



VALLEY FORGE
PUBLIC SERVICE ACADEMY
CHARTER SCHOOL

EXHIBIT 1 – Middle School Academic Programming



VALLEY FORGE
PUBLIC SERVICE ACADEMY
CHARTER SCHOOL

Valley Forge Public Service Academy Charter School

Middle School Program of Studies (Grades 6–8)

The mission of Valley Forge Public Service Academy Charter School is to cultivate academic excellence, leadership, and strong moral character in all students, preparing them to lead with purpose and to thrive in tomorrow's workforce and communities.

Grade 6 Program of Studies

Grade 6 focuses on developing strong academic foundations, organization, and resilience as students transition into middle school. The curriculum emphasizes reading comprehension, mathematical reasoning, and scientific curiosity, while fostering social-emotional growth through collaboration, self-management, and reflection.

English Language Arts (Amplify ELA)

The Grade 6 English Language Arts course engages students in reading, writing, and analysis through diverse literary and informational texts. Students build vocabulary, infer meaning, and strengthen comprehension skills while exploring themes of identity, discovery, and perseverance. Instruction emphasizes close reading, textual evidence, and written expression, preparing students to communicate clearly and think critically.

Mathematics (Illustrative Math)

This course promotes conceptual understanding and problem-solving through interactive, inquiry-based instruction. Students study ratios, fractions, geometry, and data, connecting mathematical reasoning to real-world scenarios. Through exploration and collaboration, they develop persistence and accuracy in mathematical thinking.

Science (Amplify Science)

Grade 6 Science introduces students to foundational concepts in Earth, life, and physical sciences through hands-on experiments and data collection. Students investigate weather patterns, energy transfer, and ecological systems, applying inquiry and collaboration to understand how scientific processes explain the world around them.

Social Studies (TCI – The Ancient World)

Social Studies immerses students in the exploration of early human civilizations and global cultures. Students learn how geography, innovation, and cultural exchange shaped ancient societies, developing global awareness and historical empathy through inquiry-based study.

Career Education – Service Start

The Career Education program introduces VFSPA's core values—Integrity, Resilience, Service, and Leadership—through experiential learning. Students practice organization, teamwork, and goal setting while connecting their personal growth to public service and civic responsibility.

Art

Art fosters creativity, discipline, and self-expression. Students explore elements of design and cultural art traditions, producing original works that reflect their experiences and imagination. This course supports emotional expression and appreciation for artistic diversity.

Physical Education

Physical Education emphasizes teamwork, resilience, and personal fitness. Through games, structured exercise, and cooperative challenges, students learn perseverance, respect, and sportsmanship while developing lifelong health habits.

PDE Standards Alignment – Grade 6

- ELA: CCSS.ELA-Literacy.RL.6.1–6.10
- Math: CCSS.MATH.CONTENT.6.RP–6.SP
- Science: NGSS MS-ESS2, MS-LS1, MS-PS3
- Social Studies: PDE 8.1–8.4
- Career: PDE 13.1–13.4
- Art: PDE 9.1–9.4
- PE: PDE 10.4–10.5

Grade 7 Program of Studies

Grade 7 builds upon foundational knowledge, encouraging students to think independently, collaborate effectively, and engage in deeper inquiry. The curriculum emphasizes ethical decision-making, evidence-based reasoning, and leadership through academic rigor and community connection.

English Language Arts (Amplify ELA)

The Grade 7 ELA program enhances students' reading and writing fluency through analysis of complex texts. Students engage with literature that challenges them to consider integrity, identity, and moral choice, developing persuasive and narrative writing skills. Through discussions, essays, and presentations, students refine communication and interpretive abilities.

Mathematics (Illustrative Math)

Mathematics in Grade 7 deepens students' understanding of ratios, rational numbers, and proportional reasoning. Students explore geometry and data relationships through inquiry, collaboration, and problem-solving, preparing for algebraic reasoning in future coursework.

Science (Amplify Science)

Students examine Earth's systems, natural hazards, and environmental sustainability through a hands-on approach. They develop analytical skills by collecting, interpreting, and presenting data to understand scientific interdependence and responsibility.

Social Studies (TCI – The Medieval World and Beyond)

This course investigates civilizations from the Middle Ages through the Renaissance, highlighting how religion, technology, and culture shaped societies. Students explore cause and effect in historical events, enhancing their understanding of human progress and civic responsibility.

Career Education – Citizen Investigators

Students act as researchers and problem-solvers, exploring community challenges and proposing evidence-based solutions. The course cultivates integrity, collaboration, and ethical leadership, guiding students to think critically and communicate effectively.

Art

Art instruction in Grade 7 promotes creative confidence through exploration of media, composition, and visual storytelling. Students connect artistic expression to cultural identity and personal growth, fostering resilience and aesthetic awareness.

Physical Education

This course focuses on teamwork, leadership, and skill development. Students participate in activities that enhance endurance and agility while reinforcing respect and collaboration through team-based challenges.

PDE Standards Alignment – Grade 7

- ELA: CCSS.ELA-Literacy.RL.7.1–7.10
- Math: CCSS.MATH.CONTENT.7.RP–7.SP
- Science: NGSS MS-ESS2, MS-LS2, MS-PS1
- Social Studies: PDE 8.1–8.4
- Career: PDE 13.1–13.4
- Art: PDE 9.1–9.4
- PE: PDE 10.4–10.5

Grade 8 Program of Studies

Grade 8 serves as a bridge to high school, emphasizing independence, reflection, and leadership. Students synthesize learning across disciplines to demonstrate mastery and prepare for VFSPA's high school pathways in public service, law enforcement, and emergency management.

English Language Arts (Amplify ELA)

Students in Grade 8 ELA engage in advanced literary analysis and argumentation. They read historical and contemporary works, exploring themes of justice, resilience, and leadership. Students craft analytical essays and speeches that demonstrate clarity, coherence, and civic awareness.

Mathematics (Illustrative Math)

This course transitions students to high school-level mathematics through exploration of linear equations, functions, and geometry. Students engage in problem-solving that promotes precision, logic, and perseverance, laying a foundation for Algebra I and beyond.

Science (Amplify Science)

The Grade 8 Science curriculum emphasizes physical and engineering sciences, encouraging innovation and experimentation. Students design, test, and refine solutions to real-world problems while developing scientific literacy and communication skills.

Social Studies (TCI – The United States Through Industrialism)

Students trace the development of the United States from the Constitution through the early 20th century, examining the principles of democracy, equality, and civic participation. Through historical inquiry, students learn to analyze events, evaluate multiple perspectives, and connect the past to current civic issues.

Career Education – Leadership Pathways

Career Education in Grade 8 prepares students for high school and beyond through self-assessment, goal-setting, and portfolio development. Students explore career pathways in law enforcement, fire/EMS, and public administration, cultivating leadership and professionalism.

Art

Students expand their artistic voice through thematic projects that integrate design, symbolism, and narrative. The course encourages problem-solving and reflection, connecting creative expression to community and leadership.

Physical Education

PE emphasizes physical endurance, cooperation, and leadership. Students participate in activities that promote health, self-discipline, and sportsmanship, preparing them for lifelong fitness and personal well-being.

PDE Standards Alignment – Grade 8

- ELA: CCSS.ELA-Literacy.RL.8.1–8.10
- Math: CCSS.MATH.CONTENT.8.EE–8.SP
- Science: NGSS MS-PS2, MS-LS3, MS-ETS1
- Social Studies: PDE 8.1–8.4
- Career: PDE 13.1–13.4
- Art: PDE 9.1–9.4
- PE: PDE 10.4–10.5

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Middle School Master Schedule

The Valley Forge Public Service Academy Charter School (VFSPA) Middle School Master Schedule is designed to reflect the school's mission to develop academic excellence, leadership, integrity, and service. The schedule provides balanced instructional time for core academics, electives, career education, and social-emotional learning, ensuring that students experience a well-rounded day aligned with the VFSPA values of Integrity, Resilience, Service, and Leadership.

Daily Bell Schedule

School Day: 8:30 AM – 3:00 PM

Lunch: 12:40 PM – 1:10 PM

Early Release: Wednesdays at 1:30 PM

Regular Schedule (Mon, Tue, Thu, Fri)

Period	Time	6th Grade A	6th Grade B	7th Grade A	7th Grade B	8th Grade A	8th Grade B
Advisory	8:30–9:00	SEL / Morning Meeting					
1	9:05–9:55	ELA	Math	Science	ELA	Social Studies	Math
2	10:00–10:50	Math	ELA	ELA	Science	Math	Social Studies
3	10:55–11:45	Science	Social Studies	Social Studies	Career	ELA	Science

4	11:50–12:40	Career	PE/Art	Math	Math	Science (Lab)	ELA
Lunch	12:40–1:10	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades
5	1:15–2:05	Social Studies	Science	PE/Art	Social Studies	Career	PE/Art
6	2:10–3:00	PE/Art	Career	Career	PE/Art	ELA Workshop	Career

Early Release Wednesday Schedule (Dismissal 1:30 PM)

Period	Time	Notes
Advisory	8:30–9:00	SEL Focus: Goal Setting, Reflection, Service
1	9:05–9:40	Core Subject (ELA/Math/Science/Social Studies rotation)
2	9:45–10:20	Core Subject
3	10:25–11:00	Core Subject
4	11:05–11:40	PE/Art/Career
Lunch	11:40–12:10	Shortened Lunch Block
5	12:15–12:50	Core or Career
6	12:55–1:25	SEL/Service/Leadership Block
Dismissal	1:30 PM	Staff PD & Service Learning



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Amplify ELA Grade 6 Scope and Sequence (38 Weeks)

Weeks	Unit / Module	Theme & Focus	Anchor Texts & Core Skills	Writing Focus	Grammar / Vocabulary Targets	Assessments & Projects
1–4	Unit A – Dahl & Narrative Beginnings	Childhood memoir & narrative voice	Boy: Tales of Childhood by Roald Dahl + paired autobiographical texts	Personal narrative about childhood experience	Sentences & fragments, simple/compound sentences, tier 2 vocabulary	Baseline writing diagnostic, reading comprehension check
5–8	Unit B – Mysteries & Investigations	Observation, inference, critical readings	Mystery stories and articles about detectives & science of clues	Explanatory essay – qualities of a good investigator	Pronouns, clauses, complex sentences, context clues	Mid-unit quiz, analytical paragraph response
9–12	Unit C – Chocolate: A Global Inquiry	History & economics of chocolate	Nonfiction sources on Aztec trade, industrialization of cocoa	Informative research report with citations	Subject/verb agreement, verb tense consistency, academic vocabulary	Research plan, draft submission, final essay
13–16	Unit D – Argument & Evidence	Argumentation using real-world issues	Paired texts showing conflicting claims	Argumentative essay (claim + counterclaim + evidence)	Sentence combining, transitions, precise word choice	Essay draft and revision rubric assessment
17–20	Unit E – Novel Study 1: Identity & Perspective	Deep literary analysis	Novel such as The Lightning Thief or teacher choice	Literary analysis essay	Figurative language, complex sentence variety, Greek/Latin roots	Midyear reading benchmark + essay
21–24	Unit F – Information in Science & Society	Reading informational text	Science-themed articles and multimedia	Expository essay explaining a scientific phenomenon	Appositives, punctuation for clarity, disciplinary vocabulary	Reading assessment, informative essay
25–28	Unit G – Novel Study	Choice-based novel or	Inquiry project with	Project report / multimedia	Complex sentences, editing	Performance task

	2 or Quest (Project Unit)	Amplify Quest	collaborative tasks	presentation	skills, vocab review	presentation and reflection
29–32	Unit H – Storytelling & Creative Expression	Narrative craft and creative writing	Mentor texts from short stories and folklore	Short story with dialogue & imagery	Dialogue punctuation, verb mood, sensory vocabulary	Story publication project, peer review
33–36	Unit I – Culminating Unit: Voices & Change	Synthesis and reflection	Anthology of texts showing social change and voice	Argument or informational essay on theme of change	Parallel structure, editing for style, word nuance	Final unit assessment and portfolio review
37–38	Review & Celebration of Learning	Year review & enrichment	Selected readings and student-chosen texts	Reflective writing / letter to future self	Grammar spiral review, vocab games	End-of-year benchmark, presentations, celebration

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Amplify ELA Grade 7 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, units, key texts, and learning outcomes for Amplify ELA Grade 7 across the full academic year (38 weeks). It integrates reading, writing, speaking & listening, language conventions, and vocabulary development according to Amplify’s curriculum structure.

Weeks	Unit / Module	Theme & Focus	Anchor Texts & Core Skills	Writing Focus	Grammar / Vocabulary Targets	Assessments & Projects
1–5	Unit A – The People Could Fly	Exploring storytelling, oral tradition, and the power of words	The People Could Fly by Virginia Hamilton; folklore and poetry selections	Narrative writing: retelling and modernizing a folktale	Sentence structure, capitalization, descriptive language, domain vocabulary	Reading comprehension baseline, narrative writing assessment
6–10	Unit B – Scientific Inquiry and Discovery	Understanding how curiosity drives knowledge	Paired texts about Galileo, Marie Curie, and scientific innovation	Informative writing: explanation of a scientific discovery	Pronouns, verb tense shifts, technical vocabulary, transitions	Informational essay and mid-unit quiz
11–15	Unit C – The Prince and the Pauper	Identity, class, and perspective in literature	The Prince and the Pauper by Mark Twain (adapted)	Analytical essay: comparing perspectives and character development	Complex sentences, dependent clauses, literary vocabulary	Character analysis project, comprehension checks
16–20	Unit D – The Microscope Quest (Amplify Quest)	Collaborative inquiry through fictionalized scientific adventure	Interactive Quest text set and media resources	Explanatory report synthesizing Quest findings	Compound/complex sentences, appositives, academic terms	Performance task, peer presentation
21–25	Unit E – Suspense and Storytelling	Analyzing how writers create suspense	Short stories by Poe and others; informational article on suspense techniques	Literary analysis essay: how suspense builds tension	Punctuation for effect, adjectives/adverbs, tone vocabulary	Reading test, analytical essay

26–30	Unit F – Red Scarf Girl	Exploring memoir and historical context	Red Scarf Girl by Ji-li Jiang	Informative writing: connecting personal experience to history	Parallel structure, modifiers, historical vocabulary	Reading and writing benchmark, Socratic discussion
31–34	Unit G – Argument and Evidence	Developing arguments with credible sources	Paired editorials, speeches, and nonfiction texts	Argumentative essay with counterclaim and evidence	Transitions, citing sources, precise language	Formal essay rubric and peer review
35–38	Unit H – Voices of Change (Culminating Unit)	Reflecting on personal and social growth through literature	Poetry, short nonfiction, and speeches on change and identity	Reflective narrative and final portfolio	Editing and revising techniques, vocabulary review	Final benchmark exam, writing portfolio, student reflections

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Amplify ELA Grade 8 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, key texts, writing tasks, and learning goals for Amplify ELA Grade 8. It spans the full 38-week school year, aligning to the Amplify curriculum design with a balance of literary and informational reading, writing instruction, and vocabulary/conventions practice.

Weeks	Unit / Module	Theme & Focus	Anchor Texts & Core Skills	Writing Focus	Grammar / Vocabulary Targets	Assessments & Projects
1–5	Unit A – The Great Depression: Voices of the Time	Understanding hardship and resilience through historical texts	Excerpts from 'Out of the Dust' by Karen Hesse and paired nonfiction texts	Informative writing: cause and effect essay about life during the Depression	Sentence structure, verb tense consistency, academic vocabulary	Baseline assessment, informational essay
6–10	Unit B – The Holocaust and Memory	Exploring history, courage, and remembrance through memoirs	'The Diary of Anne Frank' (play) and related primary sources	Analytical essay: how authors portray human resilience	Complex sentences, appositives, tone and diction study	Reading comprehension assessment, analytical writing rubric
11–15	Unit C – Science and the Future	How innovation and ethics shape society	Nonfiction and science fiction texts about AI, cloning, and progress	Argumentative writing: ethical implications of scientific discovery	Transitions, logical structure, domain-specific vocabulary	Argument essay and mid-unit quiz
16–20	Unit D – The Call of the Wild (Novel Study)	Exploring survival, instinct, and transformation	'The Call of the Wild' by Jack London	Literary analysis essay: character development and theme	Clauses, figurative language, textual vocabulary	Reading benchmark, analytical essay
21–25	Unit E – Social Justice and the Power of Voice	Analyzing how individuals fight for justice and equality	Nonfiction articles, speeches, and short stories (e.g., MLK, Douglass)	Persuasive essay: the impact of one voice on social change	Parallel structure, persuasive devices, root words	Performance task: persuasive speech and essay
26–30	Unit F – The Shakespeare	Comedy, love, and mistaken	William Shakespeare's	Analytical essay: theme	Sentence variety,	Reading comprehension,

	Unit: A Midsummer Night's Dream	identity in classic literature	*A Midsummer Night's Dream*	and character interaction	punctuation for clarity, literary terms	short analysis essay
31-34	Unit G – Research and Inquiry: The Modern World	Connecting global issues to research and evidence-based writing	Student- selected nonfiction and multimedia texts	Research paper with citations and bibliography	Quoting and paraphrasing, MLA formatting, academic vocabulary	Research project, oral presentation
35-38	Unit H – Legacy and Reflection (Culminating Unit)	Synthesizing knowledge and personal growth through writing	Poems, essays, and reflective texts	Narrative or argumentative writing: 'What legacy will I leave?'	Editing and revising skills, vocabulary review	Portfolio presentation and end-of-year benchmark

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Illustrative Mathematics Grade 6 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, units, and key learning outcomes for Grade 6 Mathematics using the Illustrative Mathematics curriculum. Divided into major units that emphasize conceptual understanding, procedural fluency, and real-world application.

Weeks	Unit / Module	Focus Standards / Topics	Essential Understandings	Performance Tasks / Assessments
1–4	Unit 1: Area and Surface Area	6.G.A.1, 6.G.A.2	Students develop understanding of area of polygons and surface area of 3D figures using nets.	Diagnostic pre-assessment, area/surface area performance task
5–8	Unit 2: Introducing Ratios	6.RP.A.1–3	Students reason about ratios and rates, representing them with diagrams, tables, and equations.	Ratio project, mid-unit quiz, end-of-unit test
9–12	Unit 3: Unit Rates and Percentages	6.RP.A.2–3, 6.NS.A.1	Students apply ratio reasoning to unit rates and percentages, using real-world contexts.	Unit rate performance task, quiz, cumulative review
13–16	Unit 4: Dividing Fractions	6.NS.A.1	Students connect division to multiplication and apply it to solve problems involving fractions.	Checkpoint quiz, computation project, summative assessment
17–20	Unit 5: Arithmetic in Base Ten	6.NS.B.2–3	Students fluently divide multi-digit numbers and operate with decimals using the standard algorithm.	Formative checks, computation quiz, cumulative test
21–24	Unit 6: Expressions and Equations	6.EE.A.1–4, 6.EE.B.5–7	Students write, evaluate, and solve one-step equations and inequalities.	Equation modeling project, mid-unit quiz, end-of-unit test
25–28	Unit 7: Rational Numbers	6.NS.C.5–8	Students extend number understanding to the entire rational number system, including negatives.	Coordinate plane project, rational numbers assessment
29–32	Unit 8: Data Sets and Distributions	6.SP.A.1–5	Students summarize, describe, and analyze data distributions using statistical measures.	Data analysis investigation, quiz, summative assessment
33–36	Unit 9: Putting It All Together	Integrated review of 6th	Students apply all concepts in multi-step, real-world	End-of-year project, benchmark exam,

	(Culminating Unit)	grade standards	problem solving.	reflection journal
37-38	Enrichment and Intervention	Review and extension of key standards	Students strengthen conceptual understanding and prepare for Grade 7 readiness.	Post-assessment, student-led projects

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Illustrative Mathematics Grade 7 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, units, and key learning outcomes for Grade 7 Mathematics using the Illustrative Mathematics curriculum. The pacing is structured for a 36–38 week school year, organized into major units that emphasize conceptual understanding, procedural fluency, and application of mathematical practices.

Weeks	Unit / Module	Focus Standards / Topics	Essential Understandings	Performance Tasks / Assessments
1–4	Unit 1: Scale Drawings	7.G.A.1	Students understand scale drawings and solve problems using proportional reasoning.	Diagnostic and scale drawing project
5–8	Unit 2: Introducing Proportional Relationships	7.RP.A.1–3	Students develop proportional reasoning and identify constant of proportionality.	Proportion modeling task, quiz
9–12	Unit 3: Measuring Circles	7.G.B.4	Students explore circumference, diameter, and area relationships.	Investigation lab, quiz, unit test
13–16	Unit 4: Proportional Relationships and Percentages	7.RP.A.3	Students apply proportions to percentage problems, tax, and discount contexts.	Percent project, cumulative review
17–20	Unit 5: Rational Number Arithmetic	7.NS.A.1–3	Students perform operations with rational numbers, including integers and negatives.	Fluency assessment, rational numbers test
21–24	Unit 6: Expressions, Equations, and Inequalities	7.EE.A.1–4	Students solve multi-step equations and inequalities with variables on both sides.	Equation solving project, end-of-unit test
25–28	Unit 7: Angles, Triangles, and Prisms	7.G.B.5–6	Students explore geometric relationships	Geometry performance task, quiz

			involving angles, triangles, and volume.	
29–32	Unit 8: Probability and Sampling	7.SP.A.1–8	Students develop understanding of probability models and sampling variation.	Data collection project, probability simulation
33–36	Unit 9: End-of-Year Project	Integrated standards	Students integrate proportional, geometric, and statistical reasoning.	Summative project, benchmark assessment
37–38	Intervention & Enrichment	Review of key standards	Targeted support and extension of mathematical thinking.	Post-assessment, enrichment activities

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Illustrative Mathematics Grade 8 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, units, and key learning outcomes for Grade 8 Mathematics using the Illustrative Mathematics curriculum. The pacing is structured for a 36–38 week school year, organized into major units that emphasize conceptual understanding, procedural fluency, and application of mathematical practices.

Weeks	Unit / Module	Focus Standards / Topics	Essential Understandings	Performance Tasks / Assessments
1–4	Unit 1: Rigid Transformations and Congruence	8.G.A.1–2	Students understand congruence through rigid motions.	Transformations project, quiz
5–8	Unit 2: Dilations, Similarity, and Introducing Slope	8.G.A.3–5	Students explore similarity through dilations and slope as rate of change.	Slope investigation, performance task
9–12	Unit 3: Linear Relationships	8.F.A.1–3	Students analyze proportional and non-proportional linear relationships.	Graphing project, unit test
13–16	Unit 4: Linear Equations and Systems	8.EE.C.7–8	Students solve equations and systems algebraically and graphically.	Systems project, quiz, summative assessment
17–20	Unit 5: Functions and Modeling	8.F.B.4–5	Students interpret and compare functions, focusing on linear models.	Function modeling assessment, midyear benchmark
21–24	Unit 6: Exponents and Scientific Notation	8.EE.A.1–4	Students extend exponent rules and apply scientific notation to real-world problems.	Computation quiz, scientific notation project
25–28	Unit 7: Pythagorean Theorem	8.G.B.6–8	Students explore and apply the Pythagorean Theorem to geometric contexts.	Geometry lab, theorem verification project
29–32	Unit 8: Volume of Cylinders, Cones, and Spheres	8.G.C.9	Students calculate and compare volumes of 3D solids.	Volume exploration project, unit test
33–36	Unit 9: Associations in Data	8.SP.A.1–4	Students investigate patterns of association in bivariate data.	Scatter plot investigation, data modeling project
37–38	Intervention & Enrichment	Review of key standards	Students consolidate key skills and prepare for Algebra I.	Post-assessment, project presentations

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Amplify Science Grade 6 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, core units, and performance expectations for Grade 6 Science using the Amplify Science curriculum. It follows the Next Generation Science Standards (NGSS) three-dimensional framework, emphasizing disciplinary core ideas, science and engineering practices, and crosscutting concepts. The structure aligns to a 36–38 week school year with integrated literacy and hands-on investigations.

Weeks	Unit / Module	Anchoring Phenomenon / Focus	Key Concepts and Performance Expectations	Assessments / Culminating Projects
1–5	Unit 1: Harnessing Human Energy	Why do some people have more energy than others?	Students explore energy transfer, storage, and systems through phenomena related to human movement and devices.	Model-based assessment, energy investigation report
6–10	Unit 2: Thermal Energy	Why do some things feel warm while others feel cold?	Students analyze thermal energy transfer, molecular motion, and temperature change using particle-level models.	Thermal design project, quiz, end-of-unit test
11–15	Unit 3: Weather Patterns	What causes different weather conditions?	Students study atmospheric movement, air masses, and weather systems using simulations and data analysis.	Weather modeling task, formative and summative assessments
16–20	Unit 4: Ocean, Atmosphere, and Climate	Why is one part of the world always hot while another is cold?	Students explore how ocean currents and atmospheric circulation patterns influence global climate.	Climate zone poster project, data interpretation assessment
21–25	Unit 5: Earth's Changing Climate	Why has Earth's climate changed over time?	Students investigate evidence of climate change, greenhouse gases, and human impact through data-based inquiry.	Argumentative writing task, final project on carbon footprint

26–30	Unit 6: Plate Motion	Why are some areas prone to earthquakes and volcanoes?	Students develop and test models of plate tectonics, boundary movement, and geologic processes.	Plate boundary model presentation, unit quiz
31–34	Unit 7: Populations and Resources	Why do populations change over time?	Students examine ecological interactions, food webs, and competition using case studies and simulations.	Population change investigation, written response assessment
35–38	Unit 8: Light Waves	Why can't we always see things, even when there is light?	Students explore wave properties, absorption, reflection, and refraction through inquiry labs.	Light model design, end-of-year cumulative project

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Amplify Science Grade 7 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, core units, and performance expectations for Grade 7 Science using the Amplify Science curriculum. It follows the Next Generation Science Standards (NGSS) framework, emphasizing phenomena-based learning, modeling, and engineering practices across a 36–38 week school year.

Weeks	Unit / Module	Anchoring Phenomenon / Focus	Key Concepts and Performance Expectations	Assessments / Culminating Projects
1–5	Unit 1: Chemical Reactions	Why do some substances combine to form new substances while others do not?	Students explore atomic rearrangement, conservation of mass, and evidence for chemical change.	Chemical reactions lab, model explanation assessment
6–10	Unit 2: Metabolism	How do organisms get the matter and energy they need to survive?	Students investigate cellular processes, food molecules, and energy transfer in organisms.	Model-based assessment, metabolism simulation report
11–15	Unit 3: Phase Change	What happens when a substance changes state?	Students study particle motion, energy transfer, and conservation of matter in phase changes.	Particle model drawing, lab practical
16–20	Unit 4: Thermal Energy	How does thermal energy move from one object to another?	Students explore conduction, convection, and radiation using real-world scenarios.	Energy transfer project, written reflection

21–25	Unit 5: Populations and Ecosystems	How do organisms in an ecosystem depend on one another?	Students model population dynamics, resource availability, and human impact on ecosystems.	Ecosystem analysis report, quiz
26–30	Unit 6: Traits and Reproduction	Why do offspring resemble their parents?	Students explore genetic inheritance, dominant and recessive traits, and mutation.	Punnett square project, written explanation assessment
31–34	Unit 7: Weather, Climate, and Water Cycling	Why does it rain more in some places than others?	Students explore weather patterns, global climate, and the water cycle through data modeling.	Climate model simulation, assessment task
35–38	Unit 8: Engineering Internship Project	How can scientific knowledge solve community problems?	Students apply engineering design principles to real-world issues using prior knowledge.	Final capstone project, presentation

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Amplify Science Grade 8 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing, core units, and performance expectations for Grade 8 Science using the Amplify Science curriculum. It follows the Next Generation Science Standards (NGSS) framework, emphasizing phenomena-based learning, modeling, and engineering practices across a 36–38 week school year.

Weeks	Unit / Module	Anchoring Phenomenon / Focus	Key Concepts and Performance Expectations	Assessments / Culminating Projects
1–5	Unit 1: Geology on Mars	Is there evidence of life on Mars?	Students study planetary geology, erosion, and deposition to interpret landform data.	Mars landform investigation, model presentation
6–10	Unit 2: Forces and Motion	Why do some objects start moving, stop moving, or change direction?	Students explore Newton’s Laws, unbalanced forces, and motion graphs.	Lab-based assessment, motion analysis report
11–15	Unit 3: Magnetic Fields	How can a magnet move another object without touching it?	Students model magnetic fields, investigate electromagnetism, and explore applications.	Magnet design project, quiz
16–20	Unit 4: Sound Waves	How do sounds make it to our ears?	Students study vibrations, wave properties, and sound transmission through materials.	Sound lab, written explanation assessment
21–25	Unit 5: Natural Selection	How do populations change over time?	Students examine variation, adaptation, and environmental factors influencing evolution.	Model-based assessment, essay on evolution evidence

26–30	Unit 6: Evolutionary History	What do fossils tell us about the history of life on Earth?	Students analyze fossil evidence, extinction events, and patterns of relatedness.	Fossil record investigation, report
31–34	Unit 7: Earth, Moon, and Sun	Why do we have day, night, and seasons?	Students explore patterns of Earth’s rotation, revolution, and sunlight distribution.	Celestial motion project, quiz
35–38	Unit 8: Engineering Design Challenge	How can we use science to improve life on Earth and beyond?	Students apply scientific principles to design, test, and refine prototypes addressing sustainability or space exploration.	Capstone presentation, reflection journal

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TCI Social Studies Grade 6 Scope and Sequence (Full Year)

This scope and sequence outlines the pacing and content for Grade 6 Social Studies using the TCI curriculum ‘History Alive! The Ancient World.’ It follows the C3 Framework for Social Studies and state standards, emphasizing inquiry-based learning, critical thinking, geography, and historical literacy. The pacing is designed for a 36–38 week academic year, integrating reading, writing, and collaborative learning experiences.

Weeks	Unit / Module	Essential Question / Focus	Key Concepts & Learning Objectives	Assessments / Performance Tasks
1–4	Unit 1: Introduction to the Ancient World	How do we learn about early human history?	Students explore geography, archaeology, and early human societies to understand how historians reconstruct the past.	Map skills quiz, archaeology simulation, unit test
5–8	Unit 2: Early Humans and the Rise of Civilization	How did the development of agriculture change human life?	Students analyze the shift from hunter-gatherer societies to agricultural settlements and the growth of early civilizations.	Interactive notebook project, formative quiz, unit assessment
9–12	Unit 3: Ancient Mesopotamia	Why was Mesopotamia the cradle of civilization?	Students examine how geography, religion, and technology shaped Mesopotamian city-states.	Cuneiform writing activity, group presentation, test

13–16	Unit 4: Ancient Egypt and the Near East	How did geography influence Egyptian civilization?	Students study the Nile River's importance, Egyptian government, religion, and cultural achievements.	Mummification lab, map project, summative assessment
17–20	Unit 5: Ancient India	What does India's geography reveal about its ancient civilization?	Students explore the Indus Valley Civilization, Hinduism, Buddhism, and contributions to mathematics and science.	Comparative religion chart, writing task, unit quiz
21–24	Unit 6: Ancient China	How did the dynasties shape China's development?	Students study China's geography, dynastic rule, philosophies, and technological innovations.	Dynasty timeline project, philosophy debate, unit test
25–28	Unit 7: Ancient Greece	How did democracy develop in ancient Greece?	Students explore the political systems, culture, and achievements of Athens and Sparta.	Greek city-state simulation, Socratic discussion, unit exam
29–32	Unit 8: Ancient Rome	How did Rome rise and what led to its fall?	Students study Rome's government, military, economy, and legacy to Western civilization.	Engineering project, essay on the fall of Rome, unit test
33–36	Unit 9: The Legacy of the Ancient World	How do ancient civilizations influence us today?	Students synthesize knowledge of ancient cultures to identify lasting contributions to modern society.	Final comparative project, portfolio presentation, benchmark assessment

37-38	Enrichment & Review	How can we apply lessons from the past to today's world?	Students revisit major concepts and create connections between ancient history and modern global citizenship.	Interactive review game, cumulative final assessment
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TCI Social Studies Grade 7 Scope and Sequence (History Alive! The Medieval World and Beyond)

This scope and sequence outlines the pacing and major topics for Grade 7 Social Studies using the TCI curriculum 'TCI Social Studies Grade 7 Scope and Sequence'. It aligns with state standards and the C3 Framework, emphasizing inquiry, historical literacy, geography, and civic understanding across a 36–38 week school year.

Weeks	Unit / Module	Essential Question / Focus	Key Concepts & Learning Objectives	Assessments / Performance Tasks
1–4	Unit 1: The Legacy of the Roman Empire	How did the Roman Empire influence later civilizations?	Students analyze Rome's fall, legacy, and influence on medieval Europe.	Map and artifact analysis, quiz, short essay
5–8	Unit 2: The Rise of Islam	How did Islam spread and influence medieval societies?	Students explore the origins, beliefs, and expansion of Islam.	Graphic organizer, mid-unit test, writing assessment
9–12	Unit 3: The Kingdom of Ghana and Trade in West Africa	How did trade affect West African kingdoms?	Students study trade routes, cultural exchange, and the role of Islam in Africa.	Trade simulation, interactive notebook entries, quiz
13–16	Unit 4: Imperial China	What were the major achievements of Chinese dynasties?	Students examine inventions, government systems, and cultural achievements in medieval China.	Dynasty timeline, project, written reflection

17–20	Unit 5: Medieval Japan	What was life like under the shoguns?	Students explore Japanese feudalism, samurai culture, and the influence of Buddhism.	Feudalism chart, samurai code activity, unit test
21–24	Unit 6: The Medieval Church in Western Europe	How did the Church affect people’s lives?	Students investigate the Church’s political, cultural, and spiritual roles.	Monastery model project, quiz, reflection
25–28	Unit 7: The Crusades	What were the causes and consequences of the Crusades?	Students examine motivations, outcomes, and cultural impacts of the Crusades.	Map project, document analysis, essay
29–32	Unit 8: The Renaissance	Why was the Renaissance a turning point in history?	Students explore art, science, and humanism in European society.	Art analysis, biography presentation, quiz
33–36	Unit 9: The Reformation	How did the Reformation transform Europe?	Students study reform movements, key figures, and the impact on politics and religion.	Role-play debate, written essay, summative test
37–38	Enrichment & Review	What connects the medieval world to our modern one?	Students reflect on continuity and change from ancient to modern times.	Comprehensive review project, final benchmark

Valley Forge Public Service Academy Charter School

TCI Social Studies Grade 8 Scope and Sequence (History Alive! The United States Through Industrialism)

This scope and sequence outlines the pacing and major topics for Grade 8 Social Studies using the TCI curriculum 'TCI Social Studies Grade 8 Scope and Sequence'. It aligns with state standards and the C3 Framework, emphasizing inquiry, historical literacy, geography, and civic understanding across a 36–38 week school year.

Weeks	Unit / Module	Essential Question / Focus	Key Concepts & Learning Objectives	Assessments / Performance Tasks
1–4	Unit 1: The Constitution and the New Republic	How did the Constitution create a government that endures?	Students study the foundations of the U.S. Constitution and early challenges of the republic.	Constitution simulation, quiz, short essay
5–8	Unit 2: The Louisiana Purchase and Expansion	What were the effects of U.S. territorial expansion?	Students analyze Manifest Destiny, westward migration, and Native American displacement.	Map project, writing task, unit test
9–12	Unit 3: The Causes of the Civil War	What divided the nation leading up to the Civil War?	Students study slavery, regional economies, and major events leading to war.	Timeline creation, document analysis, assessment
13–16	Unit 4: The Civil War	What were the key turning points of the Civil War?	Students explore major battles, leadership, and the war's human cost.	Battle map, essay on leadership, test

17–20	Unit 5: Reconstruction	Was Reconstruction a success or failure?	Students evaluate post-war rebuilding, constitutional amendments, and social change.	Document-based essay, debate, unit test
21–24	Unit 6: Industrialization and Immigration	How did industrialization transform America?	Students explore technology, labor, urbanization, and immigration patterns.	Interview simulation, research project, quiz
25–28	Unit 7: The Progressive Era	How did reformers address social and political issues?	Students examine social movements, labor reforms, and the growth of democracy.	Persuasive essay, reform campaign poster, test
29–32	Unit 8: America as a World Power	Why did the U.S. expand its influence overseas?	Students analyze imperialism, the Spanish-American War, and early foreign policy.	Map activity, short response assessment
33–36	Unit 9: The 1920s and the Great Depression	How did the 1920s and 1930s shape modern America?	Students study cultural change, economic collapse, and government response.	New Deal simulation, quiz, essay
37–38	Enrichment & Review	How has America's past shaped its present?	Students reflect on major turning points and lessons of U.S. history.	Culminating project, final benchmark exam



6th Grade Elective: Service Start — Discipline, Resilience, and the New Academy

38-Week Scope & Sequence (Table Format)

This scope and sequence organizes weekly learning around VFPSACS core values—Service, Integrity, Resilience, and Leadership—and embeds Technology (digital tools, media literacy) and Xello (college & career exploration) throughout.

Week	Unit	Essential Questions	Key Concepts	Key Activities (Technology & Xello Embedded)	PA Standards	ISTE Standards
1	Unit 1: Orientation & Core Values	How do our core values—Service, Integrity, Resilience, and Leadership—shape a successful start to middle school?	Core values; classroom norms; growth mindset	LMS discussion on core values; co-author class norms in a shared doc. Xello: Create initial profile and complete ‘About Me’ tiles.	CEW 13.1.8 (Career Awareness & Preparation)	ISTE 1.1 Empowered Learner; ISTE 1.6 Creative Communicator
2	Unit 1: Orientation & Core Values	What does disciplined behavior look like in classrooms and online spaces?	Behavior expectations; digital etiquette; school policies	LMS discussion on core values; co-author class norms in a shared doc. Xello: Create initial profile and complete ