HS Biology

Maine Virtual Academy

UNITS (7/7 SELECTED)	SUGGESTED DURATION
Unit 1: The Principles of Life	*11 teaching days*
Unit 2: Cellular Biology	*30 teaching days*
Unit 3: Classification of Life	*19 teaching days*
Unit 4: Principles of Ecology	*30 teaching days*
Unit 5: Principles of Inheritance	*38 teaching days*
Unit 6: Principles of Evolution	*21 teaching days*
Unit 7: End of Year Wrap Up	*5 teaching days*

Unit 1: The Principles of Life

HS Biology

UNIT SUMMARY

This unit introduces the fundamental principles of biology, focusing on the characteristics of life, cell theory, and the role of organic molecules. Students will explore the traits that define life, the structure and function of prokaryotic and eukaryotic cells, and the four major biomolecules—carbohydrates, lipids, proteins, and nucleic acids—essential for life. By the end of the unit, students will understand the basics of cell theory and the key functions of organic molecules in supporting life.

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.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS3-1

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
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-LS2-5
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.9-10.2
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).
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.
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.9-10.5
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.9-10.8
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.9-10.1
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.9-10.6
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.
National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
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.
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.9-10.4.
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.9-10.6.
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.
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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Quiz 1: Nature of Science and Biology

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: This quiz assesses students' understanding of the nature of science and fundamental biological principles, including the scientific method, characteristics of life, and the role of biology in studying living organisms.

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.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

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: This unit exam tests students' understanding of the foundational concepts in biology, including the characteristics of life, cell theory, and the basics of organic molecules. It assesses their ability to explain key biological principles, describe the structure and function of cells, and recognize the importance of biomolecules in living systems.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins,

which carry out the essential functions of life through systems of specialized cells.
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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.
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-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Newsela: Characteristics of Life

Assessment Type: Formative

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

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

Description: This assignment has students practicing their scientific literacy skills by reading an article and summarizing the key concepts

STANDARDS

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.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).
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.
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.
National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
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.

Newsela: Ionic vs Covalent Bonds

Assessment Type: Formative

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

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

Description: This assignment has students practicing their scientific literacy skills by reading an article and summarizing the key concepts

STANDARDS

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.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).
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.

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.

National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.5.
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
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.

Cell Structure Gizmo Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This lab has students work hands on with animal, plant and bacterial cell structure

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.9-10.7.
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.9-10.10.
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
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.9-10.10
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.9-10.6
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: Cellular Biology

HS Biology

UNIT SUMMARY

This unit explores the structure and function of cells, focusing on the differences between prokaryotic and eukaryotic cells, cellular metabolism, enzyme function, and transport mechanisms. Students will examine how enzymes drive metabolic reactions, how cells maintain homeostasis through passive and active transport, and how energy is produced and used through photosynthesis and cellular respiration. By the end of the unit, students will understand the key processes that enable cells to function and sustain life.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
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-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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-LS2-5
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.9-10.1.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.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.E
Provide a concluding statement or section that follows from or supports the argument presented.
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.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.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.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.
National Common Core - Grade 9-10 - Science and Technical Subjects
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.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
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-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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-LS2-5
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 - Science and Technical Subjects

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.9-10.4.
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

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Quiz 2: All About Cells +Metabolism and Enzymes

Assessment Type: Formative / Summative

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

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

Description: This quiz evaluates students' knowledge of cell structure and function, comparing prokaryotic and eukaryotic cells, as well as key cellular processes. It also covers metabolism and enzyme function, including how enzymes facilitate biochemical reactions and the factors that affect their activity.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

Enzyme STEM Case Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This lab has students taking the role of a vet tech trying to help a sick dog. The lab has students learn about enzyme function and then apply that knowledge to a real world scenario, then draw conclusions about how their knowledge of enzyme function was used to help a dog with enzyme deficiencies.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.6.
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.9-10.9.
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.
Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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 - 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.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
Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.1.E
Provide a concluding statement or section that follows from or supports the argument presented.

Diffusion STEM Case Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This lab has students acting as a doctor who encounters a patient who has inhaled a toxic gas making it hard to breath. Students learn about diffusion by studying how our lungs get oxygen from the air, then draw conclusions about types of medications that can help our patient with breathing issues.

STANDARDS

National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.6.
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.9-10.9.
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.

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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 - 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.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.

Unit 2 Exam

Assessment Type: Summative

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

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

Description: This unit exam assesses students' understanding of key concepts in cellular biology, including the differences between prokaryotic and eukaryotic cells, the principles of cell metabolism and enzyme function, and the mechanisms of cell transport. Additionally, students will be tested on their knowledge of photosynthesis and cellular respiration, including the processes, stages, and relationships between these energy-producing systems. The exam will evaluate students' ability to apply these

concepts to real-world examples and analyze cellular processes in the context of biological systems.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
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-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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-LS2-5
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.9-10.1.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.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.E
Provide a concluding statement or section that follows from or supports the argument presented.

Unit 3: Classification of Life

HS Biology

UNIT SUMMARY

This unit introduces the principles of biological classification, covering both traditional Linnaean taxonomy and modern methods based on evolutionary relationships. Students will learn about hierarchical taxonomic ranks and binomial nomenclature, while also exploring how genetic and molecular data have refined classification systems, including phylogenetics and cladistics. By the end of the unit, students will understand how modern tools like DNA sequencing have reshaped the classification and understanding of the tree of life.

STANDARDS

Maine - High School - Life Sciences
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-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 - Science and Technical Subjects
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.9-10.5.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g.,
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.
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.9-10.4.
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.9-10.6.
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.9-10.3.
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.9-10.2
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.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.9-10.9
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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Quiz 3: Classification, Bacteria and Archaea

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: This quiz evaluates students' understanding of the classification of life, focusing on the characteristics and differences between bacteria and archaea. It covers topics such as their structural features, ecological roles, and the distinctions between these two domains of life.

STANDARDS

Maine - High School - Life Sciences
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-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS2-7
Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Quiz 4: Protists and Fungi

Assessment Type: Formative

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

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

Description: This quiz assesses students' understanding of protists and fungi, focusing on their classification, characteristics, and ecological roles. It covers topics such as the diversity of protists, their modes of nutrition, and the structure and reproduction of fungi, along with their importance in ecosystems.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
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-LS2-7
Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Classification of Life Project

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: In this project, students will select one of the kingdoms of life and conduct research to describe the key characteristics, structures, and ecological roles of that kingdom. Afterward, students will choose three species within the selected kingdom to research in-depth, exploring their unique features, behaviors, habitats, and roles in their ecosystems. The project will encourage critical thinking and synthesis of biological concepts as students apply their findings to understand the diversity of life within the chosen kingdom.

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.
HS-LS4-1
Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
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 - 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.9-10.8.

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.9-10.7
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.

Unit 4: Principles of Ecology

HS Biology

UNIT SUMMARY

In this unit, students will study the interactions between organisms and their environment, focusing on the principles that govern ecosystems. They will explore ecological organization, energy flow in ecosystems, population dynamics, and species interactions, as well as ecological succession, biodiversity, and the impact of human activities on the environment. By the end of the unit, students will be able to describe organism-environment relationships, explain energy and matter movement in ecosystems, and evaluate the importance of biodiversity and conservation in maintaining ecological balance.

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-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-LS4-6
Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS2-1
Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-6
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-LS4-5

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-LS1-5
Use a model to illustrate how photosynthesis transforms light energy into stored chemical 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.
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-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-1
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-ESS2-4
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.
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.9-10.1.
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.
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.9-10.5.
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.9-10.3.
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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Ecosystems Gizmo Handbook Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: In this activity, students will explore key ecology concepts by examining ecosystems, food webs, and the interactions between organisms and their environment. Through hands-on simulations and group discussions, students will apply concepts such as energy flow, biodiversity, and ecological relationships to better understand how ecosystems function and the impact of environmental changes.

STANDARDS

Maine - High School - Earth and Space Sciences
HS-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
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-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-LS4-6
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.9-10.6.
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.9-10.3.
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.9-10.7.
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.
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.

Rabbit Population Growth Gizmo Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: In this lab, students will explore the concept of carrying capacity and limiting factors by

simulating the growth of a rabbit population in a controlled environment. Through hands-on activities, students will manipulate variables such as food availability, space, and predation, observing how these limiting factors affect the population size and growth rate. The lab will help students understand how environmental factors regulate populations and how carrying capacity is reached in an ecosystem.

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-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-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-LS2-5

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
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-LS4-5
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.9-10.6.
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.9-10.3.
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.9-10.9.
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.
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.

Quiz 4: Population Ecology

Assessment Type: Formative/ Summative

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

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

Description: This quiz assesses students' understanding of population ecology, focusing on concepts such as population growth, carrying capacity, and factors that affect population size.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
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-LS2-3
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-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.

Unit 4 Ecology 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: This unit exam tests students' understanding of core ecology concepts, including ecosystem dynamics, energy flow, biogeochemical cycles, population dynamics, and species interactions. It evaluates their ability to apply ecological principles to real-world scenarios and assess the impact of human activities on the environment.

STANDARDS

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-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-LS2-3
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.
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-LS4-2
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.
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-ESS2-4
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-ESS3-3
Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
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: Principles of Inheritance

HS Biology

UNIT SUMMARY

In this unit, students will explore the principles of inheritance, the structure and function of DNA, and modern genetic technologies. They will study Mendelian inheritance, including dominant and recessive traits, Punnett squares, and patterns like incomplete dominance and polygenic traits. Students will learn about DNA replication, transcription, and translation, and how genetic instructions lead to protein production. The unit will also cover mutations, genetic modification, CRISPR, and biotechnology applications in medicine and agriculture, along with the ethical implications of these advancements. By the end, students will understand genetic inheritance, DNA processes, and the societal impact of genetic technologies.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
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-LS2-6
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-LS1-1

Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
National Common Core - Grade 9-10 - Science and Technical Subjects
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.
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.9-10.6.
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.9-10.3.

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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Quiz 2: Cell Cycle, Division and Chromosomes

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: This quiz evaluates students' understanding of the cell cycle, including its stages (interphase, mitosis, and cytokinesis), the process of cell division, and the role of chromosomes in genetic material.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Quiz 3: Patterns of Inheritance

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: This quiz assesses students' understanding of the various patterns of inheritance, including Mendelian genetics, dominant and recessive traits, and Punnett square predictions. It also covers more complex inheritance patterns such as incomplete dominance, codominance, polygenic traits, and multiple alleles.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Quiz 4: Mitosis and Meiosis

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This quiz assesses students' understanding of the processes of mitosis and meiosis, focusing on their stages, key differences, and the role each plays in cell division. It covers topics such as chromosome number, genetic variation, and how these processes contribute to growth, reproduction, and genetic inheritance.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

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

Mid 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: This mid-unit exam tests students' understanding of key concepts in cell biology and genetics, including the stages of the cell cycle, the process of cell division (mitosis and cytokinesis), and the principles of Mendelian and non-Mendelian inheritance. It also covers the structure and function of DNA, as well as the process of DNA replication, evaluating students' ability to apply these concepts in biological contexts and problem-solving scenarios.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

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-LS2-6
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-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

End of 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: This end-of-unit exam evaluates students' understanding of key concepts in cellular biology and genetics, including the processes of mitosis and meiosis, the mechanisms of protein synthesis, and the causes and effects of genetic mutations. It also covers modern genetic engineering techniques, assessing students' ability to explain how these processes contribute to genetic variation and biotechnology applications.

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.9-10.8
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.9-10.10
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 - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by

environmental factors.
HS-LS3-3
Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Building DNA Gizmo

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This lab has students working with the structure of the DNA molecule and the mechanisms by which the cell can replicate its genome.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-3
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4
Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
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.9-10.3.
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.9-10.7.

