















HS Algebra 1 General

Maine Virtual Academy

UNITS (14/14 SELECTED)

SUGGESTED DURATION

 Unit 1: Numbers & Operations	<i>5 teaching days</i>
 Unit 2: Solving Equations	<i>8 teaching days</i>
 Unit 3: Solve Advanced Equations & Inequalities	<i>8 teaching days</i>
 Unit 4: A: Equations & Inequalities	<i>17 teaching days</i>
 Unit 4: B: Scatter Plots & Regression Lines	<i>10 teaching days</i>
 Unit 5: Systems of Equations & Inequalities	<i>15 teaching days</i>
 Unit 6: Relations & Functions	<i>13 teaching days</i>
 Unit 7: Exponents and Exponential Functions	<i>15 teaching days</i>
 Unit 8: Polynomial Functions	<i>15 teaching days</i>
 Unit 9: Introduction to Quadratic Functions	<i>12 teaching days</i>
 Unit 10: Factoring Quadratic & Polynomial Functions	<i>8 teaching days</i>
 Unit 11: Solving Quadratic & Polynomial Functions	<i>11 teaching days</i>
 Unit 12: Probability & Statistics	<i>6 teaching days</i>
 Unit 13: Sequences	<i>10 teaching days</i>

Unit 1: Numbers & Operations

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to identify the different parts of an expression and use variables to show an unknown value. They will also review rational and irrational numbers and understand their properties.

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 $0.8p$.
AR.EA.4
Use properties of operations to generate equivalent expressions.
Maine - High School - Mathematics - Quantitative Reasoning (2020)
QR.A.2
Use properties of rational and irrational numbers.
HSN.RN.B.3
Explain when and why the sum or product of two rational and/or irrational numbers is rational or irrational.

Unit 1: Numbers & Operations

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

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 $-3(x-5/3) = -3x + 5$.

Unit 1: Numbers & Operations

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AR.EA.4

Use properties of operations to generate equivalent expressions.

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 $0.8p$.

Maine - High School - Mathematics - Quantitative Reasoning (2020)

QR.A.2

Use properties of rational and irrational numbers.

HSN.RN.B.3

Explain when and why the sum or product of two rational and/or irrational numbers is rational or irrational.

Unit 2: Solving Equations

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will solve one- and two-step equations and inequalities.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.8
Understand solving equations as a process of reasoning and explain the reasoning.
HSA.REI.A.1
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.
HSA.REI.B.3
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
AR.A.9
Solve equations and inequalities in one variable.

Unit 2: Solving Equations

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

AR.A.8

Understand solving equations as a process of reasoning and explain the reasoning.

Unit 2: Solving Equations

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HSA.REI.A.1

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.

AR.A.9

Solve equations and inequalities in one variable.

HSA.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Unit 3: Solve Advanced Equations & Inequalities

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to solve multi-step equations to find the value of a single variable. They will also solve equations with more than one variable by figuring out one variable in terms of the others. In addition, students will work on solving multi-step inequalities with one variable and compound inequalities that have two parts to the solution.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

AR.A.8

Understand solving equations as a process of reasoning and explain the reasoning.

AR.A.9

Solve equations and inequalities in one variable.

HSA.REI.A.1

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.

HSA.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

HSA.CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

Unit 3: Solve Advanced Equations & Inequalities

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.REI.B.3
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
HSA.CED.A.1
Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
HSF.LE.B.5
Interpret the parameters in a linear or exponential function in terms of a context.
Maine - High School - Mathematics - Quantitative Reasoning (2020)
HSN.Q.A.2
Define appropriate quantities for the purpose of descriptive modeling. Example: If a town in Aroostook county with a population of 1254 people is projected to double in size every 105 years, what will the population be 315 years from now? ★

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant

Unit 3: Solve Advanced Equations & Inequalities

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and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.8
Understand solving equations as a process of reasoning and explain the reasoning.
AR.A.9
Solve equations and inequalities in one variable.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.CED.A.4

Unit 3: Solve Advanced Equations & Inequalities

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Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

AR.A.8

Understand solving equations as a process of reasoning and explain the reasoning.

HSA.REI.A.1

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.

AR.A.9

Solve equations and inequalities in one variable.

HSA.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to graph two-variable linear equations and inequalities using slope-intercept and standard forms. They will practice solving and understanding linear equations by looking at the equation or the graph. Students will also create linear equations or inequalities from word problems.

STANDARDS

Maine - High School - Mathematics - Statistical Reasoning (2020)
HSS.ID.C.7
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
SR.A.3
Interpret linear models.
Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.CED.A.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
HSF.IF.B.6
Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
HSF.IF.C.7a
Graph linear and quadratic functions and show intercepts, maxima, and minima.
HSF.LE.A.1a
Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.
HSF.IF.C.7

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.

AR.A.14

Analyze functions using different representations.

AR.A.13

Interpret functions that arise in applications in terms of the context.

HSF.BF.A.1

Write a function that describes a relationship between two quantities.

HSF.LE.A.2

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

AR.A.12

Understand the concept of a function and use function notation.

AR.A.11

Represent and solve equations and inequalities graphically.

HSF.IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.

HSA.CED.A.3

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods such as lobsters, blueberries, and potatoes.

HSA.REI.D.12

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

Graph the solutions of a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set of a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

HSF.IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

HSF.IF.B.6

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.

HSF.BF.A.1

Write a function that describes a relationship between two quantities.

HSF.IF.C.7

Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF.IF.C.7a

Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF.LE.A.1a

Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

AR.A.12

Understand the concept of a function and use function notation.

AR.A.14

Analyze functions using different representations.

AR.A.13

Interpret functions that arise in applications in terms of the context.

Maine - High School - Mathematics - Statistical Reasoning (2020)

HSS.ID.C.7

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

SR.A.3

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

Interpret linear models.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSF.IF.B.6
Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
HSF.LE.A.2
Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
HSA.CED.A.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
HSA.CED.A.3
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods such as lobsters, blueberries, and potatoes.
AR.A.11

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

Represent and solve equations and inequalities graphically.

HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.

HSA.REI.D.12

Graph the solutions of a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set of a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

AR.A.12

Understand the concept of a function and use function notation.

HSF.IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

AR.A.13

Interpret functions that arise in applications in terms of the context.

HSF.IF.B.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.

AR.A.14

Analyze functions using different representations.

HSF.IF.C.7a

Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF.BF.A.1

Write a function that describes a relationship between two quantities.

HSF.LE.A.1a

Unit 4: A: Equations & Inequalities

HS Algebra 1 General

Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

Maine - High School - Mathematics - Statistical Reasoning (2020)

SR.A.3

Interpret linear models.

HSS.ID.C.7

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Maine - Grade 7 - Mathematics (2020)

AR.EA.4

Use properties of operations to generate equivalent expressions.

Unit 4: B: Scatter Plots & Regression Lines

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to create and understand scatter plots. They will estimate and interpret the correlation coefficient, which shows how strongly two sets of data are related. Students will write a linear function for scatter plots that show a clear pattern and analyze the regression line, which helps describe the relationship. They will also identify outliers, which are points that don't fit the pattern, and describe how these outliers affect the data set.

STANDARDS

Maine - High School - Mathematics - Statistical Reasoning (2020)
SR.A.2
Summarize, represent, and interpret data on two categorical variables and two quantitative variables.
SR.A.3
Interpret linear models.
SR.A.1
Summarize, represent, and interpret data on a single count or measurement variable.
HSS.ID.B.6
Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
HSS.ID.C.8
Compute (using technology) and interpret the correlation coefficient of a linear fit.
HSS.ID.B.6a
Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
HSS.ID.B.6c
Fit a linear function for a scatter plot that suggests a linear association.
HSS.ID.A.3
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Unit 4: B: Scatter Plots & Regression Lines

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

STANDARDS

Maine - High School - Mathematics - Statistical Reasoning (2020)

HSS.ID.B.6b

Informally assess the fit of a function by plotting and analyzing residuals.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

Unit 4: B: Scatter Plots & Regression Lines

HS Algebra 1 General

STANDARDS

Maine - High School - Mathematics - Statistical Reasoning (2020)
SR.A.1
Summarize, represent, and interpret data on a single count or measurement variable.
HSS.ID.A.3
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
SR.A.2
Summarize, represent, and interpret data on two categorical variables and two quantitative variables.
HSS.ID.B.6
Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
HSS.ID.B.6a
Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
HSS.ID.B.6c
Fit a linear function for a scatter plot that suggests a linear association.
SR.A.3
Interpret linear models.
HSS.ID.C.8
Compute (using technology) and interpret the correlation coefficient of a linear fit.

Unit 5: Systems of Equations & Inequalities

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to write systems of equations with two variables and identify how many solutions a system has. They will solve these systems using different methods, including graphing, substitution, and elimination.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.10
Solve systems of equations.
AR.A.7
Create equations and/or inequalities that describe numbers or relationships.
HSA.REI.C.5
Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
HSA.REI.C.6
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
HSA.CED.A.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
HSA.CED.A.3
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods such as lobsters, blueberries, and potatoes.
HSF.BF.A.1
Write a function that describes a relationship between two quantities.

Unit 5: Systems of Equations & Inequalities

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

HSA.REI.C.6

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

Unit 5: Systems of Equations & Inequalities

HS Algebra 1 General

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.10
Solve systems of equations.
AR.A.7
Create equations and/or inequalities that describe numbers or relationships.
HSA.REI.C.5
Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
HSA.REI.C.6
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
HSA.CED.A.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
HSA.CED.A.3
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods such as lobsters, blueberries, and potatoes.
HSF.BF.A.1
Write a function that describes a relationship between two quantities.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating

Unit 5: Systems of Equations & Inequalities

HS Algebra 1 General

how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.REI.C.5
Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
HSA.REI.C.6
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
AR.A.7
Create equations and/or inequalities that describe numbers or relationships.
HSA.CED.A.2
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
HSA.CED.A.3
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods such as lobsters, blueberries, and potatoes.
AR.A.10
Solve systems of equations.
HSF.BF.A.1
Write a function that describes a relationship between two quantities.

Unit 6: Relations & Functions

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to identify, evaluate, and interpret functions. They will also identify the domain and range of different functions and practice transforming them on the coordinate plane using a graphing calculator.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.12
Understand the concept of a function and use function notation.
AR.A.13
Interpret functions that arise in applications in terms of the context.
AR.A.18
Interpret expressions for function in terms of the situation they model.
HSF.IF.A.1
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
HSF.IF.A.2
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.
HSF.IF.B.5
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
AR.A.16

Unit 6: Relations & Functions

HS Algebra 1 General

Build new functions from existing functions.

HSF.BF.B.3

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Unit 6: Relations & Functions

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

HSF.IF.A.1

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and

Unit 6: Relations & Functions

HS Algebra 1 General

submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.12
Understand the concept of a function and use function notation.
HSF.IF.A.1
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
HSF.IF.A.2
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
AR.A.13
Interpret functions that arise in applications in terms of the context.
HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.
AR.A.18
Interpret expressions for function in terms of the situation they model.
HSF.IF.B.5
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Unit Assessment

Assessment Type: Summative

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

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

Unit 6: Relations & Functions

HS Algebra 1 General

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSF.IF.A.1
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
HSF.IF.A.2
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
AR.A.12
Understand the concept of a function and use function notation.
AR.A.13
Interpret functions that arise in applications in terms of the context.
HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.
HSF.IF.B.5
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
AR.A.16
Build new functions from existing functions.

Unit 6: Relations & Functions

HS Algebra 1 General

HSF.BF.B.3

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

AR.A.18

Interpret expressions for function in terms of the situation they model.

Unit 7: Exponents and Exponential Functions

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to evaluate exponents, square roots, and rational exponents, including zero and negative exponents. They will use the properties of exponents to simplify expressions. Students will also learn how to evaluate and graph exponential functions and understand their end behavior. Additionally, they will learn how to recognize growth and decay patterns and their rate of growth or decay.

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
QR.A.1
Extend the properties of exponents to rational exponents.
HSN.RN.A.2
Rewrite expressions involving radicals and rational exponents using the properties of exponents.
HSN.RN.A.1
Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.
Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.14
Analyze functions using different representations.
AR.A.15
Build a function that models a relationship between two quantities.
AR.A.17
Construct and compare linear, quadratic, and exponential models and solve problems.
HSF.IF.C.8b
Use the properties of exponents to interpret expressions for exponential functions. For example, apply the properties to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase: $V_n = P(1 + r)^n$.
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in

Unit 7: Exponents and Exponential Functions

HS Algebra 1 General

simple cases and using technology for more complicated cases.

HSF.IF.C.7e.i

Graph exponential functions, showing intercepts and end behavior, and

HSF.LE.A.1c

Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.

Maine - Grade 7 - Mathematics (2020)

QR.EA.3

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

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.2

Apply and extend previous understandings of multiplication and division and of fractions 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 7: Exponents and Exponential Functions

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

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 Exponential Functions

HS Algebra 1 General

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.2

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

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.

Maine - High School - Mathematics - Quantitative Reasoning (2020)

QR.A.1

Extend the properties of exponents to rational exponents.

HSN.RN.A.1

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.

HSN.RN.A.2

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Maine - High School - Mathematics - Algebraic Reasoning (2020)

AR.A.14

Analyze functions using different representations.

HSF.IF.C.8b

Use the properties of exponents to interpret expressions for exponential functions. For example, apply the properties to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase: $V_n = P(1 + r)^n$.

Unit Assessment

Assessment Type: Summative

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

Unit 7: Exponents and Exponential Functions

HS Algebra 1 General

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
QR.A.1
Extend the properties of exponents to rational exponents.
HSN.RN.A.1
Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.
HSN.RN.A.2
Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.REI.D.10
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.
HSF.IF.C.8b
Use the properties of exponents to interpret expressions for exponential functions. For example, apply the properties to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase: $V_n = P(1 + r)^n$.
HSF.IF.C.7e.i
Graph exponential functions, showing intercepts and end behavior, and
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in

Unit 7: Exponents and Exponential Functions

HS Algebra 1 General

simple cases and using technology for more complicated cases.

AR.A.14

Analyze functions using different representations.

HSF.LE.A.1c

Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

AR.A.17

Construct and compare linear, quadratic, and exponential models and solve problems.

AR.A.15

Build a function that models a relationship between two quantities.

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.2

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

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.

QR.EA.3

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

Unit 8: Polynomial Functions

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to define polynomials by their degree and write them in standard form. They will also identify the end behavior of polynomials from their graphs, which tells us how it behaves at the ends. Students will practice performing operations on polynomials, such as addition, subtraction, and multiplication.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.1
Interpret the structure of expressions.
AR.A.14
Analyze functions using different representations.
AR.A.3
Perform arithmetic operations on polynomials.
HSA.SSE.A.1a
Interpret parts of an expression, such as terms, factors, and coefficients.
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
HSF.IF.C.7c
Graph polynomial functions of degree three or higher, identifying zeros when suitable factorizations (in factored form or easily factorable) are available, and showing end behavior.
HSA.APR.A.1a
Perform operations on polynomial expressions (addition, subtraction, multiplication, and division), and compare the system of polynomials to the system of integers.
HSA.REI.D.10
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.
HSA.APR.A.1b

Unit 8: Polynomial Functions

HS Algebra 1 General

Factor and/or expand polynomial expressions, identify and combine like terms, and apply the Distributive Property.

Unit 8: Polynomial Functions

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

AR.A.1

Interpret the structure of expressions.

Unit 8: Polynomial Functions

HS Algebra 1 General

HSA.SSE.A.1a
Interpret parts of an expression, such as terms, factors, and coefficients.
AR.A.14
Analyze functions using different representations.
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
HSF.IF.C.7c
Graph polynomial functions of degree three or higher, identifying zeros when suitable factorizations (in factored form or easily factorable) are available, and showing end behavior.
HSA.REI.D.10
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.
AR.A.3
Perform arithmetic operations on polynomials.
HSA.APR.A.1a
Perform operations on polynomial expressions (addition, subtraction, multiplication, and division), and compare the system of polynomials to the system of integers.
HSA.APR.A.1b
Factor and/or expand polynomial expressions, identify and combine like terms, and apply the Distributive Property.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating

Unit 8: Polynomial Functions

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how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
AR.A.14
Analyze functions using different representations.
HSA.REI.D.10
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.
HSA.APR.A.1b
Factor and/or expand polynomial expressions, identify and combine like terms, and apply the Distributive Property.
HSA.APR.A.1a
Perform operations on polynomial expressions (addition, subtraction, multiplication, and division), and compare the system of polynomials to the system of integers.
AR.A.3
Perform arithmetic operations on polynomials.
HSA.SSE.A.1a
Interpret parts of an expression, such as terms, factors, and coefficients.
AR.A.1
Interpret the structure of expressions.
HSF.IF.C.7c
Graph polynomial functions of degree three or higher, identifying zeros when suitable factorizations (in factored form or easily factorable) are available, and showing end behavior.

Unit 9: Introduction to Quadratic Functions

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn about the characteristics of quadratic functions, including their domain and range. They will practice graphing quadratic functions in different forms: vertex form, factored form, and standard form. Students will also learn to identify key features of the graph, such as the vertex and axis of symmetry. Finally, they will solve systems of equations that include both linear and quadratic equations.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)	
AR.A.1	Interpret the structure of expressions.
AR.A.14	Analyze functions using different representations.
AR.A.15	Build a function that models a relationship between two quantities.
AR.A.13	Interpret functions that arise in applications in terms of the context.
HSA.SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
HSA.SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.
HSF.IF.C.7	Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
HSF.IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
HSF.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in

Unit 9: Introduction to Quadratic Functions

HS Algebra 1 General

terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.

HSF.BF.A.1

Write a function that describes a relationship between two quantities.

AR.A.10

Solve systems of equations.

HSF.IF.A.1

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

HSA.REI.C.7

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the point(s) of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.

Unit 9: Introduction to Quadratic Functions

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

AR.A.1

Interpret the structure of expressions.

Unit 9: Introduction to Quadratic Functions

HS Algebra 1 General

HSA.SSE.A.1
Interpret expressions that represent a quantity in terms of its context.
HSA.SSE.A.1a
Interpret parts of an expression, such as terms, factors, and coefficients.
AR.A.14
Analyze functions using different representations.
HSA.REI.D.10
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
HSF.IF.C.7a
Graph linear and quadratic functions and show intercepts, maxima, and minima.
HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.
AR.A.15
Build a function that models a relationship between two quantities.
HSF.BF.A.1
Write a function that describes a relationship between two quantities.

Unit Assessment

Assessment Type: Summative

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

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

Unit 9: Introduction to Quadratic Functions

HS Algebra 1 General

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSF.BF.A.1
Write a function that describes a relationship between two quantities.
AR.A.15
Build a function that models a relationship between two quantities.
HSF.IF.C.7a
Graph linear and quadratic functions and show intercepts, maxima, and minima.
HSF.IF.C.7
Graph functions expressed symbolically and as well as show and describe key features of the graph, by hand in simple cases and using technology for more complicated cases.
AR.A.14
Analyze functions using different representations.
AR.A.13
Interpret functions that arise in applications in terms of the context.
HSF.IF.B.4
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features may include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative and absolute maximums and minimums; symmetries; end behavior; and periodicity.
HSF.IF.A.1
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then

Unit 9: Introduction to Quadratic Functions

HS Algebra 1 General

$f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.

HSA.REI.C.7

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the point(s) of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

AR.A.10

Solve systems of equations.

HSA.SSE.A.1a

Interpret parts of an expression, such as terms, factors, and coefficients.

HSA.SSE.A.1

Interpret expressions that represent a quantity in terms of its context.

AR.A.1

Interpret the structure of expressions.

Unit 10: Factoring Quadratic & Polynomial Functions

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to find the greatest common factor (GCF) of monomials. They will also practice factoring trinomials, factoring the difference of two squares, and factoring by grouping. These skills will help them break down and simplify algebraic expressions in order to be able to solve.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.1
Interpret the structure of expressions.
AR.A.2
Write expressions in equivalent forms to reveal information and to solve problems.
HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, allowing for it to be recognized as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
HSA.SSE.B.3a
Rewrite a quadratic expression (such as by factoring) to reveal the zeros of the function it defines.

Unit 10: Factoring Quadratic & Polynomial Functions

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.1
Interpret the structure of expressions.

Unit 10: Factoring Quadratic & Polynomial Functions

HS Algebra 1 General

AR.A.2
Write expressions in equivalent forms to reveal information and to solve problems.
HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, allowing for it to be recognized as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
HSA.SSE.B.3a
Rewrite a quadratic expression (such as by factoring) to reveal the zeros of the function it defines.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.SSE.B.3a
Rewrite a quadratic expression (such as by factoring) to reveal the zeros of the function it defines.
AR.A.2
Write expressions in equivalent forms to reveal information and to solve problems.
HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, allowing for it to be recognized as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
AR.A.1
Interpret the structure of expressions.

Unit 11: Solving Quadratic & Polynomial Functions

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to simplify radical expressions with both numbers and variables. They will solve quadratic functions in different ways, including by taking the square root, factoring, completing the square, and using the quadratic formula. Students will also be introduced to complex numbers and learn how to determine the number of solutions to a quadratic equation using the discriminant.

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
QR.A.1
Extend the properties of exponents to rational exponents.
QR.A.4
Perform arithmetic operations with complex numbers.
HSN.RN.A.2
Rewrite expressions involving radicals and rational exponents using the properties of exponents.
HSN.CN.A.1
Know there is a complex number i (which is a non-real number) such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.1
Interpret the structure of expressions.
AR.A.9
Solve equations and inequalities in one variable.
HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, allowing for it to be recognized as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
HSA.REI.B.4
Solve quadratic equations in one variable.
HSA.REI.B.4b.i

Unit 11: Solving Quadratic & Polynomial Functions

HS Algebra 1 General

Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

HSA.REI.B.4a

Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

HSA.REI.B.4b.ii

Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Unit 11: Solving Quadratic & Polynomial Functions

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Mid-Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions and student-response questions (from each lesson in the first half of the unit). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)

QR.A.1

Extend the properties of exponents to rational exponents.

Unit 11: Solving Quadratic & Polynomial Functions

HS Algebra 1 General

HSN.RN.A.2
Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Maine - High School - Mathematics - Algebraic Reasoning (2020)
AR.A.1
Interpret the structure of expressions.
HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, allowing for it to be recognized as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
AR.A.9
Solve equations and inequalities in one variable.
HSA.REI.B.4
Solve quadratic equations in one variable.
HSA.REI.B.4b.i
Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.
HSA.REI.B.4a
Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Unit 11: Solving Quadratic & Polynomial Functions

HS Algebra 1 General

Maine - High School - Mathematics - Algebraic Reasoning (2020)
HSA.REI.B.4b.ii
Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
HSA.REI.B.4b.i
Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.
HSA.REI.B.4a
Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
HSA.REI.B.4
Solve quadratic equations in one variable.
AR.A.9
Solve equations and inequalities in one variable.
HSA.SSE.A.2
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, allowing for it to be recognized as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
AR.A.1
Interpret the structure of expressions.
Maine - High School - Mathematics - Quantitative Reasoning (2020)
HSN.CN.A.1
Know there is a complex number i (which is a non-real number) such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
QR.A.4
Perform arithmetic operations with complex numbers.
HSN.RN.A.2
Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Unit 11: Solving Quadratic & Polynomial Functions

HS Algebra 1 General

QR.A.1

Extend the properties of exponents to rational exponents.

Unit 12: Probability & Statistics

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn how to calculate the mean, median, mode, and range of a data set. They will also create and interpret box plots to show data. Additionally, students will calculate and interpret relative frequencies and use two-way frequency tables to organize and analyze data.

STANDARDS

Maine - High School - Mathematics - Statistical Reasoning (2020)
SR.A.1
Summarize, represent, and interpret data on a single count or measurement variable.
SR.A.2
Summarize, represent, and interpret data on two categorical variables and two quantitative variables.
HSS.ID.A.1
Represent data with plots on the real number line (dot plots, histograms, and box plots).
HSS.ID.A.2
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
HSS.ID.B.5
Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Unit 12: Probability & Statistics

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Statistical Reasoning (2020)

SR.A.2

Summarize, represent, and interpret data on two categorical variables and two quantitative variables.

Unit 12: Probability & Statistics

HS Algebra 1 General

HSS.ID.A.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

HSS.ID.A.1

Represent data with plots on the real number line (dot plots, histograms, and box plots).

SR.A.1

Summarize, represent, and interpret data on a single count or measurement variable.

HSS.ID.B.5

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Unit 13: Sequences

HS Algebra 1 General

UNIT SUMMARY

In this unit, students will learn about arithmetic and geometric sequences. They will calculate the common difference for arithmetic sequences and the common ratio for geometric sequences. Students will practice finding missing terms in these sequences and writing both explicit and recursive rules for them.

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

AR.A.12

Understand the concept of a function and use function notation.

HSF.IF.A.3

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

HSF.BF.A.2

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Unit 13: Sequences

HS Algebra 1 General

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson Practice

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Students are expected to complete the Lesson Practice Assignment of their choice (IXL, Khan Academy, or Worksheet) on a daily basis, turn in a screenshot of the completed activity, and are graded based on a rubric.

Unit Discussions

Assessment Type: Formative

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

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

Description: Students will choose one question from 1 lesson and write at least 3-5 complete sentences and ensure that your response is clear and easy to understand. Use concise language and focus on addressing the question directly. Ensure that your response is relevant and supported by evidence, examples, or references. Your submission will be evaluated based on the rubric provided in the assignment.

Unit Assessment

Assessment Type: Summative

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

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

Description: Students will respond to both multiple-choice questions (from every lesson in the unit) and student-response questions (for each lesson since the mid-unit assessment). For each student-response question, students must show or explain their work by demonstrating how they arrived at their answer with appropriate calculations or diagrams. (Students may do these problems on paper and submit an image of their work.)

STANDARDS

Maine - High School - Mathematics - Algebraic Reasoning (2020)

HSF.BF.A.2

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Unit 13: Sequences

HS Algebra 1 General

HSF.IF.A.3

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.















AR.A.12

Understand the concept of a function and use function notation.

HS Algebra 1 General

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Numbers & Operations	5 teaching days	Sep 3 - Sep 9, 2024
 Unit 2: Solving Equations	8 teaching days	Sep 13 - Sep 24, 2024
 Unit 3: Solve Advanced Equations & Inequalities	8 teaching days	Sep 25 - Oct 4, 2024
 Unit 4: A: Equations & Inequalities	17 teaching days	Oct 10 - Nov 4, 2024
 Unit 4: B: Scatter Plots & Regression Lines	10 teaching days	Nov 5 - Nov 19, 2024
 Unit 5: Systems of Equations & Inequalities	15 teaching days	Nov 20 - Dec 13, 2024
 Unit 6: Relations & Functions	13 teaching days	Dec 16, 2024 - Jan 13, 2025
 Unit 7: Exponents and Exponential Functions	15 teaching days	Jan 20 - Feb 10, 2025
 Unit 8: Polynomial Functions	15 teaching days	Feb 11 - Mar 10, 2025
 Unit 9: Introduction to Quadratic Functions	12 teaching days	Mar 11 - Mar 28, 2025
 Unit 10: Factoring Quadratic & Polynomial Functions	8 teaching days	Mar 31 - Apr 16, 2025
 Unit 11: Solving Quadratic & Polynomial Functions	11 teaching days	Apr 17 - May 21, 2025
 Unit 12: Probability & Statistics	6 teaching days	May 22 - May 30, 2025
 Unit 13: Sequences	10 teaching days	Jun 2 - Jun 13, 2025

September

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

October

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

November

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

December

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

February

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

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 10: Factorin...	1 Unit 10: Factorin...	2 Unit 10: Factorin...	3 Unit 10: Factorin...	4 Unit 10: Factorin...	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 10: Factorin...	15 Unit 10: Factorin...	16 Unit 10: Factorin...	17 Unit 11: Solving ...	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: Solving ...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 11: Solving ...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 11: Solving ...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 11: Solving ...	3
4	5 Unit 11: Solving ...	6 Unit 11: Solving ...	7 Unit 11: Solving ...	8 Unit 11: Solving ...	9 Unit 11: Solving ...	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 11: Solving ...	20 Unit 11: Solving ...	21 Unit 11: Solving ...	22 Unit 12: Probabili...	23 Unit 12: Probabili...	24
25	26 Memorial Day	27 Unit 12: Probabili...	28 Unit 12: Probabili...	29 Unit 12: Probabili...	30 Unit 12: Probabili...	31










June

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

HS Earth Science

Maine Virtual Academy

UNITS (9/9 SELECTED)

	SUGGESTED DURATION
 Unit 1: Introduction to Earth Science	<i>19 teaching days</i>
 Unit 2: The Universe	<i>12 teaching days</i>
 Unit 3: Earth's Place in the Universe	<i>20 teaching days</i>
 Unit 4: Earth's Atmosphere and Climates	<i>26 teaching days</i>
 Unit 5: Systems and Cycles	<i>19 teaching days</i>
 Unit 6: Earth's Past	<i>12 teaching days</i>
 Unit 7: The Geologic Time Scale	<i>24 teaching days</i>
 Unit 8: Natural Resources	<i>10 teaching days</i>
 Unit 9: Humans and the Earth	<i>13 teaching days</i>

Unit 1: Introduction to Earth Science

HS Earth Science

UNIT SUMMARY

In this science unit, students will learn how scientists work - from following the scientific method and using models to collecting data and sharing their findings. Students will explore how science connects to society's needs and technology while discovering what it takes to become a scientist. Students will understand how science works in the modern world through hands-on activities and real-world examples.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4
Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2

Unit 1: Introduction to Earth Science

HS Earth Science

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.6.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.9.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3.

Unit 1: Introduction to Earth Science

HS Earth Science

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Unit 1: Introduction to Earth Science

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 1: Introduction to Earth Science

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 1 Pre-Test

Assessment Type: Diagnostic

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

Assessment Level (DOK): DOK1 / DOK2

Description: Evaluating baseline understanding of key concepts before instruction begins.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 1: Introduction to Earth Science

HS Earth Science

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 2 Guided Notes

Assessment Type: Formative / Summative / Diagnostic

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere,

Unit 1: Introduction to Earth Science

HS Earth Science

and biosphere.

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

Unit 1: Introduction to Earth Science

HS Earth Science

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Unit 1: Introduction to Earth Science

HS Earth Science

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Unit 1: Introduction to Earth Science

HS Earth Science

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Unit 1: Introduction to Earth Science

HS Earth Science

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Maine - High School - Engineering Design

HS-ETS1-1

Unit 1: Introduction to Earth Science

HS Earth Science

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Unit 1: Introduction to Earth Science

HS Earth Science

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Gizmos

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided

Unit 1: Introduction to Earth Science

HS Earth Science

worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4
Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.6.
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.9.
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Unit 1: Introduction to Earth Science

HS Earth Science

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 7 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting

Unit 1: Introduction to Earth Science

HS Earth Science

or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 7 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.6.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 1: Introduction to Earth Science

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 1: Introduction to Earth Science

HS Earth Science

Lesson 8 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2
Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3
Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
HS-ETS1-4
Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 1: Introduction to Earth Science

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 8 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

Unit 1: Introduction to Earth Science

HS Earth Science

numerous criteria and constraints on interactions within and between systems relevant to the problem.

Unit 1 Exam

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Earth and Space Sciences	
	HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	
	HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	
	HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	
	HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.	
	HS-ESS3-4
Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	
	HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	
Maine - High School - Engineering Design	
	HS-ETS1-1

Unit 1: Introduction to Earth Science

HS Earth Science

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Unit 2: The Universe

HS Earth Science

UNIT SUMMARY

In this astronomy unit, students will explore gravity's effects and learn about the universe's beginning with the Big Bang Theory. Students will discover how stars are born, live, and die while also studying the different objects that make up our universe - from tiny stars to massive galaxies.

STANDARDS

Maine - High School - Physical Sciences
HS-PS2-4
Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Earth and Space Sciences
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-2
Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.6.

Unit 2: The Universe

HS Earth Science

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 2: The Universe

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Unit 2: The Universe

HS Earth Science

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 2: The Universe

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 2 Pre-Test

Assessment Type: Diagnostic

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

Assessment Level (DOK): DOK1 / DOK2

Description: Evaluating baseline understanding of key concepts before instruction begins.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Physical Sciences

HS-PS2-4

Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

Maine - High School - Earth and Space Sciences

HS-ESS1-4

Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2: The Universe

HS Earth Science

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Physical Sciences
HS-PS2-4
Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
Maine - High School - Earth and Space Sciences
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.6.
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band

Unit 2: The Universe

HS Earth Science

independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Unit 2: The Universe

HS Earth Science

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-2
Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

Unit 2: The Universe

HS Earth Science

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Unit 2: The Universe

HS Earth Science

RST.9-10.9.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-6

Unit 2: The Universe

HS Earth Science

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Gizmos #2

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

Unit 2: The Universe

HS Earth Science

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Maine - High School - Physical Sciences

HS-PS1-8

Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Unit 2: The Universe

HS Earth Science

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Earth and Space Sciences

Unit 2: The Universe

HS Earth Science

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting

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or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

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RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

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CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 2: The Universe

HS Earth Science

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 2: The Universe

HS Earth Science

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Gizmos #3

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

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National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 2 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Physical Sciences

HS-PS1-8

Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-PS2-4

Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant

Unit 2: The Universe

HS Earth Science

galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-4

Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Unit 3: Earth's Place in the Universe

HS Earth Science

UNIT SUMMARY

In this solar system unit, students will learn how scientists determine the age of our cosmic neighborhood and explore the Sun's dramatic features like solar flares and sunspots. Students will study the different types of planets, dwarf planets, and other objects that orbit the Sun while also discovering how Earth moves through space and what causes eclipses.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.4.
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

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RST.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8.
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2.
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 3: Earth's Place in the Universe

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 3 Pre-Test

Assessment Type: Diagnostic

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

Assessment Level (DOK): DOK1 / DOK2

Description: Evaluating baseline understanding of key concepts before instruction begins.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10

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Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Earth and Space Sciences
HS-ESS1-1

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HS Earth Science

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Physical Sciences

HS-PS1-8

Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Newsela Assignment #1

Assessment Type: Formative

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

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

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HS Earth Science

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.4.
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
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.9-10.2.A
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.WHST.9-10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,

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quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

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Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.8.
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.10.

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HS Earth Science

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Unit 3: Earth's Place in the Universe

HS Earth Science

Provide a concluding statement or section that follows from or supports the argument presented.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2.
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9

Unit 3: Earth's Place in the Universe

HS Earth Science

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Unit 3: Earth's Place in the Universe

HS Earth Science

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Unit 3: Earth's Place in the Universe

HS Earth Science

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

Unit 3: Earth's Place in the Universe

HS Earth Science

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 3: Earth's Place in the Universe

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

Newsela Assignment #4

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Unit 3: Earth's Place in the Universe

HS Earth Science

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 7 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3: Earth's Place in the Universe

HS Earth Science

Lesson 7 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Gizmos #2

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart)

Unit 3: Earth's Place in the Universe

HS Earth Science

and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 8 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3: Earth's Place in the Universe

HS Earth Science

Lesson 8 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

Unit 3 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-3
Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-5

Unit 3: Earth's Place in the Universe

HS Earth Science

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Maine - High School - Physical Sciences

HS-PS1-8

Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

UNIT SUMMARY

In this weather and atmosphere unit, students will explore Earth's layers of atmosphere and learn how air pressure, temperature, and moisture work together to create different weather conditions. Students will discover how Earth's tilt causes seasons, study how meteorologists predict weather using maps and tools, and learn about dramatic weather events like thunderstorms and tornadoes.

STANDARDS

Maine - High School - Life Sciences

HS-LS1-5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-7

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

HS-ESS2-4

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.6.

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 4 Pre-Test

Assessment Type: Diagnostic

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

Assessment Level (DOK): DOK1 / DOK2

Description: Evaluating baseline understanding of key concepts before instruction begins.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-5
Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS1-7
Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
HS-LS2-3
Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

HS-LS2-5

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS1-5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-7

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

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RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

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CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

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Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10

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Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences	
HS-ESS1-1	
	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS2-2	
	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-5	
	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-1	
	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-6	
	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design	
HS-ETS1-1	
	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

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Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.6.
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

Unit 4: Earth's Atmosphere and Climates

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subject, demonstrating understanding of the subject under investigation.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

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HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Gizmos #2

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

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subject, demonstrating understanding of the subject under investigation.

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS2-4
Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS2-4
Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

Lesson 7 Guided Notes

Assessment Type: Formative

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

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 7 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Lesson 8 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-5

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 8 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

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CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Newsela Assignment #4

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

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HS Earth Science

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

Lesson 9 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 9 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Gizmos #3

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 10 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

(ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 10 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Lesson 11 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

Lesson 11 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Unit 4 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-5
Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS1-7
Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
HS-LS2-3
Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

HS-LS2-5

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-4

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Unit 4: Earth's Atmosphere and Climates

HS Earth Science

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Unit 5: Systems and Cycles

HS Earth Science

UNIT SUMMARY

In this Earth Systems unit, students will learn how our planet functions as one connected system where changes in one part affect other parts through feedback loops. Students will explore Earth's crucial cycles - water, nitrogen, carbon, and oxygen - to understand how matter moves through living and non-living parts of our planet.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-1

Unit 5: Systems and Cycles

HS Earth Science

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS1-3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS1-5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-7

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

National Common Core - Grade 9-10 - Science and Technical Subjects

Unit 5: Systems and Cycles

HS Earth Science

RST.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8.
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9.
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2.
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 5: Systems and Cycles

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Unit 5: Systems and Cycles

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Unit 5: Systems and Cycles

HS Earth Science

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 5: Systems and Cycles

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 5: Systems and Cycles

HS Earth Science

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences	
HS-ESS2-2	
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	
HS-ESS2-5	
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	
HS-ESS3-1	
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	
Maine - High School - Engineering Design	
HS-ETS1-1	
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)	
CCSS.ELA-LITERACY.WHST.9-10.4	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CCSS.ELA-LITERACY.WHST.9-10.5	

Unit 5: Systems and Cycles

HS Earth Science

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band

Unit 5: Systems and Cycles

HS Earth Science

independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Unit 5: Systems and Cycles

HS Earth Science

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

Maine - High School - Life Sciences

HS-LS1-3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting

Unit 5: Systems and Cycles

HS Earth Science

or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences	
HS-LS1-3	
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	
HS-LS2-6	
Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	
Maine - High School - Earth and Space Sciences	
HS-ESS1-6	
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	
HS-ESS2-2	
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences	
HS-ESS1-1	

Unit 5: Systems and Cycles

HS Earth Science

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's

Unit 5: Systems and Cycles

HS Earth Science

core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Unit 5: Systems and Cycles

HS Earth Science

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Unit 5: Systems and Cycles

HS Earth Science

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Life Sciences

Unit 5: Systems and Cycles

HS Earth Science

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Maine - High School - Earth and Space Sciences

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6

Unit 5: Systems and Cycles

HS Earth Science

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 5: Systems and Cycles

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Unit 5: Systems and Cycles

HS Earth Science

Maine - High School - Earth and Space Sciences	
HS-ESS1-1	
	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS2-1	
	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-2	
	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-3	
	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-6	
	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS3-1	
	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-6	
	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design	
HS-ETS1-1	
	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Maine - High School - Life Sciences	
HS-LS2-3	

Unit 5: Systems and Cycles

HS Earth Science

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal

Unit 5: Systems and Cycles

HS Earth Science

scales to form continental and ocean-floor features.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Gizmos #2

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Unit 5: Systems and Cycles

HS Earth Science

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Unit 5: Systems and Cycles

HS Earth Science

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9.

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 5: Systems and Cycles

HS Earth Science

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
Maine - High School - Life Sciences
HS-LS1-5
Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS1-7
Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
HS-LS2-3
Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Unit 5: Systems and Cycles

HS Earth Science

HS-LS2-5

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS1-5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-7

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new

Unit 5: Systems and Cycles

HS Earth Science

ecosystem.

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Unit 5 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-2

Unit 5: Systems and Cycles

HS Earth Science

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS1-3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-7

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and

Unit 5: Systems and Cycles

HS Earth Science

oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

Unit 6: Earth's Past

HS Earth Science

UNIT SUMMARY

In this Earth science unit, students will explore our planet's layers and learn the differences between rocks and minerals. Students will discover how Earth's surface changes through plate tectonics - which causes earthquakes and volcanoes - and through weathering and erosion.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-3
Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Unit 6: Earth's Past

HS Earth Science

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Maine - High School - Life Sciences

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

Unit 6: Earth's Past

HS Earth Science

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 6: Earth's Past

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Unit 6: Earth's Past

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-4
Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to

Unit 6: Earth's Past

HS Earth Science

construct an account of Earth's formation and early history.

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2.
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9

Unit 6: Earth's Past

HS Earth Science

Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-LITERACY.WHST.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.WHST.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CCSS.ELA-LITERACY.WHST.9-10.2.C
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
CCSS.ELA-LITERACY.WHST.9-10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.WHST.9-10.2.A
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

Unit 6: Earth's Past

HS Earth Science

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 6: Earth's Past

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-4

Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart)

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HS Earth Science

and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Unit 6: Earth's Past

HS Earth Science

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Gizmos #2

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Unit 6: Earth's Past

HS Earth Science

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3

Unit 6: Earth's Past

HS Earth Science

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Gizmos #3

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided

Unit 6: Earth's Past

HS Earth Science

worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-3
Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 6: Earth's Past

HS Earth Science

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1

Unit 6: Earth's Past

HS Earth Science

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Unit 6: Earth's Past

HS Earth Science

Maine - High School - Life Sciences
HS-LS4-6
Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences
HS-LS4-6
Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
Maine - High School - Earth and Space Sciences
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4

Unit 6: Earth's Past

HS Earth Science

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Gizmos #4

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Maine - High School - Life Sciences

HS-LS4-6

Unit 6: Earth's Past

HS Earth Science

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 6 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-4

Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

HS-ESS1-6

Unit 6: Earth's Past

HS Earth Science

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3

Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Maine - High School - Life Sciences

Unit 6: Earth's Past

HS Earth Science

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Unit 7: The Geologic Time Scale

HS Earth Science

UNIT SUMMARY

In this Earth history unit, students will learn how scientists study our planet's past through rock formations and fossils to determine Earth's age. Students will explore how life evolved over billions of years - from simple organisms in the Precambrian to dinosaurs in the Mesozoic Era to the rise of humans in the Cenozoic Era.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS1-5
Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
Maine - High School - Life Sciences
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due

Unit 7: The Geologic Time Scale

HS Earth Science

to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.4.

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

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3.

Unit 7: The Geologic Time Scale

HS Earth Science

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Unit 7: The Geologic Time Scale

HS Earth Science

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Unit 7: The Geologic Time Scale

HS Earth Science

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 7: The Geologic Time Scale

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 7: The Geologic Time Scale

HS Earth Science

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Newsela Assignment #1

Assessment Type: Formative

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

Unit 7: The Geologic Time Scale

HS Earth Science

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects	
RST.9-10.5.	
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,	
RST.9-10.1.	
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	
RST.9-10.2.	
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
RST.9-10.10.	
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)	
CCSS.ELA-LITERACY.WHST.9-10.4	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CCSS.ELA-LITERACY.WHST.9-10.10	
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
CCSS.ELA-LITERACY.WHST.9-10.9	
Draw evidence from informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.WHST.9-10.2	
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	

Unit 7: The Geologic Time Scale

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-5

Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

Unit 7: The Geologic Time Scale

HS Earth Science

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-5

Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Unit 7: The Geologic Time Scale

HS Earth Science

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.4.

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

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

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HS Earth Science

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Lesson 6 Guided Notes

Assessment Type: Formative

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HS Earth Science

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-5
Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
Maine - High School - Life Sciences
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 7: The Geologic Time Scale

HS Earth Science

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Life Sciences
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Maine - High School - Earth and Space Sciences
HS-ESS1-5
Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Lesson 7 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 7: The Geologic Time Scale

HS Earth Science

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
Maine - High School - Life Sciences
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Lesson 7 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to

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HS Earth Science

construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-5

Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products,

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taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 8 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in

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the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Lesson 8 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences
HS-LS2-2
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS4-5
Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Newsela Assignment #3

Assessment Type: Formative

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HS Earth Science

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.8.
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

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that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

Lesson 9 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Maine - High School - Life Sciences

HS-LS2-2

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Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Lesson 9 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

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HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Lesson 10 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-5

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HS Earth Science

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Lesson 10 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

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HS Earth Science

Unit 7 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Physical Sciences
HS-PS1-8
Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
Maine - High School - Earth and Space Sciences
HS-ESS1-5
Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-1
Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-5
Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
Maine - High School - Life Sciences
HS-LS2-2

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HS Earth Science

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Unit 8: Natural Resources

HS Earth Science

UNIT SUMMARY

In this environmental science unit, students will learn about renewable and nonrenewable energy sources and explore how humans use and impact Earth's water resources, from groundwater to oceans. Students will discover how greenhouse gases affect Earth's climate and investigate human impacts on global climate change and biodiversity.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4
Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS-ESS2-6
Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere,

Unit 8: Natural Resources

HS Earth Science

and biosphere.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-4

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS2-3

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Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS1-3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

National Common Core - Grade 9-10 - Science and Technical Subjects

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RST.9-10.4.

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

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.6.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 8: Natural Resources

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Unit 8: Natural Resources

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 8: Natural Resources

HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4
Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design

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HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

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HS Earth Science

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

Unit 8: Natural Resources

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.WHST.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.WHST.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.WHST.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.WHST.9-10.1.E
Provide a concluding statement or section that follows from or supports the argument presented.

Newsela Assignment #2

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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2.
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments,

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or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's

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HS Earth Science

core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

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CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

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HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.3.

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Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects

Unit 8: Natural Resources

HS Earth Science

(ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

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RST.9-10.6.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify

Unit 8: Natural Resources

HS Earth Science

the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Maine - High School - Life Sciences

HS-LS2-4

Unit 8: Natural Resources

HS Earth Science

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Gizmos #2

Assessment Type: Summative

Unit 8: Natural Resources

HS Earth Science

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS1-1
Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Maine - High School - Life Sciences
HS-LS2-3
Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Unit 8: Natural Resources

HS Earth Science

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Unit 8: Natural Resources

HS Earth Science

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

Unit 8: Natural Resources

HS Earth Science

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Lesson 7 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Unit 8: Natural Resources

HS Earth Science

Maine - High School - Earth and Space Sciences
HS-ESS1-6
Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-4
Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4
Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design

Unit 8: Natural Resources

HS Earth Science

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 7 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-4

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based

Unit 8: Natural Resources

HS Earth Science

on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Newsela Assignment #4

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.4.

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

RST.9-10.10.

Unit 8: Natural Resources

HS Earth Science

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Unit 8: Natural Resources

HS Earth Science

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Newsela Assignment #5

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 8: Natural Resources

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.WHST.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.WHST.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.WHST.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.WHST.9-10.1.E
Provide a concluding statement or section that follows from or supports the argument presented.

Lesson 8 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-2

Unit 8: Natural Resources

HS Earth Science

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 8 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Gizmos #3

Assessment Type: Summative

Unit 8: Natural Resources

HS Earth Science

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS2-2
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-4
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-6
Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

Unit 8: Natural Resources

HS Earth Science

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.7.

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.3.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

Unit 8: Natural Resources

HS Earth Science

subject, demonstrating understanding of the subject under investigation.

Lesson 9 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS2-2
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-4
Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-6

Unit 8: Natural Resources

HS Earth Science

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 9 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS1-3

Unit 8: Natural Resources

HS Earth Science

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Unit 8: Natural Resources

HS Earth Science

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Unit 8 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS1-1

Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-2

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

HS-ESS1-3

Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-6

Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Unit 8: Natural Resources

HS Earth Science

HS-ESS2-4

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those

Unit 8: Natural Resources

HS Earth Science

relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS1-3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-3

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

Unit 8: Natural Resources

HS Earth Science

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Unit 9: Humans and the Earth

HS Earth Science

UNIT SUMMARY

In this population unit, students will learn how human population has grown over time and explore agriculture's role in supporting more people on Earth. Students will discover the challenges of growing populations in cities, understand concepts like carrying capacity, and examine how human activities like mining affect our environment.

STANDARDS

Maine - High School - Life Sciences
HS-LS4-6
Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
HS-LS2-1
Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-2
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-6
Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7
Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8
Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS4-1
Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-2
Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1)

Unit 9: Humans and the Earth

HS Earth Science

the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

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HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.4.
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
RST.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8.
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.1.
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2.
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
RST.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects

Unit 9: Humans and the Earth

HS Earth Science

(ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.WHST.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.WHST.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

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HS Earth Science

counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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HS Earth Science

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Lesson 1 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2
Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-5
Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
HS-ESS3-6
Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Maine - High School - Life Sciences
HS-LS2-1

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HS Earth Science

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

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HS Earth Science

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Newsela Assignment #1

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2.

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

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HS Earth Science

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Newsela Assignment #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: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

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HS Earth Science

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

Lesson 2 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-1

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

Unit 9: Humans and the Earth

HS Earth Science

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8

Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Unit 9: Humans and the Earth

HS Earth Science

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 2 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-1

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based

Unit 9: Humans and the Earth

HS Earth Science

on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Lesson 3 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-1

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6

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Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8

Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

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HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 3 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences

HS-LS2-1

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8

Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2

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Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Lesson 4 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Maine - High School - Earth and Space Sciences

HS-ESS2-1

Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Unit 9: Humans and the Earth

HS Earth Science

Lesson 4 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

Gizmos #1

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Reinforcing procedural knowledge by interacting with virtual lab activities and completing guided worksheets to apply scientific concepts and skills.

STANDARDS

Maine - High School - Earth and Space Sciences	
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3	Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Maine - High School - Engineering Design	
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Unit 9: Humans and the Earth

HS Earth Science

Maine - High School - Life Sciences
HS-LS4-6
Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
National Common Core - Grade 9-10 - Science and Technical Subjects
RST.9-10.7.
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.3.
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 5 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural

Unit 9: Humans and the Earth

HS Earth Science

hazards, and changes in climate have influenced human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 5 Quiz

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: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Unit 9: Humans and the Earth

HS Earth Science

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

Newsela Assignment #3

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.8.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.1.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 9: Humans and the Earth

HS Earth Science

CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.WHST.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.WHST.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.WHST.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.WHST.9-10.1.E
Provide a concluding statement or section that follows from or supports the argument presented.

Newsela Assignment #4

Assessment Type: Formative

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

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

Description: Developing scientific literacy by analyzing an article and responding to a writing prompt to demonstrate comprehension and critical thinking.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects

RST.9-10.4.

Unit 9: Humans and the Earth

HS Earth Science

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

RST.9-10.10.

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Unit 9: Humans and the Earth

HS Earth Science

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Lesson 6 Guided Notes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing notetaking skills.

STANDARDS

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Maine - High School - Engineering Design

HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Maine - High School - Life Sciences

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.10

Unit 9: Humans and the Earth

HS Earth Science

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 6 Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge with multiple choice questions.

STANDARDS

Maine - High School - Life Sciences
HS-LS2-2
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
Maine - High School - Earth and Space Sciences
HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
Maine - High School - Engineering Design
HS-ETS1-1
Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Unit 9 Exam

Assessment Type: Summative

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

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

Description: Evaluating understanding of key concepts through a comprehensive assessment, including multiple-choice, fill-in-the-blank, written response, and true/false questions.

