unit 8: Division, ...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 8: Division, ... Unit 9: Westward...	20 Unit 8: Division, ... Unit 9: Westward...	21 Unit 8: Division, ... Unit 9: Westward...	22 Unit 8: Division, ... Unit 9: Westward...	23 Unit 9: Westward...	24
25	26 Memorial Day	27 Unit 9: Westward...	28 Unit 9: Westward...	29 Unit 9: Westward...	30 Unit 9: Westward...	31

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 9: Westward...	3 Unit 9: Westward...	4 Unit 9: Westward...	5 Unit 9: Westward...	6 Unit 9: Westward...	7
8	9 Unit 9: Westward...	10 Unit 9: Westward...	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

MS 7 Science

Maine Virtual Academy

UNITS (7/7 SELECTED)

	SUGGESTED DURATION
 Unit 1: Unit 1: Chemical Reactions & Matter	<i>20 teaching days</i>
 Unit 2: Unit 2: Metabolic Reactions	<i>26 teaching days</i>
 Unit 3: Unit 3: Astronomy	<i>18 teaching days</i>
 Unit 4: Unit 4: Light & Matter	<i>20 teaching days</i>
 Unit 5: Unit 5: Matter Cycling & Photosynthesis	<i>30 teaching days</i>
 Unit 6: Unit 6: Plate Tectonics & Rock Cycling	<i>25 teaching days</i>
 Unit 7: End of Year Wrap-Up	<i>10 teaching days</i>

Unit 1: Unit 1: Chemical Reactions & Matter

MS 7 Science

UNIT SUMMARY

In this unit, 7th graders discover how chemicals can change by watching what happens when a bath bomb dissolves in water. By observing how substances can bubble, change color, or seem to disappear, students learn that these changes happen when tiny particles called atoms rearrange themselves into new combinations. Through fun experiments, students learn to spot chemical changes and understand that even when things look different, all the original material is still there – it's just in a new form. This hands-on learning helps students understand the amazing chemical changes happening all around us every day.

STANDARDS

Maine - Middle School - Life Sciences
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.
Maine - Middle School - Physical Sciences
MS-PS1-1
Develop models to describe the atomic composition of simple molecules and extended structures.
MS-PS1-2
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
MS-PS1-5
Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.WHST.6-8.1a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Unit 1: Unit 1: Chemical Reactions & Matter

MS 7 Science

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Unit 1: Unit 1: Chemical Reactions & Matter

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Explaining Another Phenomenon

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The worksheet allows students to transfer their knowledge of molecular structure to another phenomenon.

STANDARDS

Maine - Middle School - Life Sciences
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.
Maine - Middle School - Physical Sciences
MS-PS1-1
Develop models to describe the atomic composition of simple molecules and extended structures.
MS-PS1-2
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
MS-PS1-5
Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.WHST.6-8.1a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Unit 1: Unit 1: Chemical Reactions & Matter

MS 7 Science

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Constructing a Revised Explanation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students used what they had learned to revise their initial explanation of the phenomenon. This allows the teacher to see their thought/knowledge development progression.

STANDARDS

Maine - Middle School - Life Sciences

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.

Maine - Middle School - Physical Sciences

MS-PS1-1

Develop models to describe the atomic composition of simple molecules and extended structures.

MS-PS1-2

Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-PS1-5

Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Unit 1: Unit 1: Chemical Reactions & Matter

MS 7 Science

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Explaining New Aspects of the Anchoring Phenomena

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students demonstrate their ability to transfer their new knowledge from the phenomenon that they have studied to a new situation.

STANDARDS

Maine - Middle School - Life Sciences

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.

Maine - Middle School - Physical Sciences

MS-PS1-1

Develop models to describe the atomic composition of simple molecules and extended structures.

MS-PS1-2

Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-PS1-5

Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing

Unit 1: Unit 1: Chemical Reactions & Matter

MS 7 Science

claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Unit 1 Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students apply what they have learned about properties to explain a related phenomenon (pollution and erosion of marble).

Unit 2: Unit 2: Metabolic Reactions

MS 7 Science

UNIT SUMMARY

In this unit, students follow the story of M'Kenna, a middle school student experiencing health problems like headaches, stomach pain, and low energy, even though she eats well. By studying her medical reports, lab results, and body system diagrams, students learn how a healthy body breaks down food for energy and growth. Through hands-on experiments and computer activities, the class discovers how food travels through different body systems, how it changes along the way, and how all these processes work together. This investigation helps students understand both why M'Kenna isn't feeling well and how their own bodies use food to stay healthy and energetic.

STANDARDS

Maine - Middle School - Life Sciences
MS-LS1-3
Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
MS-LS1-5
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
MS-LS1-7
Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
Maine - Middle School - Physical Sciences
MS-PS1-1
Develop models to describe the atomic composition of simple molecules and extended structures.
MS-PS1-2
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.

Unit 2: Unit 2: Metabolic Reactions

MS 7 Science

CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.WHST.6-8.1a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-Literacy.WHST.6-8.1c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.WHST.6-8.1e
Provide a concluding statement or section that follows from or supports the argument presented.

Unit 2: Unit 2: Metabolic Reactions

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Mid-Unit Assessment Parts 1 & 2

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students start by eliminating possible conditions based on endoscopy images. Students write an argument, supported by evidence, about the additional tests/evidence that needs to be collected to determine M'Kenna's condition.

STANDARDS

Maine - Middle School - Life Sciences
MS-LS1-3
Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
MS-LS1-5
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
MS-LS1-7
Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
Maine - Middle School - Physical Sciences
MS-PS1-1
Develop models to describe the atomic composition of simple molecules and extended structures.
MS-PS1-2
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.

Unit 2: Unit 2: Metabolic Reactions

MS 7 Science

CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.WHST.6-8.1a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-Literacy.WHST.6-8.1c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.WHST.6-8.1e
Provide a concluding statement or section that follows from or supports the argument presented.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use what they have learned through their investigation of M'Kenna's case to transfer their knowledge to a new real-world application, hibernating bears.

STANDARDS

Unit 2: Unit 2: Metabolic Reactions

MS 7 Science

Maine - Middle School - Life Sciences
MS-LS1-3
Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
MS-LS1-5
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
MS-LS1-7
Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
Maine - Middle School - Physical Sciences
MS-PS1-1
Develop models to describe the atomic composition of simple molecules and extended structures.
MS-PS1-2
Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.9

Unit 2: Unit 2: Metabolic Reactions

MS 7 Science

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit 3: Unit 3: Astronomy

MS 7 Science

UNIT SUMMARY

In this unit, students become space explorers as they learn about our amazing solar system and beyond. We'll discover what makes planets, moons, and stars special, and learn how scientists use telescopes and other cool tools to study space. Students will get hands-on experience understanding how day and night happen, why we have seasons, and what makes objects move across our night sky. By the end of our space journey, students will see the universe in a whole new way!

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3
Analyze and interpret data to determine scale properties of objects in the solar system.
MS-ESS1-4
Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
MS-ESS2-2
Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS2-6
Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS2-2

Unit 3: Unit 3: Astronomy

MS 7 Science

Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS2-4

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS3-1

Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS3-2

Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

MS-PS3-3

Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS3-4

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

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.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.WHST.6-8.2a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.2b

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MS 7 Science

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.WHST.6-8.2c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.6-8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.WHST.6-8.2e

Establish and maintain a formal style and objective tone.

CCSS.ELA-Literacy.WHST.6-8.2f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Maine - Middle School - Engineering Design

MS-ETS1-1

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Unit 3: Unit 3: Astronomy

MS 7 Science

MS-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit 3: Unit 3: Astronomy

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 3.01 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the structure of solar systems.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3
Analyze and interpret data to determine scale properties of objects in the solar system.
Maine - Middle School - Physical Sciences
MS-PS2-4
Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Lesson 3.02 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the structure of the sun.