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.
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.

Meowsis STEM Case Gizmo

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This activity allows students to explore the process of meiosis through interactive simulations. By investigating the stages of meiosis, students will observe how homologous chromosomes separate and how genetic variation is introduced through processes like crossing over. The lab helps students understand the role of meiosis in sexual reproduction, the formation of gametes, and its significance in maintaining genetic diversity.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
HS-LS3-3
Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.6.
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.9-10.9.

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.
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.

Protein Synthesis Practice Activity

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

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

Description: This activity has student practicing with the concepts behind complementary base pairing and being able to transcribe and translate segments of DNA and RNA code.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS3-1

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
National Common Core - Grade 9-10 - Science and Technical Subjects
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.9-10.7.
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 6: Principles of Evolution

HS Biology

UNIT SUMMARY

In this unit, students will explore the principles of evolution, focusing on how life has changed over time through natural selection and other mechanisms. They will study the contributions of Darwin and Wallace to evolutionary theory, and investigate how genetic variation, adaptation, and environmental pressures drive evolutionary change. The unit will also cover genetic drift, gene flow, and mutation, and explore evidence for evolution, including fossils, comparative anatomy, and molecular biology. Students will examine speciation, reproductive isolation, and patterns like convergent and divergent evolution. By the end, students will understand evolutionary mechanisms, analyze supporting evidence, and describe how species evolve in response to environmental pressures.

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-LS2-5
Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
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-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS4-1
Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
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-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
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-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
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-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-3
Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

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-ESS2-2
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-ESS2-7
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.9-10.1.
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.
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.9-10.5.
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.9-10.3.
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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Quiz 5: Origins of Life

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: This quiz evalulates student knowledge of concepts surrounding the beginning of life on Earth. It covers key ideas such as the conditions of early Earth, the emergence of simple organic molecules, and how life may have evolved from non-living matter, setting the stage for further study in evolution.

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-LS2-5
Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
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-ESS2-2
Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

Quiz 6: Darwin and Evidence of Evolution

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: This quiz tests students' understanding of Charles Darwin's contributions to the theory of evolution, including natural selection and survival of the fittest. It also assesses their knowledge of various lines of evidence supporting evolution, such as the fossil record, comparative anatomy, embryology, and molecular biology.

STANDARDS

Maine - High School - Life Sciences
HS-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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-LS2-5
Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
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-LS4-5

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-LS4-3

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.

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.

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: This unit exam evaluates students' understanding of key evolutionary principles, including natural selection, genetic drift, gene flow, and mutation. It also tests their knowledge of evidence supporting evolution, such as fossils, comparative anatomy, and molecular data, and their ability to apply these concepts to real-world examples and scenarios.

STANDARDS

Maine - High School - Life Sciences

HS-LS1-1
Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2
Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
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-LS1-6
Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
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-LS2-2
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-5
Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS-LS3-1
Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by

environmental factors.

HS-LS3-3

Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

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.

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-ESS2-2

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-ESS2-7
Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Evolution STEM Gizmo Lab

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: This lab hs students to explore the process of evolution through interactive simulations. Students investigate how environmental factors and genetic variation influence natural selection and species adaptation over time. The lab engages students in experiments that demonstrate how populations evolve based on selective pressures, helping them understand the mechanisms driving evolutionary change in a controlled, virtual environment.

STANDARDS

Maine - High School - Life Sciences
HS-LS3-2
Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
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.9-10.3.
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.9-10.6.
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.9-10.9.
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.9-10.10.
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
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.

Unit 7: End of Year Wrap Up

HS Biology

UNIT SUMMARY

This one-week unit provides students with the chance to review key biology concepts, catch up on unfinished assignments, and reflect on their learning throughout the year. The focus will be on reinforcing major topics, addressing questions, and ensuring a solid understanding before the school year ends. Students will engage in review activities such as study guides, group discussions, and interactive quizzes, with optional enrichment activities to deepen understanding. By the end, students will have completed coursework, consolidated their knowledge, and prepared for final assessments or future science courses.

STANDARDS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

HS Biology

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
Unit 1: The Principles of Life	11 teaching days	Sep 3 - Sep 20, 2024
Unit 2: Cellular Biology	30 teaching days	Sep 23 - Nov 7, 2024
Unit 3: Classification of Life	19 teaching days	Nov 8 - Dec 10, 2024
Unit 4: Principles of Ecology	30 teaching days	Dec 11, 2024 - Feb 6, 2025
Unit 5: Principles of Inheritance	38 teaching days	Feb 7 - Apr 17, 2025
Unit 6: Principles of Evolution	21 teaching days	Apr 18 - Jun 6, 2025
Unit 7: End of Year Wrap Up	5 teaching days	Jun 9 - Jun 13, 2025

September

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

October

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

November

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

December

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

February

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

March

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

April

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

May

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

June

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

HS English Foundations II

Maine Virtual Academy

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: Introduction to English Foundations II	*11 teaching days*
Unit 2: English Skills	*21 teaching days*
Unit 3: Novel Study	*26 teaching days*
Unit 4: Short Story Writing	*23 teaching days*
Unit 5: Poetry	*20 teaching days*
Unit 6: Night	*23 teaching days*
Unit 7: English Skills	*9 teaching days*
Unit 8: Independent Research Project	*26 teaching days*
Unit 9: (On-Going) Independent Reading	*144 teaching days*

Unit 1: Introduction to English Foundations II

HS English Foundations II

UNIT SUMMARY

The first unit of English Foundations II will introduce students to the course page, requirements, and opportunities for success. This unit will also allow for students to demonstrate their understanding of key skills in both reading and writing.

STANDARDS

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.1.9-Diploma.a
Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
R.1.9-Diploma
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.
R.2.9-Diploma
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.

R.3.9-Diploma
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.
R.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.
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.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Self-Introduction Writing

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2

Description: Students will complete a written self-introduction in response to specific prompts. Students will be evaluated on the completeness of their submission as well as their abilities in writing complete and varied sentences.

STANDARDS

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.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.

Discussion: Reading Recommendations

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will compose clearly written reading recommendations for their peers in response to specific prompts. Students are expected to summarize their choices and describe a general theme of the work itself and promote collaborative communication through responses.

STANDARDS

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.1.9-Diploma.a
Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.
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.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

iReady Diagnostic

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1

Description: Students will complete the iReady diagnostic within the first three weeks of school as a means of identifying both strengths and areas of potential growth. This information will aid in targeting lessons on an individual basis.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.1.9-Diploma
Some learners may enter your classroom without having mastered the skills identified in previous grade levels or

grade spans. In cases when this occurs, teachers should
- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.2.9-Diploma

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should
- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.3.9-Diploma

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should
- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

NoRedInk Introduction

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will complete an assignment through the platform NoRedInk so they can learn the platform and demonstrate their understanding of various topics relating to grammar and writing.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.1.9-Diploma

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

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

R.2.9-Diploma

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should
- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

R.3.9-Diploma

Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should
- assess where students are,
- determine what they need to learn to master the skills appropriate to their grade level or grade span, and
- access district resources to help students move toward proficiency.

L.2.9-Diploma.d

Spell correctly.

Creating a Goal

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2

Description: Students will participate in a goal-setting assignment where they are encouraged to create a goal specific to their development as an English student. Students are asked to create reasonable goals that can be measured and reflected on over time.

STANDARDS

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.

NWEA Prep

Assessment Type: Formative

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

Assessment Level (DOK): DOK1

Description: Students will complete an introductory assignment prior to the Fall NWEA testing sessions. The goal is to ensure that students a prepared for the test through a combination of test-taking techniques and general content knowledge.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

R.1.9-Diploma

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

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

R.2.9-Diploma

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

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

R.3.9-Diploma

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

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

Unit 2: English Skills

HS English Foundations II

UNIT SUMMARY

In this unit, students will cover a variety of topics and concepts for English skills development. They will read both fiction and non-fiction texts, complete short writing assignments, and work on individual skills identified by previous diagnostic testing.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.a
Use parallel structure.
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.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.
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing

task.
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.
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.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.5.9-Diploma.b
Analyze nuances in the meaning of words with similar denotations.
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.
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.
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.8.9-Diploma.b
Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.

R.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts
R.10.9-Diploma.a
Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
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.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Reading For Information

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will select one of three articles to summarize through the identification of a thesis statement or use of a given prompt. Students will outline the significant components of the article and explore how these points are used to reach a specific conclusion.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.8.9-Diploma.b

Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

Forms of Writing

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will explore various forms of writing through direct and indirect reference material. They will then create a narrative about their preferred forms in a well-crafted, short answer making a case for this form of writing.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.a
Use parallel structure.

L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

Short Story Reading

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will select one of three short stories to read. Following their reading, students will answer multiple choice comprehension questions as well as provide a short analysis following a given prompt.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
R.10.9-Diploma.a
Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.

Information and Sources

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will read two or more articles relating to a single topic. Students will then answer multiple-choice comprehension questions as well as provide a short analysis of each author's point of view and a comparison of how each author approached the topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts
R.8.9-Diploma.b
Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
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.a

Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

Individual Skill Work

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will complete work to help develop identified English skills through custom NoRedInk assignments. Skills covered will be determined by previously completed diagnostic testing.

Annotation

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will develop skills in annotation and note-taking through practice on both informational and fictional texts. Students will have the opportunity to mark up documents while identifying components that would aid in responding to a specific prompt.

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.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.5.9-Diploma.b
Analyze nuances in the meaning of words with similar denotations.

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.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.

Unit 3: Novel Study

HS English Foundations II

UNIT SUMMARY

This unit will focus on the comprehension and interpretation of a selected novel. Students will read the novel while learning about the historical context in which it was written. Students will explore how real-world ideas are interpreted through themes in a fictional work.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.a
Use parallel structure.
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.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
L.4.9-Diploma.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.9-Diploma.a
Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
SL.1.9-Diploma.a
Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.1.9-Diploma.b
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.1.9-Diploma.c
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.1.9-Diploma.d
Propel conversations by posing and responding to questions that probe reasoning and evidence.
SL.1.9-Diploma.e
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.2.9-Diploma.a
Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.3.9-Diploma.a

Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
SL.3.9-Diploma.b
Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.
W.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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.3.9-Diploma.b

Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Novel Comprehension Quizzes

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Throughout the reading of *Animal Farm*, students will complete various multiple choice questions to ensure comprehension in reading.

STANDARDS

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.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
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.

Predicting the Novel

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2

Description: Through NoRedInk, students will create predictions of the novel's plot using evidence learned in the first two chapters of the book.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Understanding Theme

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: Students will complete a multiple choice quiz following a lesson outlining theme in fictional texts.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
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.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Historical Context for the Novel

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will complete an assignment with both multiple choice and short answer responses to demonstrate their understanding of the context in which the novel was written.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.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.

Discussion: Plot and Theme

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: Students will engage in a prepared discussion focusing on the plot of the novel as it relates to the concept of theme.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
SL.1.9-Diploma.a
Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.1.9-Diploma.b
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.1.9-Diploma.c
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.1.9-Diploma.d
Propel conversations by posing and responding to questions that probe reasoning and evidence.
SL.1.9-Diploma.e
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.2.9-Diploma.a
Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.3.9-Diploma.a
Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.
SL.3.9-Diploma.b

Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Character Analysis

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Description: Students will craft a well-written analysis on the development of a single character through the story, using evidence from the text to support their claims.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
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.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b

Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Unit 4: Short Story Writing

HS English Foundations II

UNIT SUMMARY

In this unit, students will develop their own creative writing story with a strong thematic foundation. Students will engage in the process of brainstorming, drafting, and editing written work while incorporating key skills in grammar and language use.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.1.9-Diploma.a
Use parallel structure.
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.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
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.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.
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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Brainstorming a Story

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will complete an introduction to their story by identifying a theme or message and describing how this theme will be important to the development of the story.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
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.