STANDARDS

Maine - High School - Life Sciences
HS-LS2-1

Unit 9: Humans and the Earth

HS Earth Science

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8

Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2

Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4

Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in

Unit 9: Humans and the Earth

HS Earth Science

the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Maine - High School - Earth and Space Sciences

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-3

Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Maine - High School - Engineering Design










HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS Earth Science

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Introduction to Earth Science	19 teaching days	Aug 26 - Sep 25, 2024
 Unit 2: The Universe	12 teaching days	Sep 26 - Oct 17, 2024
 Unit 3: Earth's Place in the Universe	20 teaching days	Oct 18 - Nov 15, 2024
 Unit 4: Earth's Atmosphere and Climates	26 teaching days	Nov 18, 2024 - Jan 7, 2025
 Unit 5: Systems and Cycles	19 teaching days	Jan 17 - Feb 13, 2025
 Unit 6: Earth's Past	12 teaching days	Feb 24 - Mar 11, 2025
 Unit 7: The Geologic Time Scale	24 teaching days	Mar 12 - May 6, 2025
 Unit 8: Natural Resources	10 teaching days	May 6 - May 27, 2025
 Unit 9: Humans and the Earth	13 teaching days	May 28 - 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: Introductio...	27 Unit 1: Introductio...	28 Unit 1: Introductio...	29 Unit 1: Introductio...	30 Unit 1: Introductio...	31

September

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

October

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

November

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

December

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

February

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

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 7: The Geolo...	1 Unit 7: The Geolo...	2 Unit 7: The Geolo...	3 Unit 7: The Geolo...	4 Unit 7: The Geolo...	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 7: The Geolo...	15 Unit 7: The Geolo...	16 Unit 7: The Geolo...	17 Unit 7: The Geolo...	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 7: The Geolo...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: The Geolo...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 7: The Geolo...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: The Geolo...	3
4	5 Unit 7: The Geolo...	6 Unit 7: The Geolo... Unit 8: Natural R...	7 Unit 8: Natural R...	8 Unit 8: Natural R...	9 Unit 8: Natural R...	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: Natural R...	20 Unit 8: Natural R...	21 Unit 8: Natural R...	22 Unit 8: Natural R...	23 Unit 8: Natural R...	24
25	26 Memorial Day	27 Unit 8: Natural R...	28 Unit 9: Humans a...	29 Unit 9: Humans a...	30 Unit 9: Humans a...	31













June

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

HS English Foundations I

Maine Virtual Academy

UNITS (12/12 SELECTED)

	SUGGESTED DURATION
 Unit 1: Semester 1, Skills Assessment Portfolio	<i>80 teaching days</i>
 Unit 2: Semester 1, S.M.A.R.T Goal	<i>79 teaching days</i>
 Unit 3: Semester 1, Short Stories and Me	<i>18 teaching days</i>
 Unit 4: Semester 1, Discovering the Power of Poetry	<i>21 teaching days</i>
 Unit 5: Semester 1, Five-Paragraph Argumentative Essay	<i>16 teaching days</i>
 Unit 6: Semester 1, Choice Novel	<i>22 teaching days</i>
 Unit 7: Semester 2, Skills Assessment Portfolio	<i>78 teaching days</i>
 Unit 8: Semester 2, Short Stories II	<i>11 teaching days</i>
 Unit 9: Semester 2, Class Novel: Speculative Fiction	<i>25 teaching days</i>
 Unit 10: Semester 2, Shakespeare	<i>17 teaching days</i>
 Unit 11: Semester 2, Flash Fiction	<i>7 teaching days</i>
 Unit 12: Semester 2, Choice Creative Project	<i>18 teaching days</i>

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

UNIT SUMMARY

Through this Weekly Skills Assessment Portfolio, students will learn to analyze varied readings, write in creative ways, and build proper language/grammar skills.

This portfolio will consist of IXL quizzes, writing samples, and additional quizzes from modules such as EdPuzzle, Flocabulary, and Newsela

STANDARDS

Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.WHST.9-10.4

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.2c

Spell correctly.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.12.9-Diploma.b

Read various on-level texts with purpose and understanding.

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Weekly NoRedInk Quickwrite

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will complete a two-paragraph Quickwrite of 150-250 words on an assigned prompt.

STANDARDS

Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Weekly Choose-One Activity

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will view/read one assigned article per week and complete the associated quiz.

STANDARDS

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.12.9-Diploma.b

Read various on-level texts with purpose and understanding.

IXL Week 1

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Determine the Themes of Short Stories (SQ8)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.12.9-Diploma.b

Read various on-level texts with purpose and understanding.

R.5.9-Diploma.b

Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

Unit 1: Semester 1, Skills Assessment Portfolio

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R.4.9-Diploma

Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

IXL Week 2

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Identify Supporting Evidence in a Text (XWU)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.4.9-Diploma

Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

R.5.9-Diploma.b

Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

R.10.9-Diploma.b

Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.

W.3.9-Diploma.b

Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

IXL Week 3

Assessment Type: Formative

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Use Dictionary Entries to Determine Correct Usage (9U3)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.d
Resolve issues of complex or contested usage, consulting references as needed.
Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.L.9-10.4d
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).

IXL Week 4

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Use Semicolons and Commas to Separate Clauses (5ZM)

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.L.9-10.2a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
W.2.9-Diploma.a
Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

IXL Week 5

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Use Context to Identify the Meaning of a Word (8CV)

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.4.9-Diploma.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
R.7.9-Diploma
Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

IXL Week 6

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Label the Rhyme Scheme (JBG)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts

IXL Week 7

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Unit 1: Semester 1, Skills Assessment Portfolio

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Description: Explore Words with New or Contested Usages (CF8)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.c
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
L.1.9-Diploma.d
Resolve issues of complex or contested usage, consulting references as needed.
Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.L.9-10.4a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

IXL Week 8

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Use the Correct Homophone (UGY)

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.

IXL Week 9

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Identify Plagiarism (WKJ)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
W.1.9-Diploma.c

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

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

IXL Week 10

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Rewrite The Sentence In Active Voice (HVK)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.3.9-Diploma.d

Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.

IXL Week 11

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Read Graphic Organizers (Y8Z)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.11.9-Diploma.a

Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.

IXL Week 12

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Analyze Rhetorical Strategies in Historical Texts: Set 1 (MMA)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.10.9-Diploma.a

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.

L.5.9-Diploma.a

Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.

R.5.9-Diploma.b

Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

R.11.9-Diploma.a

Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.

R.12.9-Diploma.b

Read various on-level texts with purpose and understanding.

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

IXL Week 13

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Word Pattern Sentences (7Q3)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.4.9-Diploma.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Unit 1: Semester 1, Skills Assessment Portfolio

HS English Foundations I

IXL Week 14

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Identify Run-On Sentences (KM8)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

IXL Week 15

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Use Semicolons, Colons, and Commas with Lists (FQB)

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.L.9-10.2b

Use a colon to introduce a list or quotation.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 2: Semester 1, S.M.A.R.T Goal

HS English Foundations I

UNIT SUMMARY

Students will learn about S.M.A.R.T. Goals and what makes them S.M.A.R.T. They will then use that knowledge to craft their own S.M.A.R.T. Goal

A S.M.A.R.T. Goal is a personal or school-related goal that is: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.L.9-10.1a
Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 2: Semester 1, S.M.A.R.T Goal

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

S.M.A.R.T Goal

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Write and submit your S.M.A.R.T. Goal! It can be about anything -- school, exercise, cooking, writing, jobs, etc. The only requirement is that it fits all five S.M.A.R.T. criteria.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.L.9-10.1a
Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

UNIT SUMMARY

By reading and discussing short stories, students will learn about plot, conflict, theme, perspective, character studies, literary techniques, and overall reading comprehension in a digestible format that requires less commitment than a full-scale novel.

Students will read two short stories. They will analyze the characters and their motivations, discuss and determine each story's theme, and produce a series of writings that showcase full comprehension of the material.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

R.5

Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

L.1.9-Diploma.a

Use parallel structure.

R.7.9-Diploma

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Short Story I: Character Analysis Chart

Assessment Type: Formative / Summative / Diagnostic

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will complete a Character Analysis Chart for one character from this short story. For each of the five categories (Looks, Speech, Thoughts, Effect on Others, Actions), students will provide 1-2 quotes/passages from the text that relate to their character. For each category, they will also write 1-2 sentences analyzing what the quotes tell them about the character.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Short Story I: Ethical Dilemmas Writing Assignment

Assessment Type: Summative / Diagnostic

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will write a short paragraph/reflection about an ethical dilemma they've faced or witnessed. They will analyze the choices they (or others) made and the impact of those choices.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
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Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.a
Use parallel structure.

Short Story I: Final Project

Assessment Type: Summative / Diagnostic

Unit 3: Semester 1, Short Stories and Me

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

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description: Students will pick two essay prompts from a list of options, and they will write one complete five-sentence paragraph for each.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA	
CCSS.ELA-Literacy.RL.9-10.1	
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2	
	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3	
	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.W.9-10.3d	
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e	
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.4	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.SL.9-10.4	
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose,

Unit 3: Semester 1, Short Stories and Me

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audience, and task.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.1.9-Diploma.a

Use parallel structure.

Short Story II: Diary Entry

Assessment Type: Summative / Diagnostic

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will write a diary entry from the main character's perspective, reflecting their thoughts and feelings. This diary entry should be at least two paragraphs and display knowledge of the main character's situation in the story.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.9-10.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.a
Use parallel structure.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Short Story II: Letter of Support

Assessment Type: Summative / Diagnostic

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will write a letter of support to the main character from the perspective of another character. This letter will be at least two paragraphs and display knowledge of both the main character's situation and how the letter-writer would realistically react.

STANDARDS

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.1.9-Diploma.a

Use parallel structure.

Short Story II: Final Creative Project

Assessment Type: Summative / Diagnostic

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

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description: Students will pick two essay prompts from a list of options, and they will write two complete five-sentence paragraphs for each.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.7.9-Diploma

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

L.1.9-Diploma.a

Use parallel structure.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.L.2

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.W.9-10.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.9-10.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.L.9-10.1b

Unit 3: Semester 1, Short Stories and Me

HS English Foundations I

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

UNIT SUMMARY

Through readings and analysis of poetry, students will learn how to comprehend and analyze various works for symbolism and figurative language.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
R.7
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

for reading, writing, speaking, and listening.

L.4

Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

R.5

Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

R.2

Demonstrate understanding of words, syllables, and sounds (phonemes).

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.5.9-Diploma.a

Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.

L.5.9-Diploma.b

Analyze nuances in the meaning of words with similar denotations.

R.9.9-Diploma

Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

R.8.9-Diploma.a

Analyze the organization and structure of specific features and components in various texts

R.7.9-Diploma

Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

L.6.9-Diploma

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.2.9-Diploma.c

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

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Poetry Analysis Assignment

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will read and discuss multiple poems in class. They will pick two and write a one-paragraph analysis for each. These paragraphs should display an understanding of their chosen poems' style. Students will also identify their poetic elements and devices, and explain how they use language to create imagery and emotion.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
L.4
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
R.5
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.5.9-Diploma.b
Analyze nuances in the meaning of words with similar denotations.
L.5.9-Diploma.a
Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
R.9.9-Diploma

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

R.8.9-Diploma.a

Analyze the organization and structure of specific features and components in various texts

Poetic Response Writing Assignment

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will write an original response poem to one of the poems they analyzed in the previous assignment. How they choose to respond to it is up to them. It is, however, recommended that students emulate the style and techniques of the original while expressing their own perspective.

STANDARDS

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

R.2

Demonstrate understanding of words, syllables, and sounds (phonemes).

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.c

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

L.6.9-Diploma

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Original Poem Project

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will create two original poems. Length, style, form, and topic will be up to them, but each one should be unique from the other (ie, don't write two of the same type of poem).

STANDARDS

Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
L.4
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
R.2
Demonstrate understanding of words, syllables, and sounds (phonemes).
R.7
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Unit 4: Semester 1, Discovering the Power of Poetry

HS English Foundations I

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.c

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

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

UNIT SUMMARY

Students will learn to read and analyze argumentative essays, as well as proper research techniques and how to cite sources.

Students will then research and write their own five-paragraph argumentative essay. They will draft their essay in parts and then revise it into a cohesive final draft according to teacher feedback.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

CCSS.ELA-Literacy.L.9-10.1a
Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Outline/Sources

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will submit their idea for a five-paragraph argument essay, as well as a basic outline of their claim, evidence, sources, counter-arguments, rebuttals, and conclusions. Completeness and clean writing are **not** expected at this point.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.L.9-10.1a

Use parallel structure.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Introductory Paragraph Rough Draft

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will submit a rough draft of their argumentative essay's introductory paragraph. Completeness and clean writing are **not** expected at this point.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.W.9-10.1a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.1b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.1c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.9-10.1d

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.1e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.L.9-10.1a

Use parallel structure.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Three Body Paragraphs Rough Draft

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will submit a rough draft of their argumentative essay's three body paragraphs. Completeness and clean writing are **not** expected at this point.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.W.9-10.1a

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.1b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.1c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.9-10.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.1e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.L.9-10.1a

Use parallel structure.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

writing or presentations.

Conclusion Paragraph Rough Draft

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will submit a rough draft of their argumentative essay's conclusion paragraph. Completeness and clean writing are not expected at this point.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.L.9-10.1a

Use parallel structure.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Argumentative Essay Final Draft

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will submit the final draft of their five-paragraph argumentative essay. Writing should be solid, sources should be strong, grammar should be on point, the argument/overall point should make sense, and every paragraph should contain at least five complete sentences.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.W.9-10.1a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.1b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.1c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

CCSS.ELA-Literacy.W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.L.9-10.1a
Use parallel structure.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2

Unit 5: Semester 1, Five-Paragraph Argumentative Essay

HS English Foundations I

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

UNIT SUMMARY

In this Unit, students will learn how to read, comprehend, analyze, and discuss plot, characters, structure, themes, and messages throughout a full-length novel.

Students will select a novel of their choice and read it thoroughly. They will complete assignments related to their novel, culminating in a large Creative Project that will show complete comprehension of their novel. This project will also showcase the student's knowledge of English grammar rules, spelling, punctuation, sentence/paragraph structure, and proper formatting.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.9-10.1d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCSS.ELA-Literacy.L.9-10.4a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
CCSS.ELA-Literacy.L.9-10.4c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.9-10.4d
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).
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Choice Novel Book Proposal

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will submit a five-sentence paragraph explaining what novel they will read, why they chose it, and their plan to finish reading the book in a timely manner.

Though the student can read any novel (pending instructor approval), the instructor is encouraged to provide a list of pre-approved novels students can choose from.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

Three Passages

Assessment Type: Formative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will select three passages from their novel, all at least three sentences long. For each passage, they will write a five-sentence paragraph explaining the context (what this passage is about), what it means to the story as a whole, and why it stands out to them, the reader.

It is highly suggested the student choose one passage from the beginning of the novel, one in the middle, and one close to the end.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.L.9-10.4a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.9-10.4d
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).

Unit 6: Semester 1, Choice Novel

HS English Foundations I

CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Final Creative Project

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Unit 6: Semester 1, Choice Novel

HS English Foundations I

Assessment Level (DOK): DOK2/DOK3/DOK4

Description: Students will pick two creative prompts from a list provided by the instructor and complete them. Through this project, students will display complete knowledge and understanding of their novel's plot, characters, theme, main ideas, and structure. This will also fully assess the student's knowledge of proper grammar and punctuation skills.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.L.9-10.4a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit 6: Semester 1, Choice Novel

HS English Foundations I

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

UNIT SUMMARY

Through this Weekly Skills Assessment Portfolio, students will learn to analyze varied readings, write in creative ways, and build proper language/grammar skills.

This portfolio will consist of IXL quizzes, writing samples, and additional quizzes from modules such as EdPuzzle, Flocabulary, and Newsela.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.L.9-10.2c
Spell correctly.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

writing.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

IXL Week 1

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: **Is the Sentence Simple, Compound, Complex, or Compound-Complex? (9RC)**

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

IXL Week 2

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: **Context Clues (2QT)**

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.L.9-10.5b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.L.9-10.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

IXL Week 3

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Word Choice and Usage (89P)

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.L.9-10.5b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.5.9-Diploma.b

Analyze nuances in the meaning of words with similar denotations.

IXL Week 4

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Combine Sentences using Relative Clauses (CHJ)

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

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CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.3.9-Diploma.b

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

IXL Week 5

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Capitalization (KCQ)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

W.2

Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

IXL Week 6

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Assessment Level (DOK): DOK1

Description: **Compare Information from Two Texts (TDN)**

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
R.4
Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.4.9-Diploma
Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

IXL Week 7

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: **Determine the Themes of Short Stories (SQ8)**

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
R.5
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.5.9-Diploma.b
Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

IXL Week 8

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Identify Text Structures (G94)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.6.9-Diploma
Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

IXL Week 9

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Match Problems With Their Solutions (N5B)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
R.8
Analyze the structure of various texts, including how the features and components relate to each other and the whole.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts
R.8.9-Diploma.b

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.

IXL Week 10

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Read Workplace Emails and Memos (HNC)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

R.11

Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.11.9-Diploma.a

Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.

IXL Week 11

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Use In-Text Citations, MLA 8th-9th Editions (NRM)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

W.1

Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.1.9-Diploma.d

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

IXL Week 12

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Choose the analysis that logically connects the evidence to the claim (P93)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

W.3

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.3.9-Diploma.b

Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

IXL Week 13

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Formatting Quotations and Dialogue (TJR)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.1.9-Diploma.c

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

IXL Week 14

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Description: Compare and Contrast in Informational Texts (NR8)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
W.3
Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
W.3.9-Diploma.a
Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

IXL Week 15

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Transitions with Conjunctive Adverbs (24R)

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
L.2

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.L.9-10.2a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

IXL Week 16

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Identify Sentences With Parallel Structure (CGB)

STANDARDS

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.1.9-Diploma.a

Use parallel structure.

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.L.9-10.1a

Use parallel structure.

Weekly NoRedInk Quickwrite

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Description: Students will complete a two-paragraph Quickwrite of 150-250 words on an assigned prompt.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA	
CCSS.ELA-Literacy.W.9-10.4	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CCSS.ELA-Literacy.WHST.9-10.4	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CCSS.ELA-Literacy.L.9-10.1b	
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
CCSS.ELA-Literacy.L.9-10.2c	
Spell correctly.	
Maine Common Core - Grade K-12 - English Language Arts ELA	
CCSS.ELA-Literacy.CCRA.W.4	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CCSS.ELA-Literacy.CCRA.W.5	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CCSS.ELA-Literacy.CCRA.L.1	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CCSS.ELA-Literacy.CCRA.L.2	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

Weekly Choose-One Activity

Assessment Type: Formative / Summative / Diagnostic

Unit 7: Semester 2, Skills Assessment Portfolio

HS English Foundations I

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will view/read one assigned article per week and complete the associated quiz.

STANDARDS

Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Unit 8: Semester 2, Short Stories II

HS English Foundations I

UNIT SUMMARY

By reading and discussing short stories, students will learn about plot, conflict, theme, perspective, character studies, literary techniques, and overall reading comprehension in a digestible format that requires less commitment than a full-scale novel.

Students will read two short stories. They will analyze the characters and their motivations, discuss and determine each story's theme, and produce a series of writings that showcase full comprehension of the material.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.L.9-10.1a
Use parallel structure.

Unit 8: Semester 2, Short Stories II

HS English Foundations I

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.9-10.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.W.9-10.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Unit 8: Semester 2, Short Stories II

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Short Story I: What Would You Do?

Assessment Type: Formative / Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Description: After reading the first story of this Unit, students will construct a two-paragraph essay analyzing one of the characters. Students will explain why this character performed the actions they did, and they will then write about what they would do differently if they were the character and why.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit 8: Semester 2, Short Stories II

HS English Foundations I

Short Story II: Character Speech

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Description:

After reading the second story of this Unit, students will construct a two-paragraph speech from the point-of-view (POV) of one of the characters after the story concludes.

The student's tone can be whatever they like -- heartfelt, funny, angry, frightened, etc. -- provided they demonstrate understanding of the story's overall plot, theme, and symbolism.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Short Stories I and II: You're In Charge

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Unit 8: Semester 2, Short Stories II

HS English Foundations I

Description: Students will pick one of three essay prompts (each related to a separate short story). They will write a three-paragraph essay addressing the prompt in a well-written and original manner.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit 9: Semester 2, Class Novel: Speculative Fiction

HS English Foundations I

UNIT SUMMARY

Students will learn the art of active reading with a novel-length, long-term story. Regular discussions and creative assignments will test students' comprehension and understanding of the story's plot, characters, themes, structure, style, and messages.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.9-10.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course

Unit 9: Semester 2, Class Novel: Speculative Fiction

HS English Foundations I

of the narrative.

CCSS.ELA-Literacy.W.9-10.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.1.9-Diploma.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.2.9-Diploma.d

Spell correctly.

SL.3.9-Diploma.d

Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.

R.12.9-Diploma.a

Read with sufficient accuracy and fluency to support comprehension.

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.2.9-Diploma.c

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

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W.3.9-Diploma.e

Provide closure that enhances, supports, and reflects the purpose of the piece.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 9: Semester 2, Class Novel: Speculative Fiction

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Chapter-by-Chapter Reaction Sheet

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will provide a three to five-sentence reaction for each chapter of the novel. Students will discuss what surprised and intrigued them about the story, what characters made them feel various emotions, where they detected possible foreshadowing, and what moments made them realize what this story truly means. With this, students will learn how to actively read a story so they truly understand what is going on, why things are happening, and how it affects them.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
W.2.9-Diploma.c

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

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Character Analysis

Assessment Type: Summative / Diagnostic

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will complete a Character Analysis Chart for two characters from the novel. For each of the five categories (Looks, Speech, Thoughts, Effect on Others, Actions), students will provide two quotes/passages from the text that relate to their character. For each category, they will also write a two-sentence analysis of what the quotes tell them about the character.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.W.9-10.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.2.9-Diploma.d

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HS English Foundations I

Spell correctly.

R.12.9-Diploma.a

Read with sufficient accuracy and fluency to support comprehension.

One-Pager

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will construct an artistic One-Pager related to the novel. They may create the one-pager however they like, in whatever style they like. By doing so, students will learn to display their understanding of the story, characters, and theme through a medium beyond pure writing.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.W.9-10.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.2.9-Diploma.d

Spell correctly.

SL.3.9-Diploma.d

Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.

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HS English Foundations I

Epilogue Project

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will complete one of several provided creative prompts related to the class novel. Each prompt will instruct the student to envision a scenario that occurs after the novel has concluded. By doing this, students will learn to apply a story's story, setting, characterization, and theme beyond what the author has provided.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.W.9-10.2a
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.3d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.2.9-Diploma.d
Spell correctly.
W.2.9-Diploma.a
Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or

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trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.3.9-Diploma.e

Provide closure that enhances, supports, and reflects the purpose of the piece.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 10: Semester 2, Shakespeare

HS English Foundations I

UNIT SUMMARY

In this Unit, students will learn about the life and art of the Bard: William Shakespeare. This unit will center around a reading and extended analysis of one of his famous plays. It will include a series of assignments designed to assess the student's knowledge of the story, the Bard, Shakespearean vocabulary, and why his work remains important hundreds of years later.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA

CCSS.ELA-Literacy.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.ELA-Literacy.W.9-10.9a

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

CCSS.ELA-Literacy.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 10: Semester 2, Shakespeare

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CCSS.ELA-Literacy.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCSS.ELA-Literacy.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CCSS.ELA-Literacy.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy.RH.9-10.5
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
CCSS.ELA-Literacy.L.9-10.5a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.9-10.5b
Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.2

Unit 10: Semester 2, Shakespeare

HS English Foundations I

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.4

Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

R.6

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.7

Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Unit 10: Semester 2, Shakespeare

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Shakespeare: Quickwrites

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description: Students will be presented with a series of Quickwrites (open-ended questions) relating to Shakespeare in general and the class's play reading in particular. Each Quickwrite will be at least two paragraphs long. By completing them, students will learn how to express their knowledge of Shakespeare and his stories.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Unit 10: Semester 2, Shakespeare

HS English Foundations I

CCSS.ELA-Literacy.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCSS.ELA-Literacy.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CCSS.ELA-Literacy.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Shakespeare: Analyze a Monologue (and its Speaker)

Assessment Type: Formative / Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: After reading and discussing the class play, students will choose a monologue from the play and write an analysis of it. In addition, students will be expected to discuss and analyze the character speaking the monologue. Total length should be at least two paragraphs.

Unit 10: Semester 2, Shakespeare

HS English Foundations I

Example: Analyze Macbeth's "Tomorrow and Tomorrow and Tomorrow" monologue while also analyzing his character before, during, and after the monologue.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CCSS.ELA-Literacy.RH.9-10.5
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
CCSS.ELA-Literacy.L.9-10.5a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Maine Common Core - Grade K-12 - English Language Arts ELA

Unit 10: Semester 2, Shakespeare

HS English Foundations I

CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
R.6
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Shakespeare: Ye Olde-Timey Vocab!

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Through this exercise, students will learn to better understand the meaning and context of Shakespearean vocabulary. Students will receive a list of Shakespearean vocabulary from the class play. Using the knowledge gained from reading and analyzing the play, students will create original sentences using the words and phrases in the context provided by Shakespeare.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy.L.9-10.5a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.9-10.5b

Unit 10: Semester 2, Shakespeare

HS English Foundations I

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.4.9-Diploma.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.4

Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Shakespeare: Adapt/Modernize Macbeth

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will be tasked with adapting their Shakespearean play for a modern audience. They will take the basic plot and characters and turn it into a new story spanning at least three paragraphs. The setting can be whatever they like, as long as the story shares Shakespeare's plot progression, basic character types, and themes. By doing so, students will learn how to apply classic themes and stories to more familiar, modern settings.

Unit 10: Semester 2, Shakespeare

HS English Foundations I

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
CCSS.ELA-Literacy.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)
L.4
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

Unit 10: Semester 2, Shakespeare

HS English Foundations I

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 11: Semester 2, Flash Fiction

HS English Foundations I

UNIT SUMMARY

In this unit, students will learn how to convey a complete narrative in under 1000 words, AKA "Flash Fiction."

Students will read and analyze several "Flash Fiction" stories en route to drafting, revising, editing, and rewriting their very own 750-1000 word story.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

Unit 11: Semester 2, Flash Fiction

HS English Foundations I

L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 11: Semester 2, Flash Fiction

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Flash Fiction: Rough Draft

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: In this assignment, students will submit their rough draft for a flash fiction story. Students will be expected to provide a general idea of their story, a beginning/middle/end for their plot, basic character ideas, and a general structure of how the story will progress. Completeness and clean writing are **not** expected at this point.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
W.2.9-Diploma.a
Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 11: Semester 2, Flash Fiction

HS English Foundations I

Flash Fiction: Final Draft

Assessment Type: Formative / Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will revise and edit their Flash Fiction until it is grammatically clean and free of spelling/punctuation errors. They will also provide a fully realized plot, fleshed-out characters, and an organized narrative structure. There should be significant improvement from the rough draft to the final, with students using instructor feedback as a guideline.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Maine Common Core - Grade K-12 - English Language Arts ELA
CCSS.ELA-Literacy.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Unit 11: Semester 2, Flash Fiction

HS English Foundations I

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

W.2.9-Diploma.a

Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 12: Semester 2, Choice Creative Project

HS English Foundations I

UNIT SUMMARY

Students will choose from one of several prompts for their final creative project. All prompts will assess what students have learned in this course. Students will be graded on reading/writing comprehension, proper grammar, clean structure and formatting, organization of ideas/topics/paragraphs, and creativity/originality of ideas.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.L.9-10.1b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.RL.9-10.10

Unit 12: Semester 2, Choice Creative Project

HS English Foundations I

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.12.9-Diploma.a

Read with sufficient accuracy and fluency to support comprehension.

L.6.9-Diploma

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 12: Semester 2, Choice Creative Project

HS English Foundations I

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Choice Creative Project: Choose One

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will create one creative project from a provided list of options. Through this project, students will display how much they have learned in this course -- reading/writing comprehension, proper grammar, clean structure and formatting, organization of ideas/topics/paragraphs, and creativity/originality of ideas.

STANDARDS

Maine Common Core - Grade 9-10 - English Language Arts ELA
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.9-10.3b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

Unit 12: Semester 2, Choice Creative Project

HS English Foundations I

focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.L.9-10.1b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Maine Common Core - Grade K-12 - English Language Arts ELA

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maine - Grade K-12 - English Language Arts & Literacy ELA (2020)

L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.6.9-Diploma

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

Unit 12: Semester 2, Choice Creative Project

HS English Foundations I

vocabulary knowledge when considering a word or phrase important to comprehension or expression.













R.12.9-Diploma.a

Read with sufficient accuracy and fluency to support comprehension.

HS English Foundations I

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Semester 1, Skills Assessment Portfolio	80 teaching days	Aug 26, 2024 - Jan 10, 2025
 Unit 2: Semester 1, S.M.A.R.T Goal	79 teaching days	Aug 27, 2024 - Jan 10, 2025
 Unit 3: Semester 1, Short Stories and Me	18 teaching days	Aug 30 - Sep 30, 2024
 Unit 4: Semester 1, Discovering the Power of Poetry	21 teaching days	Oct 1 - Nov 4, 2024
 Unit 5: Semester 1, Five-Paragraph Argumentative Essay	16 teaching days	Nov 5 - Dec 2, 2024
 Unit 6: Semester 1, Choice Novel	22 teaching days	Dec 3, 2024 - Jan 13, 2025
 Unit 7: Semester 2, Skills Assessment Portfolio	78 teaching days	Jan 17 - Jun 13, 2025
 Unit 8: Semester 2, Short Stories II	11 teaching days	Jan 17 - Feb 3, 2025
 Unit 9: Semester 2, Class Novel: Speculative Fiction	25 teaching days	Feb 4 - Mar 17, 2025
 Unit 10: Semester 2, Shakespeare	17 teaching days	Mar 18 - Apr 28, 2025
 Unit 11: Semester 2, Flash Fiction	7 teaching days	Apr 29 - May 19, 2025
 Unit 12: Semester 2, Choice Creative Project	18 teaching days	May 20 - 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: Semester ...	27 Unit 1: Semester ... Unit 2: Semester ...	28 Unit 1: Semester ... Unit 2: Semester ...	29 Unit 1: Semester ... Unit 2: Semester ...	30 Unit 1: Semester ... Unit 3: Semester ... Unit 2: Semester ...	31

September

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

October

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

November

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

December

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

February

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

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 7: Semester ... Unit 10: Semeste...	1 Unit 7: Semester ... Unit 10: Semeste...	2 Unit 7: Semester ... Unit 10: Semeste...	3 Unit 7: Semester ... Unit 10: Semeste...	4 Unit 7: Semester ... Unit 10: 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 7: Semester ... Unit 10: Semeste...	15 Unit 7: Semester ... Unit 10: Semeste...	16 Unit 7: Semester ... Unit 10: Semeste...	17 Unit 7: Semester ... Unit 10: 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 7: Semester ... Unit 10: Semeste...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: Semester ... Unit 11: Semeste...	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 7: Semester ... Unit 10: Semeste...	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: Semester ... Unit 11: Semeste...	3
4	5 Unit 7: Semester ... Unit 11: Semeste...	6 Unit 7: Semester ... Unit 11: Semeste...	7 Unit 7: Semester ... Unit 11: Semeste...	8 Unit 7: Semester ... Unit 11: Semeste...	9 Unit 7: Semester ... Unit 11: 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 7: Semester ... Unit 11: Semeste...	20 Unit 7: Semester ... Unit 12: Semeste...	21 Unit 7: Semester ... Unit 12: Semeste...	22 Unit 7: Semester ... Unit 12: Semeste...	23 Unit 7: Semester ... Unit 12: Semeste...	24
25	26 Memorial Day	27 Unit 7: Semester ... Unit 12: Semeste...	28 Unit 7: Semester ... Unit 12: Semeste...	29 Unit 7: Semester ... Unit 12: Semeste...	30 Unit 7: Semester ... Unit 12: Semeste...	31













June

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

HS Geography

Maine Virtual Academy

UNITS (12/12 SELECTED)

	SUGGESTED DURATION
 Unit 1: Introduction to Physical Geography	<i>16 teaching days</i>
 Unit 2: Introduction to Cultural Geography	<i>6 teaching days</i>
 Unit 3: The U.S. and Canada	<i>11 teaching days</i>
 Unit 4: Latin America	<i>11 teaching days</i>
 Unit 5: Sub-Saharan Africa	<i>29 teaching days</i>
 Unit 6: 6A: Europe	<i>29 teaching days</i>
 Unit 6: 6B: Russia & Central Asia	<i>8 teaching days</i>
 Unit 7: SW Asia - The Middle East & North Africa	<i>12 teaching days</i>
 Unit 8: South Asia	<i>4 teaching days</i>
 Unit 9: Southeast Asia	<i>8 teaching days</i>
 Unit 10: East Asia	<i>8 teaching days</i>
 Unit 11: Oceania & Antarctica	<i>6 teaching days</i>

Unit 1: Introduction to Physical Geography

HS Geography

UNIT SUMMARY

This unit teaches students essential map-reading skills and global geography concepts. Students will learn about different map styles, basic map features, latitude and longitude, time zones, climate regions, and major ecosystems. Additionally, the unit develops critical thinking skills through the analysis of historical sources, cultural artifacts, migration patterns, and various forms of data and media.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies
<p style="text-align: center;">RH.9-10.3.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p style="text-align: center;">RH.9-10.4.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p style="text-align: center;">RH.9-10.7.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
Maine - Grade 9-12 - Social Studies
<p style="text-align: center;">9-12.G.1</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:</p>
<p style="text-align: center;">9-12.G.1.D3</p> <p>Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.</p>
<p style="text-align: center;">9-12.G.1.F1</p> <p>Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p>
<p style="text-align: center;">9-12.G.1.F2</p> <p>Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.</p>

Unit 1: Introduction to Physical Geography

HS Geography

9-12.G.1.D2

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Unit 1: Introduction to Physical Geography

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 1 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Maine - Grade 9-12 - Social Studies
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Landform Video Quiz

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: Students will watch a pre-assigned video on physical landforms. They will then answer True/False

Unit 1: Introduction to Physical Geography

HS Geography

questions pertaining to specific landforms mentioned throughout the video.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.3.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.5.
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.7.
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

World Map Assignment

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: For this assignment, students will be matching a place to its location on the map, identified by numbers.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies

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RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

Map Skills Assignment

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: Students will use the image of an ancient map of Mesopotamia to determine specific questions and answers about locations on the map. They will apply skills pertaining to the Compass Rose, the Map Scale, the use of directional and relational travel instructions, as well as infer why some locations exist in specific locales as a direct result of physical features in the region.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.3.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Maine - Grade 9-12 - Social Studies

Unit 1: Introduction to Physical Geography

HS Geography

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D2

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 1: Introduction to Physical Geography

HS Geography

Unit 1 Exam

Assessment Type: Summative

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

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

Description: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.3.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.7.
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
Maine - Grade 9-12 - Social Studies
9-12.G.1

Unit 1: Introduction to Physical Geography

HS Geography

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D1

Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.1.D2

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

Unit 2: Introduction to Cultural Geography

HS Geography

UNIT SUMMARY

This unit explores how humans interact with their environment, covering key topics like population patterns, cultural development, and the various ways societies use land. Students will learn about ancient civilizations, cultural centers of innovation, quality of life across regions, major world religions, different types of governments, and how various economic systems function.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.2
Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.10.
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
RH.9-10.3.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.

Unit 2: Introduction to Cultural Geography

HS Geography

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 2: Introduction to Cultural Geography

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 2 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.2
Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.10.

Unit 2: Introduction to Cultural Geography

HS Geography

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Module 2 Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D1

Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.

9-12.G.1.D2

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

Unit 2: Introduction to Cultural Geography

HS Geography

9-12.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

9-12.H.2

Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Unit 3: The U.S. and Canada

HS Geography

UNIT SUMMARY

Students will explore how geography shapes the history, culture, and development of the United States and Canada. They will learn to analyze the connections between physical features, climate zones, and human settlement patterns across North America. They will also develop skills in understanding economic development and its relationship to geographic factors like natural resources and transportation routes.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.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.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.CG.1.D3
Comparing the American political system with examples of political systems from other parts of the world.

Unit 3: The U.S. and Canada

HS Geography

9-12.CG.3

Students understand political and civic aspects of cultural diversity by:

9-12.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.

9-12.CG.3.F2

Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.3.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 3: The U.S. and Canada

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 3 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.CG.1.D3
Comparing the American political system with examples of political systems from other parts of the world.
9-12.CG.3
Students understand political and civic aspects of cultural diversity by:
9-12.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.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
National Common Core - Grade 9-10 - History/Social Studies

Unit 3: The U.S. and Canada

HS Geography

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

United States Physical Features Quiz

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: For this assignment, students will be matching an American physical land feature to its location on the map, identified by numbers.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

Unit 3: The U.S. and Canada

HS Geography

Maine's Wabanaki Nations

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: Students will complete an assignment via EdPuzzle by watching a video produced by MDOE and the Wabanaki nations and answering questions live during watching the video.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.CG.3
Students understand political and civic aspects of cultural diversity by:
9-12.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.
9-12.CG.3.F2
Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.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.

US History Read & Respond Assignment

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

Unit 3: The U.S. and Canada

HS Geography

Description: Students are presented with a nonfiction informational text to read about American History. They will then write the responses to comprehension questions about what was read.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.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.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.3.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 3: The U.S. and Canada

HS Geography

Module 3 Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.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.
9-12.CG.1.D3
Comparing the American political system with examples of political systems from other parts of the world.
9-12.CG.3
Students understand political and civic aspects of cultural diversity by:
9-12.CG.3.F1
Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the

Unit 3: The U.S. and Canada

HS Geography

United States, and other nations.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.3.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Unit 4: Latin America

HS Geography

UNIT SUMMARY

Students will explore the geography, culture, and history of Latin America in this unit. They will develop skills in analyzing physical landscapes, understanding factors influencing human migration, and examining the impacts of European colonization. Through these studies, students will gain a comprehensive view of the region, enhancing their ability to make connections between geography, history, and modern developments.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.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.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural

Unit 4: Latin America

HS Geography

environment.

9-12.G.1.D1

Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

9-12.H.2

Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Unit 4: Latin America

HS Geography

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Unit 4: Latin America

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 4 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.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.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.2
Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:

Unit 4: Latin America

HS Geography

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

South American Countries - Mapping Assignment

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: Students will label all countries on a map of South America.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

Latin America Current Event

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: Students will research essential information about one Latin American country and then, using a credible source, locate a current event article to summarize about the country chosen.

STANDARDS

Unit 4: Latin America

HS Geography

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.10.
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)
CCSS.ELA-LITERACY.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.9-10.2.E

Unit 4: Latin America

HS Geography

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Latin American Vocabulary Assignment

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: Students will look up and write out the Geography-related definitions for vocabulary words that are related to life in Latin America.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Unit 4: Latin America

HS Geography

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Module 4 Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D2

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.1.D3

Unit 4: Latin America

HS Geography

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.2

Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

9-12.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.

Unit 5: Sub-Saharan Africa

HS Geography

UNIT SUMMARY

In this unit on Sub-Saharan Africa, students will develop important geography and history skills as they learn to analyze how climate and natural environments shape human settlements and societies. Students will also practice critical thinking by examining the long-term impacts of colonialism and the complex relationships between race, ethnicity, and government in modern African nations.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.10.
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band

Unit 5: Sub-Saharan Africa

HS Geography

independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 5: Sub-Saharan Africa

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Sub-Saharan Africa: Unit Vocabulary

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: Students will look up and write out the Geography-related definitions for vocabulary words that are related to life in Latin America.

STANDARDS

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 6: 6A: Europe

HS Geography

UNIT SUMMARY

In this unit on Europe, students will learn to analyze how physical features influence human settlement patterns and how cultural factors like religion have shaped European nations throughout history. Students will also practice critical thinking by examining how natural resources and religious differences continue to impact modern European conflicts and relationships.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D1
Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

Unit 6: 6A: Europe

HS Geography

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

9-12.H.1.F2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Unit 6: 6A: Europe

HS Geography

Draw evidence from informational texts to support analysis, reflection, and research.

Unit 6: 6A: Europe

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 6A Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.

Unit 6: 6A: Europe

HS Geography

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Europe - Political Map

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: Students will label a political map of the countries and city-states of Europe.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

European Profile - Read and Respond

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: Students are presented with a nonfiction informational text to read about Europe. They will then write the responses to comprehension questions about what was read.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1

Unit 6: 6A: Europe

HS Geography

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

9-12.H.1.F2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Research a Country - Europe

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: Students will select a country in Europe to profile. They will then research specific information about their selected country by using credible sources. They will provide images and text to present their information.

STANDARDS

Maine - Grade 9-12 - Social Studies

Unit 6: 6A: Europe

HS Geography

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.9

Unit 6: 6A: Europe

HS Geography

Draw evidence from informational texts to support analysis, reflection, and research.

Module 6A Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies	
9-12.G.1	Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F2	Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D2	Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3	Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1	Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.1	Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.G.1.F1	Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

Unit 6: 6A: Europe

HS Geography

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Unit 6: 6B: Russia & Central Asia

HS Geography

UNIT SUMMARY

In this unit, students will explore Russia and Central Asia, learning about the diverse cultures, landscapes, and histories of these regions. They will develop skills in geography, cultural analysis, and understanding current events by examining how past events like Soviet rule have shaped modern countries. Students will also gain practice in critical thinking as they investigate how natural resources impact relationships between nations in this important area that spans two continents.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.CG.1.D1
Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.
9-12.CG.1.D3
Comparing the American political system with examples of political systems from other parts of the world.
9-12.CG.2.D1
Comparing the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a

Unit 6: 6B: Russia & Central Asia

HS Geography

variety of geographic tools including digital tools and resources.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Unit 6: 6B: Russia & Central Asia

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 6B Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.CG.1.D1
Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.
9-12.CG.1.D3
Comparing the American political system with examples of political systems from other parts of the world.
9-12.CG.2.D1
Comparing the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

Unit 6: 6B: Russia & Central Asia

HS Geography

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Unit 6B Russia and Central Eurasia Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.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.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

9-12.CG.1.D1

Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.

9-12.CG.1.D3

Comparing the American political system with examples of political systems from other parts of the world.

Unit 6: 6B: Russia & Central Asia

HS Geography

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

UNIT SUMMARY

In this unit, students will develop key analytical skills as they explore the Middle East and North Africa by learning to examine how natural factors like climate and water availability have shaped human settlements, and investigate the influence of religion on laws, customs, and governments in the region. Students will also practice critical thinking by analyzing modern conflicts, considering how both natural resources and religious differences impact international relations in this important part of the world.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D1
Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.G.2.D1
Summarizing and interpreting the relationship between geographic features and cultures of Maine Native

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

Americans, and historical and recent immigrant groups in Maine, United States, and the world.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.3.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 7 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

MENA Exercise - Map Types

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: Students will locate six different map types for the region being studied. They will add these images to their document under the appropriate heading for each map type.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Middle East and North Africa Map Practice

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

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

Description: Students will use Lizard Point Geography internet site maps to practice their Political mapping skills of the Middle East and North Africa. They will submit a screenshot of their practice score for credit.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

MENA History: Read & Respond

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: Students are presented with a nonfiction informational text to read about American History. They will then write the responses to comprehension questions about what was read.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.3.

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 7 Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:

9-12.G.1.F2

Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.

Unit 7: SW Asia - The Middle East & North Africa

HS Geography

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

9-12.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.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Unit 8: South Asia

HS Geography

UNIT SUMMARY

In this unit on South Asia, students will learn important geography skills, such as analyzing how physical features like mountains and rivers have shaped where people live. Students will also explore the region's cultures and how they influenced modern countries, as well as examine how natural resources can sometimes cause conflicts between nations.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.7.

Unit 8: South Asia

HS Geography

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 8: South Asia

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 8 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.7.
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.10.

Unit 8: South Asia

HS Geography

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

South Asia Maps Quiz

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: Students will be matching the correct names to the locations identified for both Physical and Political maps of South Asia.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

Unit 8 Exam

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: Students will complete a multiple choice, True/False, and Short Answer assessment of the material learned throughout this unit.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1

Unit 8: South Asia

HS Geography

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

9-12.G.1.D2

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

9-12.G.2.F1

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Unit 9: Southeast Asia

HS Geography

UNIT SUMMARY

Students will develop skills in geography, cultural analysis, and international relations through studying Southeast Asia. They will learn to identify key geographical features of the region, including peninsulas, islands, and waterways. Additionally, students will gain an understanding of Southeast Asia's strategic importance as a crossroads between major powers like China and India, enhancing their global awareness.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D1
Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

Unit 9: Southeast Asia

HS Geography

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 9: Southeast Asia

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 9 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,

Unit 9: Southeast Asia

HS Geography

social, or economic aspects of history/social science.

Southeast Asia Map Practice

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: Students will use Lizard Point Geography internet site maps to practice their Political mapping skills of Southeast Asia. They will submit a screenshot of their practice score for credit.

STANDARDS

Maine - Grade 9-12 - Social Studies	
9-12.G.1.D3	
	Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.1.F1	
	Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

Be a Movie Critic! - Thailand Video

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: Students will pretend they are movie critics for this assignment. In the tone of a critic, they will write one complete paragraph reviewing the video watched as a whole class (Geography Now! Thailand).

STANDARDS

Maine - Grade 9-12 - Social Studies	
9-12.G.1.F1	
	Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2	
	Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D2	

Unit 9: Southeast Asia

HS Geography

Using inquiry to predict and evaluate consequences of geographic influences.

9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Unit 9: Southeast Asia

HS Geography

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 10: East Asia

HS Geography

UNIT SUMMARY

In this East Asia geography unit, students will develop key skills in analyzing both physical and human geography by learning to identify major landforms, climate patterns, and natural resources while also exploring cultural aspects like population distribution, languages, religions, and economic activities. Additionally, students will gain the ability to connect historical context to modern development in the region, enhancing their understanding of East Asia's complex geographical landscape.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D1
Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2
Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:
9-12.G.2.F1

Unit 10: East Asia

HS Geography

Analyzing geographic features that have impacted unity and diversity in the United States and other nations.

9-12.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.

9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 10: East Asia

HS Geography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 10 Guided Notes

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: Students will use guided notes to help them follow along with our progression through the Unit. They will fill in information that has been deliberately left out to help them learn the material throughout the lessons.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.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.
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,

Unit 10: East Asia

HS Geography

social, or economic aspects of history/social science.

East Asia - Read and Respond

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: Students are presented with a nonfiction informational text to read about East Asia. They will then write the responses to comprehension questions about what was read.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
National Common Core - Grade 9-10 - History/Social Studies
RH.9-10.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or

Unit 10: East Asia

HS Geography

simply preceded them.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

National Common Core - Grade 9-10 - Literacy in History/Social Studies, Science, & Technical Subjects (ELA)

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 11: Oceania & Antarctica

HS Geography

UNIT SUMMARY

This unit explores Oceania and Antarctica, teaching students about two vastly different regions of Earth. Students will develop skills in comparing and contrasting environments, understanding human adaptations to extreme conditions, and analyzing the impact of geographic isolation. They will also learn about diverse cultures, from Pacific island peoples to modern Antarctic researchers, enhancing their global awareness and critical thinking abilities.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.F2
Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.
9-12.G.1.D1
Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.G.1.D3
Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.
9-12.G.2.F1
Analyzing geographic features that have impacted unity and diversity in the United States and other nations.
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world

Unit 11: Oceania & Antarctica

HS Geography

history, including the roots of democratic philosophy, ideals, and institutions in the world by:

National Common Core - Grade 9-10 - History/Social Studies

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.10.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Oceania & Antarctica Map Quiz

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: For this assignment, students will be matching a country name to its location on the map, identified by numbers.

STANDARDS

Maine - Grade 9-12 - Social Studies

9-12.G.1.F1

Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.













9-12.G.1.D3

Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools including digital tools and resources.

HS Geography

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Introduction to Physical Geography	16 teaching days	Aug 26 - Sep 20, 2024
 Unit 2: Introduction to Cultural Geography	6 teaching days	Sep 23 - Sep 30, 2024
 Unit 3: The U.S. and Canada	11 teaching days	Oct 1 - Oct 21, 2024
 Unit 4: Latin America	11 teaching days	Oct 22 - Nov 5, 2024
 Unit 5: Sub-Saharan Africa	29 teaching days	Nov 6 - Dec 20, 2024
 Unit 6: 6A: Europe	29 teaching days	Jan 21 - Mar 7, 2025
 Unit 6: 6B: Russia & Central Asia	8 teaching days	Mar 10 - Mar 19, 2025
 Unit 7: SW Asia - The Middle East & North Africa	12 teaching days	Mar 24 - Apr 15, 2025
 Unit 8: South Asia	4 teaching days	Apr 28 - May 6, 2025
 Unit 9: Southeast Asia	8 teaching days	May 7 - May 23, 2025
 Unit 10: East Asia	8 teaching days	May 27 - Jun 5, 2025
 Unit 11: Oceania & Antarctica	6 teaching days	Jun 6 - 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: Introductio...	27 Unit 1: Introductio...	28 Unit 1: Introductio...	29 Unit 1: Introductio...	30 Unit 1: Introductio...	31

September

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

October

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

November

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

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 5: Sub-Saha...	3 Unit 5: Sub-Saha...	4 Unit 5: Sub-Saha...	5 Unit 5: Sub-Saha...	6 Unit 5: Sub-Saha...	7
8	9 Unit 5: Sub-Saha...	10 Unit 5: Sub-Saha...	11 Unit 5: Sub-Saha...	12 Unit 5: Sub-Saha...	13 Unit 5: Sub-Saha...	14
15	16 Unit 5: Sub-Saha...	17 Unit 5: Sub-Saha...	18 Unit 5: Sub-Saha...	19 Unit 5: Sub-Saha...	20 Unit 5: Sub-Saha...	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	18
19	20 Martin Luther King, Jr. Day	21 Unit 6: 6A: Europe	22 Unit 6: 6A: Europe	23 Unit 6: 6A: Europe	24 Unit 6: 6A: Europe	25
26	27 Unit 6: 6A: Europe	28 Unit 6: 6A: Europe	29 Unit 6: 6A: Europe	30 Unit 6: 6A: Europe	31 Unit 6: 6A: Europe	1

February

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

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 7: SW Asia -...	1 Unit 7: SW Asia -...	2 Unit 7: SW Asia -...	3 Unit 7: SW Asia -...	4 Unit 7: SW Asia -...	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 7: SW Asia -...	15 Unit 7: SW Asia -...	16	17	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: South Asia	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 8: South Asia	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 8: South Asia	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 8: South Asia	3
4	5 Unit 8: South Asia	6 Unit 8: South Asia	7 Unit 9: Southeast...	8 Unit 9: Southeast...	9 Unit 9: Southeast...	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 9: Southeast...	20 Unit 9: Southeast...	21 Unit 9: Southeast...	22 Unit 9: Southeast...	23 Unit 9: Southeast...	24
25	26 Memorial Day	27 Unit 10: East Asia	28 Unit 10: East Asia	29 Unit 10: East Asia	30 Unit 10: East Asia	31

June

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