STANDARDS

Maine - Middle School - Earth and Space Sciences

Unit 3: Unit 3: Astronomy

MS 7 Science

MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3
Analyze and interpret data to determine scale properties of objects in the solar system.
Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS3-3
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Lesson 3.03 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the structure of solar systems.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

Unit 3: Unit 3: Astronomy

MS 7 Science

MS-ESS1-3

Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS1-4

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Maine - Middle School - Physical Sciences

MS-PS2-4

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

Lesson 3.04 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the classification of stars.

STANDARDS

Maine - Middle School - Earth and Space Sciences

MS-ESS1-1

Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2

Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3

Analyze and interpret data to determine scale properties of objects in the solar system.

Maine - Middle School - Physical Sciences

MS-PS1-4

Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

Unit 3: Unit 3: Astronomy

MS 7 Science

MS-PS3-4

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

Lesson 3.05 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to how telescopes work.

STANDARDS

Maine - Middle School - Earth and Space Sciences

MS-ESS1-1

Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2

Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

Maine - Middle School - Engineering Design

MS-ETS1-1

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Maine - Middle School - Physical Sciences

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-PS4-3

Integrate qualitative scientific and technical information to support the claim that digitized signals are a more

Unit 3: Unit 3: Astronomy

MS 7 Science

reliable way to encode and transmit information than analog signals.

Lesson 3.06 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the planets.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3
Analyze and interpret data to determine scale properties of objects in the solar system.
MS-ESS2-2
Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS3-3
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
Maine - Middle School - Engineering Design
MS-ETS1-1
Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

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Lesson 3.07 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to Earth's rotation.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
Maine - Middle School - Physical Sciences
MS-PS2-2
Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
MS-PS2-4
Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
MS-PS3-1
Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Lesson 3.08 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to constellations.

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STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3
Analyze and interpret data to determine scale properties of objects in the solar system.
Maine - Middle School - Physical Sciences
MS-PS1-4
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS3-2
Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Lesson 3.09 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to constellations.

STANDARDS

Maine - Middle School - Earth and Space Sciences
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.

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MS 7 Science

MS-ESS1-2

Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3

Analyze and interpret data to determine scale properties of objects in the solar system.

Maine - Middle School - Physical Sciences

MS-PS2-4

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine - Middle School - Engineering Design

MS-ETS1-1

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Lesson 3.10 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the structure of the sun.

STANDARDS

Maine - Middle School - Earth and Space Sciences

MS-ESS1-1

Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2

Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

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MS 7 Science

MS-ESS1-3

Analyze and interpret data to determine scale properties of objects in the solar system.

Maine - Middle School - Physical Sciences

MS-PS2-4

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS3-2

Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

Lesson 3.11 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the structure of the moon.

STANDARDS

Maine - Middle School - Earth and Space Sciences

MS-ESS1-1

Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2

Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3

Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS1-4

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Maine - Middle School - Physical Sciences

Unit 3: Unit 3: Astronomy

MS 7 Science

MS-PS2-4

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

Lesson 3.12 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to accuracy.

STANDARDS

Maine - Middle School - Earth and Space Sciences

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.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.WHST.6-8.2a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.2b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.WHST.6-8.2c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the

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credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.WHST.6-8.2e

Establish and maintain a formal style and objective tone.

CCSS.ELA-Literacy.WHST.6-8.2f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Lesson 3.13 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The quiz covers content related to the Earth's season.

STANDARDS

Maine - Middle School - Earth and Space Sciences

MS-ESS1-1

Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2

Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3

Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS2-6

Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Lesson 3.14 Assessment

Assessment Type: Formative

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Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: The assessment is a report.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-1
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
MS-ESS1-2
Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3
Analyze and interpret data to determine scale properties of objects in the solar system.
MS-ESS1-4
Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.WHST.6-8.2a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.WHST.6-8.2b
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.WHST.6-8.2c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.WHST.6-8.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

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CCSS.ELA-Literacy.WHST.6-8.2e
Establish and maintain a formal style and objective tone.
CCSS.ELA-Literacy.WHST.6-8.2f
Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.WHST.6-8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.WHST.6-8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.6-8.9
Draw evidence from informational texts to support analysis, reflection, and research.

Unit 4: Unit 4: Light & Matter

MS 7 Science

UNIT SUMMARY

In this exciting unit, students tackle a mystery: how do one-way mirrors work? Starting with a video demonstration, students share their ideas about what makes these special mirrors let you see through one side but not the other. They then build and test their own model using two boxes and a one-way mirror, experimenting with light to see what happens when one side is bright and the other is dark. Through hands-on investigation, students discover how light bounces off and passes through different materials, helping them understand not just how one-way mirrors work, but also how we see everything around us.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Maine - Middle School - Life Sciences
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.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7

Unit 4: Unit 4: Light & Matter

MS 7 Science

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit 4: Unit 4: Light & Matter

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Mid-Unit Assessment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students use what they have learned so far in the unit to explain the movement of air in a hailstorm cloud.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Maine - Middle School - Life Sciences
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.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7

Unit 4: Unit 4: Light & Matter

MS 7 Science

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use the information they have learned to explain new phenomena (the same lake on a calm or windy day or a gym floor before and after waxing the floor).

STANDARDS

Maine - Middle School - Physical Sciences

Unit 4: Unit 4: Light & Matter

MS 7 Science

MS-PS4-2

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Maine - Middle School - Life Sciences

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.

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

Unit 4: Unit 4: Light & Matter

MS 7 Science

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

UNIT SUMMARY

In this hands-on unit, students start by thinking about their breakfast and discover something surprising: most of our food comes from plants, even maple syrup which is made by trees! Through exploring different plant-based foods like bananas, peanut butter, and almonds, students learn that plants make their own sugars, proteins, and fats. But how do plants do this? Students investigate how plants make food, how this food moves through living things, and how decomposers (like fungi and bacteria) break down dead things so the materials can be used again. By the end, students understand that everything in nature is recycled in an amazing cycle, from plants to animals and back again.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-3
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
Maine - Middle School - Life Sciences
MS-LS1-2
Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
MS-LS1-6
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS2-3
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-Literacy.WHST.6-8.1c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.WHST.6-8.1e
Provide a concluding statement or section that follows from or supports the argument presented.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Mid-Unit Assessment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students will apply what they have learned about photosynthesis to a new situation describing how a scientist survives in a box with 160 plants to keep him alive.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-3
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
Maine - Middle School - Life Sciences
MS-LS1-2
Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
MS-LS1-6
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS2-3
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.6-8.1a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-Literacy.WHST.6-8.1c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.6-8.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.WHST.6-8.1e
Provide a concluding statement or section that follows from or supports the argument presented.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

Lesson 11 Assessment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students construct a scientific explanation with evidence that describes why the tree in the assignment didn't die in the winter after it lost its leaves.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-3
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
Maine - Middle School - Life Sciences
MS-LS1-2
Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
MS-LS1-6
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS2-3
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RST.6-8.3

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

Lesson 14 Assessment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students choose an atom in a food item and explain the story of how it got there in the first place and what happened to it next, if no human picks it up and it remains in the environment.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-3
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
Maine - Middle School - Life Sciences
MS-LS1-2
Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
MS-LS1-6
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS2-3
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RST.6-8.3

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use a model to explain how an organism at the bottom of the ocean obtains matter & energy.

STANDARDS

Maine - Middle School - Physical Sciences
MS-PS1-3
Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
Maine - Middle School - Life Sciences
MS-LS1-2
Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
MS-LS1-6
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS2-3
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RST.6-8.3

Unit 5: Unit 5: Matter Cycling & Photosynthesis

MS 7 Science

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-Literacy.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.6-8.1a

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e

Provide a concluding statement or section that follows from or supports the argument presented.

Unit 6: Unit 6: Plate Tectonics & Rock Cycling

MS 7 Science

UNIT SUMMARY

In this fascinating unit, students discover that Earth is constantly moving and changing, starting with the surprising fact that earthquakes can actually move mountains! Using Mt. Everest as an example, students learn that mountains not only shake during earthquakes but also grow taller and shift position over time. Through maps, data, and hands-on models, students explore how the Earth's hot, moving interior causes the surface to crack into giant pieces called plates that push against each other, creating mountains and earthquakes. By the end, students can explain amazing discoveries like why ocean fossils are found at the top of Mt. Everest without any digging, showing how our Earth is alive and always on the move.

STANDARDS

Maine - Middle School - Earth and Space Sciences	
MS-ESS1-4	
	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
MS-ESS2-1	
	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
MS-ESS2-2	
	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS2-3	
	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Unit 6: Unit 6: Plate Tectonics & Rock Cycling

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Mid-Unit Assessment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students use what they have learned to assess two models for where the continents might have been in the distant past and craft an argument with evidence of which model is a better representation.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-4
Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
MS-ESS2-1
Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
MS-ESS2-2
Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS2-3
Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Lesson 13 Assessment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Students use the information they have learned to calculate erosion rates for different mountains.

STANDARDS

Maine - Middle School - Earth and Space Sciences
MS-ESS1-4

Unit 6: Unit 6: Plate Tectonics & Rock Cycling

MS 7 Science

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ESS2-1

Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

MS-ESS2-2

Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

MS-ESS2-3

Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Unit Assessment

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students use what they know to develop three models that answer how and why a fossil would be at the top of Mt. Everest.

STANDARDS

Maine - Middle School - Earth and Space Sciences

MS-ESS1-4

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ESS2-1

Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

MS-ESS2-2

Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

MS-ESS2-3

Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Unit 7: End of Year Wrap-Up

MS 7 Science

UNIT SUMMARY

Students wrap up the year exploring a topic of their choice and writing a short scientific article or creating a presentation.

STANDARDS

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Unit 7: End of Year Wrap-Up

MS 7 Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Scientific Report

Assessment Type: Summative

Assessment Tier: Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Write a short 1-2 page scientific article about a topic of their choice OR create a presentation

STANDARDS

Maine Common Core - Grade 6-8 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

MS 7 Science

Maine Virtual Academy

School Year 2024-2025 (Aug 26, 2024 - Jun 13, 2025)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Unit 1: Chemical Reactions & Matter	20 teaching days	Aug 29 - Oct 1, 2024
 Unit 2: Unit 2: Metabolic Reactions	26 teaching days	Oct 15 - Nov 20, 2024
 Unit 3: Unit 3: Astronomy	18 teaching days	Dec 2, 2024 - Jan 6, 2025
 Unit 4: Unit 4: Light & Matter	20 teaching days	Jan 21 - Feb 24, 2025
 Unit 5: Unit 5: Matter Cycling & Photosynthesis	30 teaching days	Feb 25 - Apr 16, 2025
 Unit 6: Unit 6: Plate Tectonics & Rock Cycling	25 teaching days	Apr 14 - Jun 6, 2025
 Unit 7: End of Year Wrap-Up	10 teaching days	Jun 2 - Jun 13, 2025

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Unit 1: Unit 1: Ch...	30 Unit 1: Unit 1: Ch...	31

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day	3 Unit 1: Unit 1: Ch...	4 Unit 1: Unit 1: Ch...	5 Unit 1: Unit 1: Ch...	6 Unit 1: Unit 1: Ch...	7
8	9 Unit 1: Unit 1: Ch...	10 Fall NWEA Testing	11 Fall NWEA Testing	12 Fall NWEA Testing	13 Unit 1: Unit 1: Ch...	14
15	16 Unit 1: Unit 1: Ch...	17 Unit 1: Unit 1: Ch...	18 Unit 1: Unit 1: Ch...	19 Unit 1: Unit 1: Ch...	20 Unit 1: Unit 1: Ch...	21
22	23 Unit 1: Unit 1: Ch...	24 Unit 1: Unit 1: Ch...	25 Unit 1: Unit 1: Ch...	26 Unit 1: Unit 1: Ch...	27 Unit 1: Unit 1: Ch...	28
29	30 Unit 1: Unit 1: Ch...	1 Unit 1: Unit 1: Ch...	2	3	4	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 1: Unit 1: Ch...	1 Unit 1: Unit 1: Ch...	2	3	4	5
6	7 Maine Through Year (Tentative)	8 Maine Through Year (Tentative)	9 Maine Through Year (Tentative)	10	11	12
13	14 Indigenous Peoples' Day	15 Unit 2: Unit 2: Me...	16 Unit 2: Unit 2: Me...	17 Unit 2: Unit 2: Me...	18 Unit 2: Unit 2: Me...	19
20	21 Unit 2: Unit 2: Me...	22 Unit 2: Unit 2: Me...	23 Unit 2: Unit 2: Me...	24 Unit 2: Unit 2: Me...	25 Unit 2: Unit 2: Me...	26
27	28 Unit 2: Unit 2: Me...	29 Unit 2: Unit 2: Me...	30 Unit 2: Unit 2: Me...	31 Unit 2: Unit 2: Me...	1 Unit 2: Unit 2: Me...	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 2: Unit 2: Me...	29 Unit 2: Unit 2: Me...	30 Unit 2: Unit 2: Me...	31 Unit 2: Unit 2: Me...	1 Unit 2: Unit 2: Me...	2
3	4 Unit 2: Unit 2: Me...	5 Unit 2: Unit 2: Me...	6 Unit 2: Unit 2: Me...	7 Unit 2: Unit 2: Me...	8 Unit 2: Unit 2: Me...	9
10	11 Veterans Day	12 Unit 2: Unit 2: Me...	13 Unit 2: Unit 2: Me...	14 Unit 2: Unit 2: Me...	15 Unit 2: Unit 2: Me...	16
17	18 Unit 2: Unit 2: Me...	19 Unit 2: Unit 2: Me...	20 Unit 2: Unit 2: Me...	21	22	23
24	25	26	27 Thanksgiving	28 Thanksgiving	29 Thanksgiving	30

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 3: Unit 3: Ast...	3 Unit 3: Unit 3: Ast...	4 Unit 3: Unit 3: Ast...	5 Unit 3: Unit 3: Ast...	6 Unit 3: Unit 3: Ast...	7
8	9 Unit 3: Unit 3: Ast...	10 Unit 3: Unit 3: Ast...	11 Unit 3: Unit 3: Ast...	12 Unit 3: Unit 3: Ast...	13 Unit 3: Unit 3: Ast...	14
15	16 Unit 3: Unit 3: Ast...	17 Unit 3: Unit 3: Ast...	18 Unit 3: Unit 3: Ast...	19 Unit 3: Unit 3: Ast...	20 Unit 3: Unit 3: Ast...	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 3: Unit 3: Ast...	3 Unit 3: Unit 3: Ast...	4

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Unit 3: Unit 3: Ast...	3 Unit 3: Unit 3: Ast...	4
5	6 Unit 3: Unit 3: Ast...	7	8	9	10	11
12	13	14 Winter NWEA Testing	15 Winter NWEA Testing	16 Winter NWEA Testing	17	18
19	20 Martin Luther King, Jr. Day	21 Unit 4: Unit 4: Lig...	22 Unit 4: Unit 4: Lig...	23 Unit 4: Unit 4: Lig...	24 Unit 4: Unit 4: Lig...	25
26	27 Unit 4: Unit 4: Lig...	28 Unit 4: Unit 4: Lig...	29 Unit 4: Unit 4: Lig...	30 Unit 4: Unit 4: Lig...	31 Unit 4: Unit 4: Lig...	1

February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 4: Unit 4: Lig...	28 Unit 4: Unit 4: Lig...	29 Unit 4: Unit 4: Lig...	30 Unit 4: Unit 4: Lig...	31 Unit 4: Unit 4: Lig...	1
2	3 Unit 4: Unit 4: Lig...	4 Unit 4: Unit 4: Lig...	5 Unit 4: Unit 4: Lig...	6 Unit 4: Unit 4: Lig...	7 Unit 4: Unit 4: Lig...	8
9	10 Unit 4: Unit 4: Lig...	11 Unit 4: Unit 4: Lig...	12 Unit 4: Unit 4: Lig...	13 Unit 4: Unit 4: Lig...	14 Unit 4: Unit 4: Lig...	15
16	17 Presidents' Day	18 February Break	19 February Break	20 February Break	21 February Break	22
23	24 Unit 4: Unit 4: Lig...	25 Unit 5: Unit 5: Ma...	26 Unit 5: Unit 5: Ma...	27 Unit 5: Unit 5: Ma...	28 Unit 5: Unit 5: Ma...	1

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 4: Unit 4: Lig...	25 Unit 5: Unit 5: Ma...	26 Unit 5: Unit 5: Ma...	27 Unit 5: Unit 5: Ma...	28 Unit 5: Unit 5: Ma...	1
2	3 Unit 5: Unit 5: Ma...	4 Unit 5: Unit 5: Ma...	5 Unit 5: Unit 5: Ma...	6 Unit 5: Unit 5: Ma...	7 Unit 5: Unit 5: Ma...	8
9	10 Unit 5: Unit 5: Ma...	11 Unit 5: Unit 5: Ma...	12 Unit 5: Unit 5: Ma...	13 Unit 5: Unit 5: Ma...	14 Unit 5: Unit 5: Ma...	15
16	17 Unit 5: Unit 5: Ma...	18 Unit 5: Unit 5: Ma...	19 Unit 5: Unit 5: Ma...	20 March Break	21 March Break	22
23	24 Unit 5: Unit 5: Ma...	25 Unit 5: Unit 5: Ma...	26 Unit 5: Unit 5: Ma...	27 Unit 5: Unit 5: Ma...	28 Unit 5: Unit 5: Ma...	29
30	31 Unit 5: Unit 5: Ma...	1 Unit 5: Unit 5: Ma...	2 Unit 5: Unit 5: Ma...	3 Unit 5: Unit 5: Ma...	4 Unit 5: Unit 5: Ma...	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 5: Unit 5: Ma...	1 Unit 5: Unit 5: Ma...	2 Unit 5: Unit 5: Ma...	3 Unit 5: Unit 5: Ma...	4 Unit 5: Unit 5: Ma...	5
6	7 MEA Science (HS)	8 MEA Science (HS)	9 MEA Science (HS)	10 MEA Science (HS)	11 MEA Science (HS)	12
13	14 Unit 5: Unit 5: Ma... Unit 6: Unit 6: Pla...	15 Unit 5: Unit 5: Ma... Unit 6: Unit 6: Pla...	16 Unit 5: Unit 5: Ma... Unit 6: Unit 6: Pla...	17 Unit 6: Unit 6: Pla...	18 April Vacation	19 April Vacation
20 April Vacation	21 April Vacation	22 April Vacation	23 April Vacation	24 April Vacation	25 April Vacation	26
27	28 Unit 6: Unit 6: Pla...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 6: Unit 6: Pla...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 6: Unit 6: Pla...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 6: Unit 6: Pla...	3
4	5 Unit 6: Unit 6: Pla...	6 Unit 6: Unit 6: Pla...	7 Unit 6: Unit 6: Pla...	8 Unit 6: Unit 6: Pla...	9 Unit 6: Unit 6: Pla...	10
11	12 MEA (ELA & Math)	13 MEA (ELA & Math)	14 MEA (ELA & Math)	15 MEA (ELA & Math)	16 MEA (ELA & Math)	17
18	19 Unit 6: Unit 6: Pla...	20 Unit 6: Unit 6: Pla...	21 Unit 6: Unit 6: Pla...	22 Unit 6: Unit 6: Pla...	23 Unit 6: Unit 6: Pla...	24
25	26 Memorial Day	27 Unit 6: Unit 6: Pla...	28 Unit 6: Unit 6: Pla...	29 Unit 6: Unit 6: Pla...	30 Unit 6: Unit 6: Pla...	31

June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: Unit 6: Pla... Unit 7: End of Ye...	3 Unit 6: Unit 6: Pla... Unit 7: End of Ye...	4 Unit 6: Unit 6: Pla... Unit 7: End of Ye...	5 Unit 6: Unit 6: Pla... Unit 7: End of Ye...	6 Unit 6: Unit 6: Pla... Unit 7: End of Ye...	7
8	9 Unit 7: End of Ye...	10 Unit 7: End of Ye...	11 Unit 7: End of Ye...	12 Unit 7: End of Ye...	13 Unit 7: End of Ye...	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5