Short Story Checkpoint 1: Conflict and Character

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will build on previous work and identify the primary conflict of their story as well as at least one primary character through a short writing exercise.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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.

Short Story Checkpoint 2: Plot and Setting

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will build on previous work and identify the primary setting for their story. Students will also outline the plot of their story including the exposition, rising actions, climax, falling action, and resolution

through a writing exercise.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
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.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Figurative Language Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will complete a multiple choice quiz focused on figurative language and common uses.

STANDARDS

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.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Short Story Checkpoint 3: Major and Minor Scenes

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will build on previous work by writing descriptions of major and minor scenes in their story. Students will describe how each scene contributes to the story and how they contribute to the development of a character and theme.

STANDARDS

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.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.

R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
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.
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.

Dialogue Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will complete a multiple choice quiz on the uses for dialogue in a story as well as the grammatical way dialogue is presented.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

The Creative Process

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will read informational texts on the creative process in writing and compose a short written response as a reflection of their own process to-date.

STANDARDS

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.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
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.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.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships

among increasingly complex ideas.

W.3.9-Diploma.e

Provide closure that enhances, supports, and reflects the purpose of the piece.

Connotation and Denotation Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will complete a multiple choice quiz about the concepts of connotation and denotation in the meaning and use of words.

STANDARDS

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.

Creative Writing Draft

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will complete a first draft of their short story that includes the entire plot. Students are encouraged to edit this draft to ensure it is as complete as possible.

STANDARDS

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 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.
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.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Creative Writing Peer Review

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: Students will work in pairs or small groups to review portions of each other's work. Following a provided outline, students will complete short answer responses in their feedback.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
W.2.9-Diploma.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

Short Story Final Submission

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will compile feedback from teachers and peers to make final changes to their short story. The final submission should reflect these changes and be complete with proper grammar and spelling.

STANDARDS

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.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
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 trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.2.9-Diploma.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Short Story Reflection

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will complete a short written reflection of their writing. Following a prompt, students will reflect on their writing process and describe how they approached their chosen theme.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Unit 5: Poetry

HS English Foundations II

UNIT SUMMARY

In this unit, students will explore the forms and functions of poetry. Students will have the opportunity to read and write poetry following specific guidelines while developing skills in interpretation, critical thinking, and language use.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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).
L.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.9-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.
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.

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.
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).
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.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts
R.8.9-Diploma.b
Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
R.11.9-Diploma.b
Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.

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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Introduction to Poetry Writing

Assessment Type: Diagnostic

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will create an original poem using what existing knowledge they have. The poem need only focus on a single topic or theme and does not have to follow any specific form.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.

Inspiration Poem

Assessment Type: Formative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Students will create a poem centered around a personal inspiration and begin by considering sensory expressions as well as an overall tone for the poem.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.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.

History and Purpose of Poetry

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will complete a multiple choice quiz on the historical significance and purpose of poetry.

STANDARDS

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 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.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Cinquain Poetry

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will write a short poem following specific guidelines to form a focused expression of one topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Sonnet Poetry

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will write a short poem following specific guidelines to form a focused expression of one topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Comparing Poetry

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Unit 5: Poetry

HS English Foundations II

Description: Students will read two poems on the same topic and analyze how each author approaches the topic in their use of poetic form and language.

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.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.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.
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.
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).
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.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts

Ballad Poetry

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3

Description: Students will write a short poem following specific guidelines to form a focused expression of one topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Evaluating Poetry

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will evaluate a selected poem and write a description of the poems form, language use, and how effective the author is in describing a theme.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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).
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.9-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.
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.
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.
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).

Contemporary Ode Poetry

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3

Description: Students will write a short poem following specific guidelines to form a focused expression of one topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 6: Night

HS English Foundations II

UNIT SUMMARY

This unit will focus on *Night* by Elie Wiesel. Students will read the novel while learning about the historical context in which it was written. Students will focus on the themes developed through a first-person account of the Holocaust while engaging in writing activities to demonstrate understanding.

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.
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).
L.5.9-Diploma.a
Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
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.
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.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.
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).
R.10.9-Diploma.a
Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
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.11.9-Diploma.b
Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
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.
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.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
W.2.9-Diploma.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most

significant details.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Night Comprehension Quizzes

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Throughout the reading of *Night*, students will complete various multiple choice questions to ensure comprehension in reading.

STANDARDS

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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Night Note-Taking

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Student will complete a note-taking document, with prompts, throughout their time reading *Night.* This document will provide students with a guide to highlight important components of the book for use in future assignments.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
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).
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
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.

History of the Holocaust Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Throughout the unit, students will learn about the history of the Holocaust, culminating in a multiple choice and short answer quiz to confirm comprehension.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)

L.2.9-Diploma.d
Spell correctly.
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.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Perspectives on the Holocaust

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will explore various accounts of the Holocaust and write a comparison of these experiences.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
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.
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.
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.11.9-Diploma.b
Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent

understanding of an idea or event, noting discrepancies among perspectives.

Night Theme

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will select a theme present in Night and compose a short written response describing how this theme is developed in the story, citing specific examples.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
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.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.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
W.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

Unit 7: English Skills

HS English Foundations II

UNIT SUMMARY

In this unit, students will continue to cover a variety of topics and concepts for English skills development. They will read both fiction and non-fiction texts, complete short writing assignments, and work on individual skills.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
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.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5.9-Diploma.b
Analyze nuances in the meaning of words with similar denotations.
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.
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.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.
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).
R.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts
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.
R.10.9-Diploma.a
Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
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.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.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
R.12.9-Diploma.c
Use context to confirm or self-correct word recognition.
W.2.9-Diploma.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
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.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Vocabulary and Word Use

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will complete a multiple choice quiz to demonstrate their understanding of key vocabulary terms as well as how words are used.

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.
L.4.9-Diploma.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
L.4.9-Diploma.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.9-Diploma.b
Analyze nuances in the meaning of words with similar denotations.
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.

Information and Sources

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Students will read two or more articles relating to a single topic. Students will then answer multiple-choice comprehension questions as well as provide a short analysis of each author's point of view and a comparison of how each author approached the topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
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).
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.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.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.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Individual Skill Work

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Students will complete work to help develop identified English skills through custom NoRedInk assignments. Skills covered will be determined by previously completed diagnostic testing.

Effective Writing

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will create short written responses to various texts and focus on how each author uses language to effectively communicate.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.5.9-Diploma.b
Analyze nuances in the meaning of words with similar denotations.
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).
R.8.9-Diploma.a
Analyze the organization and structure of specific features and components in various texts
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.10.9-Diploma.a
Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.

Unit 8: Independent Research Project

HS English Foundations II

UNIT SUMMARY

In the final unit of the year, students will complete a project of their choosing, focusing on a topic of personal interest. Each project will include research, presentation, and reflection while showcasing skills in grammar and language use gained throughout the year.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
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.
SL.4.9-Diploma
Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
SL.3.9-Diploma.c

Use appropriate eye contact, adequate volume, and clear pronunciation.
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.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
W.1.9-Diploma.a
Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
W.1.9-Diploma.b
Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
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.
W.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
W.2.9-Diploma.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
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.
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.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Creating a Project

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Following an outline, students will complete a proposal for an independent project that focuses on a personal interest of their own.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
W.1.9-Diploma.a
Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.

Evaluating Sources

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Students will complete a multiple choice quiz assessing their understanding of how to evaluate sources for information.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
W.1.9-Diploma.b
Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.

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.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

Creating a Bibliography

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will complete preliminary research on their topic to create a bibliography of potential sources.

Project Draft

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will submit a draft of their project for review complete with an outline of the research component if this is not the primary focus of their chosen topic.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d
Spell correctly.
L.3.9-Diploma.a

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
W.1.9-Diploma.a
Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
W.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Note-Taking and Citations Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Students will demonstrate their understanding of effective note-taking and how to conform to style guidelines in writing.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.
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.
W.1.9-Diploma.d
Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

Final Project Submission

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will submit a polished version of their project, analysis, and bibliography for review with the opportunity to make additional edits and corrections as needed.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.d

Spell correctly.
L.3.9-Diploma.a
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
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.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
W.1.9-Diploma.a
Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
W.1.9-Diploma.b
Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
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.
W.1.9-Diploma.d

Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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.b
Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.

Visualizing Your Project

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2

Description: Students will develop a slide show outlining their project. The presentation will outline the research from the project as well as a summary of methods used in exploring the general concept.

Unit 8: Independent Research Project

HS English Foundations II

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.c
Observe hyphenation conventions.
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.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.
W.3.9-Diploma.b
Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
W.3.9-Diploma.c
Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.

Project Presentation

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will use various forms of media to present their project and research findings in a clear and concise way. Students may present to the entire class, to individual teachers, or by submitting a recording.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
SL.3.9-Diploma.c
Use appropriate eye contact, adequate volume, and clear pronunciation.
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.
SL.4.9-Diploma
Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
R.11.9-Diploma.c
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
W.1.9-Diploma.a
Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.

English Reflection

Assessment Type: Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: Students will complete short written responses to given prompts allowing them to reflect on the

year, their goals, and areas where they would like to improve in the future.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
L.2.9-Diploma.c
Observe hyphenation conventions.
L.2.9-Diploma.b
Use a colon to introduce a list or quotation.
L.2.9-Diploma.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
W.2.9-Diploma.c
Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

Unit 9: (On-Going) Independent Reading

HS English Foundations II

UNIT SUMMARY

Throughout the school year, students will have the opportunity to engage in reading that best fits their personal style and interests. Students may choose to read from a variety of fiction or non-fiction sources including books, news or scholarly articles, comics/manga, or other approved sources.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
R.5.9-Diploma.a
Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
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).
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.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
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.
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.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Monthly Reading Logs

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK2 / DOK3

Description: Students will complete reading logs throughout the year. Reading logs will track reading progress and include specific prompts regarding the author's purpose in writing and each student's personal reflection on the writing.

STANDARDS

Maine - Grade 9-12 - English Language Arts & Literacy ELA (2020)
L.2.9-Diploma.d
Spell correctly.
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.
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).
R.12.9-Diploma.a
Read with sufficient accuracy and fluency to support comprehension.
R.12.9-Diploma.b
Read various on-level texts with purpose and understanding.
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.
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.

HS English Foundations II

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
Unit 1: Introduction to English Foundations II	11 teaching days	Aug 26 - Sep 13, 2024
Unit 2: English Skills	21 teaching days	Sep 16 - Oct 18, 2024
Unit 3: Novel Study	26 teaching days	Oct 21 - Nov 26, 2024
Unit 4: Short Story Writing	23 teaching days	Dec 2, 2024 - Jan 13, 2025
Unit 5: Poetry	20 teaching days	Jan 17 - Feb 14, 2025
Unit 6: Night	23 teaching days	Feb 24 - Mar 28, 2025
Unit 7: English Skills	9 teaching days	Mar 31 - Apr 17, 2025
Unit 8: Independent Research Project	26 teaching days	Apr 28 - Jun 13, 2025
Unit 9: (On-Going) Independent Reading	144 teaching days	Sep 2, 2024 - May 30, 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… Unit 9: (On-Going…	4 Unit 1: Introductio… Unit 9: (On-Going…	5 Unit 1: Introductio… Unit 9: (On-Going…	6 Unit 1: Introductio… Unit 9: (On-Going…	7
8	9 Unit 1: Introductio… Unit 9: (On-Going…	10 **Fall NWEA Testing**	11 **Fall NWEA Testing**	12 **Fall NWEA Testing**	13 Unit 1: Introductio… Unit 9: (On-Going…	14
15	16 Unit 2: English S… Unit 9: (On-Going…	17 Unit 2: English S… Unit 9: (On-Going…	18 Unit 2: English S… Unit 9: (On-Going…	19 Unit 2: English S… Unit 9: (On-Going…	20 Unit 2: English S… Unit 9: (On-Going…	21
22	23 Unit 2: English S… Unit 9: (On-Going…	24 Unit 2: English S… Unit 9: (On-Going…	25 Unit 2: English S… Unit 9: (On-Going…	26 Unit 2: English S… Unit 9: (On-Going…	27 Unit 2: English S… Unit 9: (On-Going…	28
29	30 Unit 2: English S… Unit 9: (On-Going…	1 Unit 2: English S… Unit 9: (On-Going…	2 Unit 2: English S… Unit 9: (On-Going…	3 Unit 2: English S… Unit 9: (On-Going…	4 Unit 2: English S… Unit 9: (On-Going…	5

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 2: English S… Unit 9: (On-Going…	1 Unit 2: English S… Unit 9: (On-Going…	2 Unit 2: English S… Unit 9: (On-Going…	3 Unit 2: English S… Unit 9: (On-Going…	4 Unit 2: English S… Unit 9: (On-Going…	5
6	7 **Maine Through Year (Tentative)**	8 **Maine Through Year (Tentative)**	9 **Maine Through Year (Tentative)**	10 Unit 2: English S… Unit 9: (On-Going…	11 Unit 2: English S… Unit 9: (On-Going…	12
13	14 **Indigenous Peoples' Day**	15 Unit 2: English S… Unit 9: (On-Going…	16 Unit 2: English S… Unit 9: (On-Going…	17 Unit 2: English S… Unit 9: (On-Going…	18 Unit 2: English S… Unit 9: (On-Going…	19
20	21 Unit 3: Novel Study Unit 9: (On-Going…	22 Unit 3: Novel Study Unit 9: (On-Going…	23 Unit 3: Novel Study Unit 9: (On-Going…	24 Unit 3: Novel Study Unit 9: (On-Going…	25 Unit 3: Novel Study Unit 9: (On-Going…	26
27	28 Unit 3: Novel Study Unit 9: (On-Going…	29 Unit 3: Novel Study Unit 9: (On-Going…	30 Unit 3: Novel Study Unit 9: (On-Going…	31 Unit 3: Novel Study Unit 9: (On-Going…	1 Unit 3: Novel Study Unit 9: (On-Going…	2

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 3: Novel Study Unit 9: (On-Going…	29 Unit 3: Novel Study Unit 9: (On-Going…	30 Unit 3: Novel Study Unit 9: (On-Going…	31 Unit 3: Novel Study Unit 9: (On-Going…	1 Unit 3: Novel Study Unit 9: (On-Going…	2
3	4 Unit 3: Novel Study Unit 9: (On-Going…	5 Unit 3: Novel Study Unit 9: (On-Going…	6 Unit 3: Novel Study Unit 9: (On-Going…	7 Unit 3: Novel Study Unit 9: (On-Going…	8 Unit 3: Novel Study Unit 9: (On-Going…	9
10	11 **Veterans Day**	12 Unit 3: Novel Study Unit 9: (On-Going…	13 Unit 3: Novel Study Unit 9: (On-Going…	14 Unit 3: Novel Study Unit 9: (On-Going…	15 Unit 3: Novel Study Unit 9: (On-Going…	16
17	18 Unit 3: Novel Study Unit 9: (On-Going…	19 Unit 3: Novel Study Unit 9: (On-Going…	20 Unit 3: Novel Study Unit 9: (On-Going…	21 Unit 3: Novel Study Unit 9: (On-Going…	22 Unit 3: Novel Study Unit 9: (On-Going…	23
24	25 Unit 3: Novel Study Unit 9: (On-Going…	26 Unit 3: Novel Study Unit 9: (On-Going…	27 **Thanksgiving**	28 **Thanksgiving**	29 **Thanksgiving**	30

December

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

February

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

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Unit 6: Night Unit 9: (On-Going…	25 Unit 6: Night Unit 9: (On-Going…	26 Unit 6: Night Unit 9: (On-Going…	27 Unit 6: Night Unit 9: (On-Going…	28 Unit 6: Night Unit 9: (On-Going…	1
2	3 Unit 6: Night Unit 9: (On-Going…	4 Unit 6: Night Unit 9: (On-Going…	5 Unit 6: Night Unit 9: (On-Going…	6 Unit 6: Night Unit 9: (On-Going…	7 Unit 6: Night Unit 9: (On-Going…	8
9	10 Unit 6: Night Unit 9: (On-Going…	11 Unit 6: Night Unit 9: (On-Going…	12 Unit 6: Night Unit 9: (On-Going…	13 Unit 6: Night Unit 9: (On-Going…	14 Unit 6: Night Unit 9: (On-Going…	15
16	17 Unit 6: Night Unit 9: (On-Going…	18 Unit 6: Night Unit 9: (On-Going…	19 Unit 6: Night Unit 9: (On-Going…	20 March Break	21 March Break	22
23	24 Unit 6: Night Unit 9: (On-Going…	25 Unit 6: Night Unit 9: (On-Going…	26 Unit 6: Night Unit 9: (On-Going…	27 Unit 6: Night Unit 9: (On-Going…	28 Unit 6: Night Unit 9: (On-Going…	29
30	31 Unit 7: English S… Unit 9: (On-Going…	1 Unit 7: English S… Unit 9: (On-Going…	2 Unit 7: English S… Unit 9: (On-Going…	3 Unit 7: English S… Unit 9: (On-Going…	4 Unit 7: English S… Unit 9: (On-Going…	5

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 7: English S… Unit 9: (On-Going…	1 Unit 7: English S… Unit 9: (On-Going…	2 Unit 7: English S… Unit 9: (On-Going…	3 Unit 7: English S… Unit 9: (On-Going…	4 Unit 7: English S… Unit 9: (On-Going…	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: English S… Unit 9: (On-Going…	15 Unit 7: English S… Unit 9: (On-Going…	16 Unit 7: English S… Unit 9: (On-Going…	17 Unit 7: English S… Unit 9: (On-Going…	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: Independ… Unit 9: (On-Going…	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 8: Independ… Unit 9: (On-Going…	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 8: Independ… Unit 9: (On-Going…	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 8: Independ… Unit 9: (On-Going…	3
4	5 Unit 8: Independ… Unit 9: (On-Going…	6 Unit 8: Independ… Unit 9: (On-Going…	7 Unit 8: Independ… Unit 9: (On-Going…	8 Unit 8: Independ… Unit 9: (On-Going…	9 Unit 8: Independ… Unit 9: (On-Going…	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: Independ… Unit 9: (On-Going…	20 Unit 8: Independ… Unit 9: (On-Going…	21 Unit 8: Independ… Unit 9: (On-Going…	22 Unit 8: Independ… Unit 9: (On-Going…	23 Unit 8: Independ… Unit 9: (On-Going…	24
25	26 Memorial Day	27 Unit 8: Independ… Unit 9: (On-Going…	28 Unit 8: Independ… Unit 9: (On-Going…	29 Unit 8: Independ… Unit 9: (On-Going…	30 Unit 8: Independ… Unit 9: (On-Going…	31

June

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

HS Geometry General

Maine Virtual Academy

UNITS (16/16 SELECTED)	SUGGESTED DURATION
Unit 1: Preparing for Geometry: Intro to Transformations	*5 teaching days*
Unit 2: Points, Lines, and Planes	*11 teaching days*
Unit 3: Perimeter and Area	*11 teaching days*
Unit 4: Angles	*12 teaching days*
Unit 5: Logic	*7 teaching days*
Unit 6: Quadrilaterals	*17 teaching days*
Unit 7: Circles	*7 teaching days*
Unit 8: Polygons	*10 teaching days*
Unit 9: Similarity	*15 teaching days*
Unit 10: Congruence	*20 teaching days*
Unit 11: Trigonometry	*7 teaching days*
Unit 12: Constructions	*6 teaching days*
Unit 13: 3D Figures and Volume	*10 teaching days*
Unit 14: Transformations	*8 teaching days*
Unit 15: Symmetry	*4 teaching days*
Unit 16: Measurement	*4 teaching days*

Unit 1: Preparing for Geometry: Intro to Transformations

HS Geometry General

UNIT SUMMARY

In this unit students will learn about transformations in geometry involve moving shapes on a coordinate plane. They will learn about three main types are translations (sliding), reflections (flipping), and rotations (turning). These concepts help students understand how shapes can change position without altering their size or shape.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

1.01 Transformation: Translation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between a worksheet or IXL code F8U Translation Find the coordinates.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
GR.A.1
Experiment with transformations in the plane.

1.02 Transformation: Rotation

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between a worksheet or IXL code ZX5 Rotations Find the coordinates.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
GR.A.1
Experiment with transformations in the plane.

1.03 Transformation: Reflection

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between a worksheet or IXL code SVY: Reflections find the coordinates.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

Unit 1 Introduction to Transformation Exam part 1 and part 2 test

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of translations, rotation, and reflections including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

Unit 2: Points, Lines, and Planes

HS Geometry General

UNIT SUMMARY

In this unit student will learn about basic geometry concepts. Students will learn about points (dots), lines (endless straight paths), and planes (flat surfaces that go on forever). They will also explore line segments, which are parts of lines with two endpoints, and learn how to divide these segments into smaller parts.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.A.4
Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
HSG.SRT.A.1b
The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
HSG.GPE.B.5
Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

2.01 Define Geometric Terms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet or IXL code SVU Properties of planes, lines and points.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

2.02 Segment Addition Postulate

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between a worksheet or IXL code 7RA Additive Property of length

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

2.01 to 2.02 Quiz

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of points, lines, planes, and line segments using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

2.02a Simplifying Radicals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code ZFF Simplifying Radicals

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).

2.03b Distance Formula

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet or IXL code 59F Distance Formula

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).

HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

2.03c: Midpoint

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code 2YG Midpoint formula find the midpoint.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).

2.04 Partition a line in a given ratio

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code J42 Partition a line segment in a given ratio.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

2.03 and 2.04 Quiz

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of points, lines, planes, and line segments using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.SRT.A.1b
The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

Unit 2 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of points, lines, planes, and line segments including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.A.4
Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
HSG.SRT.A.1b
The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points

in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).
HSG.GPE.B.6
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

Unit 3: Perimeter and Area

HS Geometry General

UNIT SUMMARY

In this unit students will learn how perimeter is the distance around a shape, while area is the space inside it. They will learn how to calculate perimeter and area for rectangles, squares, triangles, and circles using simple formulas. By the end of this unit, they be able to solve real-world problems like figuring out how much fencing you need for a garden or how much carpet you need for a room.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.12
Use coordinates to prove simple geometric theorems algebraically.
HSG-GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

3.01 Area if Rectangles and Squares

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code SUA Area of rectangles and Squares/JTR Area of Parallelograms and Triangles (Assessing prior Knowledge)

3.02 Area of Rhombus

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet and IXL code 8WQ Area if Rhombi (Assessing prior knowledge)

3.03 Area of Trapezoid

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code MP6 Area of Trapezoids (Assessing prior Knowledge)

3.01 to 3.03 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of area and perimeter for 2D figures including rectangles, squares, and triangles using multiple choice, short answer, and real-world problems.

3.04 Area of Non-Right Triangles (Heron's Formula)

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code KUA Heron's Formula.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.D.9

Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

HSG-GPE.B.7

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

3.05 Area and Circumference of Circles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of Worksheet or IXL code ZDX Area and circumference of circles.

STANDARDS

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

HSG.GMD.A.1

Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.

3.06 Area and Perimeter in the Coordinate Plane

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Complete IXL code QWZ Area and Perimeter in the coordinate plane 1 and if time complete IXL code MHQ Area and Perimeter in the Coordinate Plane II

3.04 to 3.06 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of area and perimeter for 2D figures including rectangles, squares, and triangles using multiple choice, short answer, and real-world problems.

STANDARDS

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

GR.A.12

Use coordinates to prove simple geometric theorems algebraically.
HSG-GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

Unit 3 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description: This assessment will cover the topics of area and perimeter for 2D figures including rectangles, squares, triangles, and circles including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.12
Use coordinates to prove simple geometric theorems algebraically.
HSG-GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

Unit 4: Angles

HS Geometry General

UNIT SUMMARY

In this unit students will learn how angles are formed when two lines meet at a point, and they can be classified as acute, right, obtuse, or straight based on their size. They learn how to measure angles using protractors and explore special relationships between angles, like complementary and supplementary angles. By the end of this unit, students be able to identify different types of angles in everyday life, like in buildings or on maps, and solve problems using angle properties.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

4.01 Angle Vocabulary

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code 9U2 Angle Vocabulary/IXL code BCQ Angle Measures.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

4.02 Angle Bisector

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code 68E Angle Bisectors.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

4.03 Identify and find Complementary and Supplementary, vertical and adjacent angles.

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: Choice between worksheet and 7P7 Identifying complementary and supplementary, vertical and adjacent angles. (Assesses some prior knowledge.)

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

4.01 to 4.03 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of angles and special relationships between angles using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

4.04 Angle Diagram Solve for the Variable

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code AKB Angle Diagrams Solve for the Variable.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal

crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

4.05 Transversals and Angles Find Angle Measures

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code Transversals of Parallel lines Find angle Measures/ IXL code WB9 Transversal of Parallel Lines Solve for the Variable

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

4.04 and 4.05 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of angles and special relationships between angles using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Unit 4 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3 / DOK4

Description:

This assessment will cover the topics of angles and special relationships between angles including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Unit 5: Logic

HS Geometry General

UNIT SUMMARY

In this unit students will learn about if-then statements in geometry, which are the building blocks of proofs. Students will learn to identify valid reasoning and construct simple two-column proofs using given information and geometric facts. By the end, they'll be able to prove statements about different types of angles, improving their critical thinking skills.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.
GR.A.12
Use coordinates to prove simple geometric theorems algebraically.
HSG.GPE.B.4
Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).
HSG-GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG-GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
HSG.GPE.B.4

Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

5.01 If then Statements

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 /

Description: In class activity, practicing and applying the process of producing if then statements from geometric topics.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.

5.02 Algebraic Proofs

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: In class activity, linking solving equations from Algebra 1 to 2 column proofs in geometry.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.

5.03 Proving Angles are Congruent

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: In class activity, linking Algebraic Proofs to 2 column proofs in geometry.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.6

Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.

HSG.CO.C.9

Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

5.04 Proofs Involving Parallel Lines I

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code: CUV Proofs involving Parallel Lines I

STANDARDS

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

HSG.CO.C.9

Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

5.05 Coordinate Proofs

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3 / DOK4

Description: IXL Code: 26X Coordinate Proofs

STANDARDS

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

HSG.GPE.B.4

Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).

GR.A.6

Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.
HSG-GPE.B.7
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Unit 6: Quadrilaterals

HS Geometry General

UNIT SUMMARY

In this unit students will learn quadrilaterals are four-sided shapes with special properties. Students will learn about different types like squares, rectangles, and trapezoids, and how to spot them on coordinate planes. By the end, they be able to figure out missing angles and solve problems using these shapes on graphs.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

6.01 Classifying Quadrilaterals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Choice between worksheet and IXL code 86L Classifying Quadrilaterals I and MVK Classifying Quadrilaterals II.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.02 Properties of Squares and Rectangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Assessing prior knowledge. Choice between worksheet and IXL code R9M Properties of Squares and Rectangles.

6.03 Properties of Rhombuses and Parallelograms

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1

Description: Choice between worksheet and IXL code LLK Properties of Parallelograms/QVX Properties of Rhombuses.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.01 to 6.03 Quiz

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: This assessment will cover the topics of four-sided figures with special properties using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.04 Properties of Trapezoids

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK2 / DOK3

Description: Choice between worksheet and IXL code UC9 Properties of Trapezoids.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.05 Properties of Kites

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge. Choice between worksheet and IXL code LZ9 Properties of Kites.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.06 Quadrilaterals Angles and Measurements

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code 6V4 Find missing angles in quadrilaterals.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.04 to 6.06 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: This assessment will cover the topics of four-sided figures with special properties using multiple choice, short answer, and real-world problems.

6.07 Proofs Involving Quadrilaterals

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: IXL code P77 proofs involving Quadrilaterals

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

6.08 Classify Shapes on the Coordinate Plane Justify your Answer

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code 8MQ Classify shapes on the Coordinate Plane Justify your Answer.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Unit 6 Exam

Assessment Type Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK3 / DOK4

Description: This assessment will cover the topics of four-sided figures with special properties including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
HSG.CO.C.11
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Unit 7: Circles

HS Geometry General

UNIT SUMMARY

In this unit students will learn circles are round shapes with many special parts, like the radius (distance from center to edge) and diameter (distance across the circle through the center). Students will learn about angles in circles and how to find the length of curved parts and areas of pieces of the circle. By the end, they be able to solve fun problems about circular things in real life, like merry-go-rounds or pizza slices!

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.
HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.
HSG.C.B.5
Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
GR.A.9
Understand and apply theorems about circles.
GR.A.10
Find arc lengths and areas of sectors of circles.
HSG.GPE.A.1

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

7.01 Parts of a Circle

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code 4X2 Parts of circles

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.9
Understand and apply theorems about circles.
HSG.C.A.1
Prove that all circles are similar.

7.02 Central Angles and Arc Measure

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code VZX Central angles and Arc measures

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

7.03 Arc Length

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code 7L9 Arc length

STANDARDS

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

GR.A.10
Find arc lengths and areas of sectors of circles.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.

7.01 to 7.03 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: This assessment will cover the topics of properties of circles using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
GR.A.10
Find arc lengths and areas of sectors of circles.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.

7.04 Area of a Sector

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code XZQ Area of Sectors

STANDARDS

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

GR.A.10
Find arc lengths and areas of sectors of circles.

7.05 Writing Equations of Circle

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Multiple choice and open response questions generated by question bank.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GPE.A.1
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

7.06 Arc and Chords

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code P63 Arcs and Chords.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.C.B.5
Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

7.07 Tangent Lines

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code CFV Tangent Lines

STANDARDS

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

HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

7.05 to 7.07 Quiz

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of properties of circles using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.9
Understand and apply theorems about circles.
GR.A.10
Find arc lengths and areas of sectors of circles.
HSG.GPE.A.1
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

7.08 Angles in Inscribed Right Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code 6DL Angles in inscribed right triangles.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

GR.A.9
Understand and apply theorems about circles.
HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.

Unit 7 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of properties of circles including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
GR.A.9
Understand and apply theorems about circles.
HSG.C.A.2
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.
GR.A.10
Find arc lengths and areas of sectors of circles.

HSG.C.B.5
Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
HSG.GPE.A.1
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.

Unit 8: Polygons

HS Geometry General

UNIT SUMMARY

In this unit students will lean polygons are closed shapes with straight sides, like triangles (3 sides), squares (4 sides), and pentagons (5 sides). They can be regular (all sides and angles equal) or irregular, and have special properties like interior angle sums and diagonals. Triangles, the simplest polygons, have unique properties like the Triangle Sum Theorem and can be classified by their sides (equilateral, isosceles, or scalene) and angles (right, acute, or obtuse).

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
HSG.SRT.B.4
Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

8.01 Classify Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code TNN Classify triangles.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

8.02 Polygon Vocabulary

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge. Choice of worksheet or IXL code KHQ Polygon Vocabulary.

8.03 Interior Angles of Polygons

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge. Choice of worksheet or IXL code SZF Interior angles of Polygons.

8.04 Exterior Angles of Polygons

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assessing prior knowledge. Choice of worksheet or IXL code MQ7 Exterior angles of Polygons.

8.01 to 8.04 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of types of triangles and other polygons, as well as unique properties like Triangle Sum Theorem using multiple choice, short answer, and real-world problems.

8.05 Triangle Sum Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice of worksheet or IXL code UBU Triangle Angle Sum Theorem

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

8.05 Triangle Inequality Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice of worksheet or IXL code BW7 Triangle Inequality Theorem

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

8.06 Midsegment of Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice of worksheet or IXL code 8GT Midsegments of Triangles.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

8.07 Triangles and Bisectors

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code GWE Triangle and Bisectors.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

8.08 Types of Lines in Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code JWN Identify medians, altitudes, angles bisectors, and perpendicular bisectors.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining

midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

8.05 to 8.08 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of types of triangles and other polygons, as well as unique properties like Triangle Sum Theorem using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
HSG.SRT.B.4
Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Unit 8 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of triangles and other polygons, as well as unique properties like Triangle Sum Theorem including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.1
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the

undefined notions of point, line, distance along a line, and distance around a circular arc.
HSG.CO.C.10
Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent, and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
HSG.SRT.B.4
Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Unit 9: Similarity

HS Geometry General

UNIT SUMMARY

In this unit students will lean similar polygons have the same shape but can be different sizes, like a small triangle and a big triangle that look alike. Students will be able to show polygons are similar if their angles match and their sides are in the same proportion, kind of like zooming in or out on a picture. When polygons are similar, we can use this information to figure out missing measurements, which is helpful in real-life situations like making maps or designing buildings.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.A.1
Verify experimentally the properties of dilations given by a center and a scale factor:
HSG.SRT.A.1a
A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
HSG.SRT.A.3
Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
GR.A.5
Understand similarity in terms of similarity transformations.
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

9.01 Similarity Ratios

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice

Assessment Level (DOK): DOK2

Description: Assessing prior knowledge. Choice of worksheet and IXL codes BT7 Ratios in Similar Figures/IXL 85X Identify Similar Figures

STANDARDS

Maine - Grade 7 - Mathematics (2020)
7.RP.A.2a
Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

9.02 Similarity Statements

Assessment Type: Formative

Assessment Tier: Drill & Practice

Assessment Level (DOK): DOK2

Description: IXL Code: Choice of worksheet or IXL code UG8 Similarity Statements.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

9.03 Similarity Statements: Side Lengths & Angle Measures

Assessment Type: Formative

Assessment Tier: Drill & Practice

Assessment Level (DOK): DOK 1/ DOK2

Description: Choice of worksheet or IXL code E2K Side length and angle measures in similar figures.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.A.2

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Quiz 9.01, 9.02, 9.03

Assessment Type: Formative

Assessment Tier: Drill & Practice

Assessment Level (DOK): DOK 1/ DOK 2/ DOK3

Description: This assessment will cover the topics of similar (same shape, different size) polygons and solve for unknown length and angles using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.A.1
Verify experimentally the properties of dilations given by a center and a scale factor:
HSG.SRT.A.3
Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

9.04 Similar Triangles and Indirect Measurement

Assessment Type: Formative

Assessment Tier: Drill & Practice

Assessment Level (DOK): DOK 1/ DOK2

Description: Choice of worksheet or IXL code JWK Similar triangles and indirect measurement.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

9.05 Triangle Proportionality Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice

Assessment Level (DOK): DOK1 /DOK2

Description: Choice of worksheet and IXL code 6WA Triangle Proportionality Theorem.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

9.06 Angle-Angle Criterion for Similar Triangles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code UN6 Angle Angle Criterion for Similar Triangles.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.A.3
Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

9.07 Dilation and Triangles

Assessment Type: Formative / Summative / Diagnostic

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

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code ZDM Dilations Find the scale factor.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.A.1a
A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit 9 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage

Assessment Level (DOK): DOK 1/ DOK 2/ DOK 3

Description: This assessment will cover the topics of similar (same shape, different size) polygons and solve for unknown length and angles including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.C.9
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
GR.A.5
Understand similarity in terms of similarity transformations.
HSG.SRT.A.1
Verify experimentally the properties of dilations given by a center and a scale factor:
HSG.SRT.A.1a

A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
HSG.SRT.A.3
Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.
Maine - Grade 7 - Mathematics (2020)
7.RP.A.2b
Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7.RP.A.2c
Represent proportional relationships by equations. For example, if the total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.

Unit 10: Congruence

HS Geometry General

UNIT SUMMARY

In this unit students will lean what congruence means when two shapes have the same size and shape. Two figures are congruent if you can slide, turn, or flip one to fit exactly on top of the other. For triangles, students can use special rules like SSS (three matching sides) or SAS (two matching sides and the angle between them) to prove they're congruent without checking every part.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.B.6
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
HSG.CO.B.8
Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
GR.A.2
Understand congruence in terms of rigid motions.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
GR.A.6
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

10.01 Congruence Statements and Corresponding Parts

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code CYL Congruence statements and corresponding parts/ IXL code HU9 Identify congruent figures.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

10.02 Solve Problems Involving Corresponding Parts

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code WYB Solve problems involving corresponding parts.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

10.03 Determine if two figures are congruent: Justify your answer

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet and IXL code DQB Determine if two figure are congruent: Justify your answer.

STANDARDS

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

HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

10.01 to 10.03 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of congruence (same shape, same size) and ways to prove the set of shapes are the same using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.2
Understand congruence in terms of rigid motions.
HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
HSG.CO.B.6
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

10.04 SSS and SAS Theorems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code 48Q SSS and SAS Theorems/IXL code VVZ Proving triangles congruent by SSS and SAS.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.B.8
Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

10.05 ASA and AAS Theorems

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code N94 ASA and AAS Theorems/IXL code Proving triangles congruent by ASA and AAS.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.B.8
Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

10.04 and 10.05 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of congruence (same shape, same size) and ways to prove the set of shapes are the same using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.B.7
Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
HSG.CO.B.8
Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

10.06 Proofs - Two Columns

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code SZL Proving triangles congruent by SSS, SAS, ASA, AAS.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.B.8
Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
GR.A.6

Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.

10.06 Proving Congruency Coordinate Plane

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code DQB Determine if two figures are congruent justify your answer.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.2
Understand congruence in terms of rigid motions.
HSG.CO.B.6
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

10.07 Hypotenuse-Leg Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code VQL Hypotenuse Leg Theorem

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.2
Understand congruence in terms of rigid motions.
HSG.CO.B.6
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
GR.A.6

Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.
HSG.SRT.B.5
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit 10 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of congruence (same shape, same size) and ways to prove the set of shapes are the same including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

Unit 11: Trigonometry

HS Geometry General

UNIT SUMMARY

In this unit students will learn trigonometry is a part of math that looks at how the sides and angles of triangles are connected. Students will focus on right triangles and learn about three important functions: sine, cosine, and tangent. These functions help us find missing sides or angles in triangles, which is useful for solving real-world problems like measuring tall buildings or figuring out distances in navigation.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.8
Apply trigonometry to general triangles.
GR.A.7
Define trigonometric ratios and solve problems involving right triangles.
HSG.SRT.C.6
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
HSG.SRT.C.8
Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. For example, find the current height of the tallest pine tree in Maine using the angle of elevation and the distance from the tree.
HSG.SRT.C.7
Explain and use the relationship between the sine and cosine of complementary angles.
GR.A.3
Prove geometric theorems and when appropriate, the converse of theorems.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

11.01 Pythagorean Theorem

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) AP)

Assessment Level (DOK): DOK1 / DOK2

Description: Choice between worksheet or IXL code F55 Pythagorean Theorem/IXL code NCK Converse of the Pythagorean Theorem.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.3
Prove geometric theorems and when appropriate, the converse of theorems.
HSG.SRT.C.8
Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. For example, find the current height of the tallest pine tree in Maine using the angle of elevation and the distance from the tree.

11.02 Trigonometric Ratios: Finding Sine, Cosines and Tangent

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code VLY Trigonometric ratios sines, cosine, and tangent.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.8
Apply trigonometry to general triangles.
GR.A.7
Define trigonometric ratios and solve problems involving right triangles.

11.01 and 11.02 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of right triangle trigonometry using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.3
Prove geometric theorems and when appropriate, the converse of theorems.
HSG.SRT.C.6
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
GR.A.8
Apply trigonometry to general triangles.

11.03a Trigonometric Ratios Find a side Length

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code UZC Trigonometric Ratios find the side length.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.7
Define trigonometric ratios and solve problems involving right triangles.
GR.A.8
Apply trigonometry to general triangles.

11.03b Trigonometric Ratios Find an angle

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code 49E Trigonometric ratios find an angle measure.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.C.6
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
GR.A.3
Prove geometric theorems and when appropriate, the converse of theorems.
GR.A.7
Define trigonometric ratios and solve problems involving right triangles.

11.04 Sines and Cosines of Complementary Angles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL Skill code KMH Sine and Cosine of Complementary angles.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.SRT.C.7
Explain and use the relationship between the sine and cosine of complementary angles.

11.03 and 11.04 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of right triangle trigonometry using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.3
Prove geometric theorems and when appropriate, the converse of theorems.

HSG.SRT.C.6
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
HSG.SRT.C.7
Explain and use the relationship between the sine and cosine of complementary angles.
HSG.SRT.C.8
Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. For example, find the current height of the tallest pine tree in Maine using the angle of elevation and the distance from the tree.

Unit 11 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of right triangle trigonometry including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

Unit 12: Constructions

HS Geometry General

UNIT SUMMARY

In this unit students will learn geometric constructions are like drawing puzzles where you make shapes using just a compass and ruler. Students will learn how to split lines and angles in half, draw special angles, and fit shapes inside circles. These fun activities help students understand shapes better and improve your problem-solving skills.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.4
Make geometric constructions.
HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
HSG.CO.D.13
Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.
HSG.C.A.4
Construct a tangent line from a point outside a given circle to the circle.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.4
Make geometric constructions.
HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.
HSG.CO.D.13
Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

12.01 Constructions: Copying and Bisecting a Segment

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Desmos is a powerful online tool that helps geometry students explore geometry in a fun, interactive way. With Desmos, you can create geometric shapes and figures by following step-by-step instructions, just like using a compass and ruler but on a computer or tablet. This digital approach makes it easier to understand how different shapes are built and how they relate to each other.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.4
Make geometric constructions.
HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

12.02 Constructions: Copying and Bisecting an Angle

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Desmos is a powerful online tool that helps geometry students explore geometry in a fun, interactive way. With Desmos, you can create geometric shapes and figures by following step-by-step instructions, just like using a compass and ruler but on a computer or tablet. This digital approach makes it easier to understand how different shapes are built and how they relate to each other.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.4
Make geometric constructions.
HSG.CO.D.12

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

12.03 Constructions: Creating a parallel line

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Desmos is a powerful online tool that helps geometry students explore geometry in a fun, interactive way. With Desmos, you can create geometric shapes and figures by following step-by-step instructions, just like using a compass and ruler but on a computer or tablet. This digital approach makes it easier to understand how different shapes are built and how they relate to each other.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.4
Make geometric constructions.
HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

12.04 Construction: Creating Equilateral Triangles and Inscribed Quadrilaterals

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage

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

Description: Desmos is a powerful online tool that helps geometry students explore geometry in a fun, interactive way. With Desmos, you can create geometric shapes and figures by following step-by-step instructions, just like using a compass and ruler but on a computer or tablet. This digital approach makes it easier to understand how different shapes are built and how they relate to each other.

STANDARDS

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

GR.A.4
Make geometric constructions.
HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
HSG.CO.D.13
Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
HSG.C.A.3
Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.

Unit 13: 3D Figures and Volume

HS Geometry General

UNIT SUMMARY

In this unit students will learn volume is the amount of space inside a 3D shape, like how much water a container can hold. Students will learn about different 3D shapes such as prisms, cylinders, and spheres, and how to calculate their volumes using simple formulas. By the end of this unit, they be able to solve real-world problems involving volume, like figuring out how much ice cream fits in a cone or how much soil you need for a garden box.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.13
Explain volume formulas and use them to solve problems.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.
HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
HSG.GMD.A.2
Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.
HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

13.01 Parts of Three-Dimensional Figures

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assesses prior knowledge. IXL code VW9 parts of 3D figures and IXL code NKH 3D Figure vocabulary

13.02 Nets and Drawing of 3D Figures

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Assessed prior knowledge. IXL code PKE Nets and drawings of 3D figures

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

Maine - Grade 6 - Mathematics (2020)
6.G.A.4
Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

13.03 Cross Sections and Solids in Revolution

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P) /

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code 7Z4 Cross Sections of 3D figures and IXL code LKT Solids in Revolution.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional

objects generated by rotations of two-dimensional objects.

13.01 to 13.02 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of volume of 3D figures such as prisms, cylinders, and spheres using multiple choice, short answer, and real-world problems.

13.04 Volume of Prisms and Cylinders

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL codes N5F Volume of Prisms and Cylinders

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.
HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

13.05 Volume of Cones and Pyramids

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL 7J3 Volume of Pyramids and Cones

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.

HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

13.06 Volume of Spheres

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: Choice between worksheet and IXL code 62N Volume of a sphere.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.A.2
Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

13.04 to 13.06 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of 3D figures such as prisms, cylinders, and spheres using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.A.2
Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
HSG.GMD.A.1

Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.

Unit 13 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of 3D figures such as prisms, cylinders, and spheres including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.13
Explain volume formulas and use them to solve problems.
HSG.GMD.A.1
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and/or informal limit arguments.
HSG.GMD.A.2
Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
HSG.GMD.A.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.
HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Unit 14: Transformations

HS Geometry General

UNIT SUMMARY

In this unit students will learn more about transformations in geometry involve moving shapes on a coordinate plane without changing their size or shape. Students will continue to explore the three main types are translations (sliding), reflections (flipping), and rotations (turning). These concepts help students understand how shapes can change position while keeping their original properties.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
GR.A.5
Understand similarity in terms of similarity transformations.
HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

14.01 Transformations: Translations: Write the rule

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code 9PR Translations write the rule

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

14.02 Transformations: Dilations: Write the rule

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code 5KZ Dilations find the coordinates

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare

transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

HSG.CO.A.5

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

14.01 and 14.02 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: This assessment will cover the topics of finding the rules transforming a shape on a coordinate plane using multiple choice, short answer, and real-world problems.

STANDARDS

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

GR.A.1

Experiment with transformations in the plane.

HSG.CO.A.2

Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

HSG.CO.A.5

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

14.03 Transformations: Rotation: Write the rule

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code 6SD Rotations graph the image

STANDARDS

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

GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

14.04 Transformations: Reflections Write the rule

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code DMC Reflections and rotations write the rule

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

14.05 Similarity in Circles

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code: 8DV Sequences of congruence transformation choose the sequence.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.5
Understand similarity in terms of similarity transformations.
HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Unit 14 Exam

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of finding the rules transforming a shape on a coordinate plane including multiple choice questions, an open response where you will describe your thought process and real world problems where you will apply what you learned in the unit to the real world.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.1
Experiment with transformations in the plane.
HSG.CO.A.2
Represent transformations in the plane using, e.g., transparencies and/or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HSG.CO.A.5
Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure

onto another.
GR.A.5
Understand similarity in terms of similarity transformations.
HSG.SRT.A.2
Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Unit 15: Symmetry

HS Geometry General

UNIT SUMMARY

In this unit students will learn symmetry is when a shape looks the same even after you flip, slide, or turn it. They will discover there are two main types: line symmetry (where you can fold a shape in half and both sides match) and rotational symmetry (where a shape looks the same when you spin it). By learning about symmetry, students will be able to spot it in nature, art, and everyday objects, and use it to solve fun geometry puzzles.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.
HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

15.01 Line Symmetry

Assessment Type: Diagnostic

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assess prior knowledge IXL code WBX Line Symmetry

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

15.02 Draw and Count Lines of Symmetry

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Assess prior knowledge. IXL code M7U Count lines of Symmetry

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

15.03 Rotational Symmetry

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code ERP Rotational Symmetry

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.

15.01 to 15.03 Quiz

Assessment Type: Summative

Assessment Tier: Rehearsal & Scrimmage (R&S)

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

Description: This assessment will cover the topics of line symmetry of shapes using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.CO.A.3
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
GR.A.14
Visualize relationships between two-dimensional and three-dimensional objects.
HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Unit 16: Measurement

HS Geometry General

UNIT SUMMARY

In this unit students will learn how to use geometry in everyday life by learning about conversions and modeling. Students will practice changing measurements between different units, like turning meters into kilometers or inches into centimeters. By the end, they will be able to solve real-world problems using shapes and math, like figuring out how much paint you need for a room or how much water fits in a weird-shaped container.

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
HSN.Q.A.3
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Example: The label on a ½ - liter bottle of flavored water bottled in Maine indicates that one serving of 8 ounce contains 60 calories. The label also says that the full bottle contains 130 calories. Is this the actual amount or the estimated amount of calories in this bottle? How would you explain any discrepancy? ★
Maine - High School - Mathematics - Geometric Reasoning (2020)
HSG.MG.A.3
Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
HSG.MG.A.2
Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
HSG-MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
GR.A.15
Apply geometric concepts in modeling situations.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

16.01 Customary Units

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code LSC Convert rates and measurements customary units

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
HSN.Q.A.3
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Example: The label on a ½ - liter bottle of flavored water bottled in Maine indicates that one serving of 8 ounce contains 60 calories. The label also says that the full bottle contains 130 calories. Is this the actual amount or the estimated amount of calories in this bottle? How would you explain any discrepancy? ★

16.02 Metric Units

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code XZD Convery rate and measurement Metric Units

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
HSN.Q.A.3
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Example: The label on a ½ - liter bottle of flavored water bottled in Maine indicates that one serving of 8 ounce contains 60 calories. The label also says that the full bottle contains 130 calories. Is this the actual amount or the estimated amount of calories in this bottle? How would you explain any discrepancy? ★

16.03 Geometric Modeling and Design

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2 / DOK3

Description: IXL code T92 Geometric Modeling and design

STANDARDS

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

GR.A.15
Apply geometric concepts in modeling situations.
HSG-MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
HSG.MG.A.3
Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
HSG.MG.A.2
Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

16.01 to 16.03 Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

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

Description: This assessment will cover the topics of conversions and modeling geometry in the real world using multiple choice, short answer, and real-world problems.

STANDARDS

Maine - High School - Mathematics - Quantitative Reasoning (2020)
HSN.Q.A.3
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Example: The label on a ½ - liter bottle of flavored water bottled in Maine indicates that one serving of 8 ounce contains 60 calories. The label also says that the full bottle contains 130 calories. Is this the actual amount or the estimated amount of calories in this bottle? How would you explain any discrepancy? ★
Maine - High School - Mathematics - Geometric Reasoning (2020)
GR.A.15
Apply geometric concepts in modeling situations.

HSG-MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
HSG.MG.A.2
Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
HSG.MG.A.3
Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

HS Geometry General

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
Unit 1: Preparing for Geometry: Intro to Transformations	5 teaching days	Sep 3 - Sep 9, 2024
Unit 2: Points, Lines, and Planes	11 teaching days	Sep 13 - Sep 27, 2024
Unit 3: Perimeter and Area	11 teaching days	Sep 30 - Oct 18, 2024
Unit 4: Angles	12 teaching days	Oct 21 - Nov 5, 2024
Unit 5: Logic	7 teaching days	Nov 6 - Nov 15, 2024
Unit 6: Quadrilaterals	17 teaching days	Nov 18 - Dec 13, 2024
Unit 7: Circles	7 teaching days	Dec 16, 2024 - Jan 3, 2025
Unit 8: Polygons	10 teaching days	Jan 6 - Jan 23, 2025
Unit 9: Similarity	15 teaching days	Jan 24 - Feb 13, 2025
Unit 10: Congruence	20 teaching days	Feb 14 - Mar 24, 2025
Unit 11: Trigonometry	7 teaching days	Mar 25 - Apr 2, 2025
Unit 12: Constructions	6 teaching days	Apr 3 - Apr 17, 2025
Unit 13: 3D Figures and Volume	10 teaching days	Apr 28 - May 21, 2025
Unit 14: Transformations	8 teaching days	May 22 - Jun 3, 2025
Unit 15: Symmetry	4 teaching days	Jun 4 - Jun 9, 2025

Unit 16: Measurement	4 teaching days	Jun 10 - Jun 13, 2025

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 **Labor Day**	3 Unit 1: Preparing …	4 Unit 1: Preparing …	5 Unit 1: Preparing …	6 Unit 1: Preparing …	7
8	9 Unit 1: Preparing …	10 **Fall NWEA Testing**	11 **Fall NWEA Testing**	12 **Fall NWEA Testing**	13 Unit 2: Points, Lin…	14
15	16 Unit 2: Points, Lin…	17 Unit 2: Points, Lin…	18 Unit 2: Points, Lin…	19 Unit 2: Points, Lin…	20 Unit 2: Points, Lin…	21
22	23 Unit 2: Points, Lin…	24 Unit 2: Points, Lin…	25 Unit 2: Points, Lin…	26 Unit 2: Points, Lin…	27 Unit 2: Points, Lin…	28
29	30 Unit 3: Perimeter …	1 Unit 3: Perimeter …	2 Unit 3: Perimeter …	3 Unit 3: Perimeter …	4 Unit 3: Perimeter …	5

October

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

November

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

December

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

January

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

February

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

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 11: Trigonom…	1 Unit 11: Trigonom…	2 Unit 11: Trigonom…	3 Unit 12: Construc…	4 Unit 12: Construc…	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 12: Construc…	15 Unit 12: Construc…	16 Unit 12: Construc…	17 Unit 12: Construc…	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 13: 3D Figur…	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 13: 3D Figur…	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 13: 3D Figur…	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 13: 3D Figur…	3
4	5 Unit 13: 3D Figur…	6 Unit 13: 3D Figur…	7 Unit 13: 3D Figur…	8 Unit 13: 3D Figur…	9 Unit 13: 3D Figur…	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 13: 3D Figur…	20 Unit 13: 3D Figur…	21 Unit 13: 3D Figur…	22 Unit 14: Transfor…	23 Unit 14: Transfor…	24
25	26 Memorial Day	27 Unit 14: Transfor…	28 Unit 14: Transfor…	29 Unit 14: Transfor…	30 Unit 14: Transfor…	31

June

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

HS Personal Finance

Maine Virtual Academy

UNITS (9/9 SELECTED)	SUGGESTED DURATION
Unit 1: Introduction to Economics and Government	*20 teaching days*
Unit 2: Income and Careers & The American Workforce	*17 teaching days*
Unit 3: Money Management & Civic Budgeting	*17 teaching days*
Unit 4: Credit and Debt & Consumer Protection	*20 teaching days*
Unit 5: Saving and Investing & Economic Policy	*20 teaching days*
Unit 6: Risk Management & Insurance & Social Security Nets	*20 teaching days*
Unit 7: Housing & Community Development	*20 teaching days*
Unit 8: Financial Decision-Making & Civic Engagement	*10 teaching days*
Unit 9: Capstone Project	*10 teaching days*

Unit 1: Introduction to Economics and Government

HS Personal Finance

UNIT SUMMARY

Students will analyze the relationship between financial systems and government structures through collaborative research projects that enhance critical thinking and communication skills. Through media literacy activities, they'll evaluate how financial institutions are portrayed in news sources while using technology tools to create visual representations of the government's role in economic systems. The unit culminates in a simulation activity where students demonstrate leadership and initiative by designing a classroom monetary system that reflects constitutional principles.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.2.D1
Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.
9-12.CG.2.F1
Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
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.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

About Money Principles 1, 2 and 3 checkpoint quiz

Assessment Type: Summative

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

Assessment Level (DOK): DOK1 / DOK2

Description: MC and WR- applying money principles

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

About Money Principles 1, 2 and 3 checkpoint quiz

Assessment Type: Summative

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

Assessment Level (DOK): DOK1 / DOK2

Description: MC and WR- applying money principles

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

American Banks and Credit Unions Quiz

Assessment Type: Summative

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

Assessment Level (DOK): DOK1 / DOK2

Description: MC questions identifying the services, similarities and differences between banks and credit unions.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.

Intro to Personal Finance Quiz

Assessment Type: Summative

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

Assessment Level (DOK): DOK1 / DOK2

Description: MC examine basic foundations of good money choices and common sense principles.

Unit One Exam

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: MC and WR- examine money principles and how to apply financial foundations to finance choices.

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.2.F1
Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.D1
Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

Unit 2: Income and Careers & The American Workforce

HS Personal Finance

UNIT SUMMARY

Students will critically examine the ethical, emotional, and financial implications of lending money to family and friends, collaborating in peer review groups to strengthen communication skills and social awareness. The unit builds information and media literacy through research of expert advice and analysis of cultural representations of financial relationships while enhancing technology literacy through digital collaboration tools. Students demonstrate initiative, leadership, and creativity by developing personal financial boundary frameworks and relationship-preserving alternatives to lending, with flexibility exercised in considering diverse perspectives and productivity shown through managing the multi-stage essay process.

STANDARDS

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.
W.3.9-Diploma.d
Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
W.3.9-Diploma.e
Provide closure that enhances, supports, and reflects the purpose of the piece.
Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.
9-12.CG.1.D1
Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Helping Hands Essay Assignment

Assessment Type: Formative / Summative / Diagnostic

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

Assessment Level (DOK): DOK3 / DOK4

Description: Students write an essay on their strategies for loan/giving money to family/friends and provide one outside researched source supporting their strategy.

Nearpod: Paying for College 101

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Examine options for paying for college and how to manage student loans

Nearpod: Alternatives to 4-Year Colleges 101

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Examine educational options outside of college and how to manage the financial aspects for them.

Unit 3: Money Management & Civic Budgeting

HS Personal Finance

UNIT SUMMARY

Students will critically analyze different budgeting methods and income concepts while collaboratively designing budget examples that meet diverse financial scenarios, enhancing both social skills and communication abilities. The unit fosters creativity through personalized budget design and builds information literacy through research on budgeting strategies, with media literacy developed by evaluating financial advice across various platforms. Students demonstrate technology literacy using digital budgeting tools, flexibility in adapting budgets to changing financial circumstances, and leadership by guiding peers through budgeting challenges, while showing initiative in seeking additional resources and productivity in creating efficient budgeting systems.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F1
Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.CG.1.D2
Evaluating current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Financial Planning Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Students write a short and long term financial goal.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Budgeting Introduction Assignment

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: Students write about which budget format they plan to use and why.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Nearpod: Budgeting Strategies

Assessment Type: Formative

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

Assessment Level (DOK):DOK2 / DOK3

Description: Lesson- students learn about different methods of budgeting and evaluate the pros and cons of each.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2

Evaluating different strategies for money and risk management.

Create a Budget Assignment

Assessment Type: Formative

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

Assessment Level (DOK): DOK2

Description: Student create a sample budget with real-life categories and learn how to balance their budget.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Modules 3 Exam

Assessment Type: Summative

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

Assessment Level (DOK): DOK1 / DOK2

Description: 15 questions, blend of T/F, MC and Written Response

Guide to the Cash Envelope System Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Student explain how the cash envelope system works and argue for or against it's use.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Unit 4: Credit and Debt & Consumer Protection

HS Personal Finance

UNIT SUMMARY

In this unit, students exercise critical thinking by evaluating credit options and analyzing consumer protection regulations through flexible problem-solving approaches. Collaborative investigation of banking services develops social skills as students communicate their findings through multi-media presentations that demonstrate both media and technology literacy. Students show initiative by creating consumer protection campaigns, requiring creativity to design effective messaging while developing information literacy through research on financial regulations and consumer rights.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F2
Identifying factors that impact consumer credit.
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.
9-12.CG.2.F1
Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
9-12.CG.2.D2
Analyzing the constitutional principles and the roles of the citizen and the government in major laws or cases.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Introducing Credit Checkpoint Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK2

Description: WR - explaining what credit is used for

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Understanding Credit and Debt Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: Activity to calculate credit card debt

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.1.F2
Identifying factors that impact consumer credit.

Debt Management Quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK2 / DOK3

Description: MC - identify how to avoid, and how to manage debt

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F2
Identifying factors that impact consumer credit.
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.1.F1
Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.

Nearpod: Checking Accounts

Assessment Type: Formative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Blend of WR and MC- examine how to write a check, manage a checkbook and a checking account.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.D1
Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

Module Two Exam

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: WR/TF/MC

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F2
Identifying factors that impact consumer credit.
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Consumer purchases quiz

Assessment Type: Formative

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

Assessment Level (DOK): DOK1 / DOK2

Description: MC - examine and identify consumer skills and how they impact financial choice and financial outcomes.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.CG.2.F1
Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
9-12.CG.2.D2
Analyzing the constitutional principles and the roles of the citizen and the government in major laws or cases.
9-12.PFE.1.F2

Identifying factors that impact consumer credit.
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.

Unit 5: Saving and Investing & Economic Policy

HS Personal Finance

UNIT SUMMARY

Critical evaluation of investment options and regulatory frameworks enhances information literacy while collaborative investment simulations develop social skills and productivity. Students demonstrate creativity by designing visual representations of complex market concepts, with technology literacy strengthened through use of investment analysis tools and market monitoring applications. The unit builds leadership skills through student-led discussions on market ethics, requiring effective communication to explain investment strategies and flexibility to adjust portfolios based on changing market conditions, with initiative shown through independent research on securities regulations.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F1
Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.3.F2
Analyzing how resource distribution effects wealth, poverty, and other economic factors.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Calculate Retirement Savings Goal

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 use a retirement calculator to practice calculating saving for retirement, including how different interest rates, investment amounts and starting ages factor in.

What is investing quiz

Assessment Type: Summative

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

Assessment Level (DOK): DOK2

Description: define major types of investing, and investing terms

Nearpod Investing Basics

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK3 / DOK4

Description: examine all basics of investing, markets, and investing terms. Examine compound interest.

What is the stock market discussion

Assessment Type: Formative / Summative / Diagnostic

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description: How do you think changes in technology (like the rise of smartphones or artificial intelligence) might affect the stock market and the way people invest? Consider both positive and negative potential impacts.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F1
Explaining how personal finance involves the use of economics as the basis for saving, investing and managing

money.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.

Managing Risk Assignment

Assessment Type: Formative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Examine how to manage risk in investing.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.

Nearpod: how to invest for retirement

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK3 / DOK4

Description: Examine methods of retirement investing, how compound interest works and methods of diversification.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F1

Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.3.F2
Analyzing how resource distribution effects wealth, poverty, and other economic factors.

Unit Six Exam

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description: Mc and WR

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F1
Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:

9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.
9-12.PFE.3.F2
Analyzing how resource distribution effects wealth, poverty, and other economic factors.

Unit 6: Risk Management & Insurance & Social Security Nets

HS Personal Finance

UNIT SUMMARY

Students will critically evaluate private insurance options and public safety net programs while collaboratively developing comprehensive risk management plans that strengthen social skills and communication abilities. The unit fosters creativity through designing personalized protection strategies and builds information literacy through research on policy details, with media literacy enhanced by analyzing insurance marketing and safety net portrayals. Students demonstrate technology literacy using insurance comparison tools, flexibility in adapting coverage to different life scenarios, and leadership by educating peers about risk management, while showing initiative in seeking additional protections and productivity in creating efficient financial safety systems that balance private and public resources.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.2.D3
Proposing a solution to a problem using the theory of supply and demand.
9-12.CG.2.F1
Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
9-12.CG.3.D1
Analyzing constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Analyze Social Security Nets

Assessment Type: Summative

Assessment Tier: Authentic Performance (AP)

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

Description: Students research what social security nets are available in their communities

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.CG.2.F1
Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.
9-12.CG.3.D1
Analyzing constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.
9-12.PFE.2.D3
Proposing a solution to a problem using the theory of supply and demand.

Unit 7: Housing & Community Development

HS Personal Finance

UNIT SUMMARY

Students critically analyze various loan products and housing policies, collaboratively researching affordability initiatives to develop social skills and communication abilities. The unit encourages creativity in developing solutions to housing challenges while building information and media literacy through evaluation of loan marketing and housing policy coverage. Students demonstrate leadership by presenting housing policy recommendations, requiring initiative to conduct community housing assessments and flexibility to consider multiple perspectives on housing access, with technology literacy enhanced through mortgage calculation tools and loan comparison applications.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1
Students understand the principles and process of personal finance by:
9-12.PFE.1.F2
Identifying factors that impact consumer credit.
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.2.F2
Identifying and explaining various economic indicators and how they represent and influence economic activity.
9-12.PFE.3.F1
Comparing a variety of economic systems and strategies of economic development.

9-12.CG.1.F3
Describing the purpose, structures, and processes of the American political system.
9-12.CG.2.D2
Analyzing the constitutional principles and the roles of the citizen and the government in major laws or cases.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Identify the Product Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description: understand strategies to make wise purchase choices

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Buying a Car 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 find a car they would buy, and calculate the cost and payment with fees, taxes and interest.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.F2
Identifying factors that impact consumer credit.
9-12.PFE.1.D1
Evaluating ways credit can be used.
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Escrow 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 find a home online that are interested in, and complete a mortgage calculation and explain the reasons the home is a good financial investment.

Unit 7 Exam

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description:

Unit 8: Financial Decision-Making & Civic Engagement

HS Personal Finance

UNIT SUMMARY

Students critically examine their personal financial values and decision-making processes while collaboratively developing community financial education initiatives that require strong social skills and leadership. Creative expression of financial philosophies through various media enhances communication abilities while developing media literacy through analysis of financial messaging in advertising. The unit encourages initiative as students design and implement community-based financial projects, with flexibility demonstrated through adapting communication strategies for diverse audiences and technology literacy through digital storytelling about personal financial journeys.

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.3.F2
Analyzing how resource distribution effects wealth, poverty, and other economic factors.
9-12.CG.2.F3
Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.
9-12.CG.3.D2
Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Sources of Taxes Quiz

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description:

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.

The U.S. Federal Income Tax Process

Assessment Type: Formative

Assessment Tier: Drill & Practice (D&P)

Assessment Level (DOK): DOK1 / DOK2

Description:

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Nearpod: How to File your Taxes

Assessment Type: Formative / Summative

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

Assessment Level (DOK): DOK3 / DOK4

Description:

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1
Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.3.F2
Analyzing how resource distribution effects wealth, poverty, and other economic factors.

Taxes and Financial Planning Discussion

Assessment Type: Formative

Assessment Tier: Authentic Performance (AP)

Assessment Level (DOK): DOK3 / DOK4

Description:

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.

Exam 8

Assessment Type: Summative

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

Assessment Level (DOK): DOK2 / DOK3

Description:

STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.PFE.1.D2
Evaluating different strategies for money and risk management.
9-12.PFE.2.F1

Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.
9-12.PFE.3.F2
Analyzing how resource distribution effects wealth, poverty, and other economic factors.
9-12.CG.3.D2
Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.
9-12.CG.2.F3
Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.

Unit 9: Capstone Project

HS Personal Finance

UNIT SUMMARY

The culminating unit synthesizes critical thinking through comprehensive financial planning that integrates personal and policy considerations, with collaboration central to community-based financial projects. Students demonstrate creativity in designing personalized financial plans while developing communication skills through multi-format presentations of their financial philosophies and research findings. The capstone builds information and media literacy through the integration of diverse financial resources, with technology literacy enhanced through digital portfolio creation and data visualization. Students show leadership by spearheading community financial initiatives, requiring initiative to identify financial challenges, flexibility to adapt plans to feedback, productivity to complete multiple project components, and social skills to engage with community partners.

STANDARDS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

HS Personal Finance

Maine Virtual Academy

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

UNIT	# OF TEACHING DAYS	DATES
Unit 1: Introduction to Economics and Government	20 teaching days	Sep 3 - Oct 3, 2024
Unit 2: Income and Careers & The American Workforce	17 teaching days	Oct 7 - Nov 4, 2024
Unit 3: Money Management & Civic Budgeting	17 teaching days	Nov 5 - Dec 3, 2024
Unit 4: Credit and Debt & Consumer Protection	20 teaching days	Dec 4, 2024 - Jan 10, 2025
Unit 5: Saving and Investing & Economic Policy	20 teaching days	Jan 17 - Feb 14, 2025
Unit 6: Risk Management & Insurance & Social Security Nets	20 teaching days	Feb 17 - Mar 25, 2025
Unit 7: Housing & Community Development	20 teaching days	Mar 26 - May 19, 2025
Unit 8: Financial Decision-Making & Civic Engagement	10 teaching days	May 20 - Jun 3, 2025
Unit 9: Capstone Project	10 teaching days	Jun 2 - Jun 13, 2025

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 1: Introductio…	27 Unit 1: Introductio…	28
29	30 Unit 1: Introductio…	1 Unit 1: Introductio…	2 Unit 1: Introductio…	3 Unit 1: Introductio…	4	5

October

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

November

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

December

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

February

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

March

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

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Unit 7: Housing &…	1 Unit 7: Housing &…	2 Unit 7: Housing &…	3 Unit 7: Housing &…	4 Unit 7: Housing &…	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: Housing &…	15 Unit 7: Housing &…	16 Unit 7: Housing &…	17 Unit 7: Housing &…	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: Housing &…	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: Housing &…	3

May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Unit 7: Housing &…	29 Spring NWEA Testing	30 Spring NWEA Testing	1 Spring NWEA Testing	2 Unit 7: Housing &…	3
4	5 Unit 7: Housing &…	6 Unit 7: Housing &…	7 Unit 7: Housing &…	8 Unit 7: Housing &…	9 Unit 7: Housing &…	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: Housing &…	20 Unit 8: Financial …	21 Unit 8: Financial …	22 Unit 8: Financial …	23 Unit 8: Financial …	24
25	26 Memorial Day	27 Unit 8: Financial …	28 Unit 8: Financial …	29 Unit 8: Financial …	30 Unit 8: Financial …	31

June

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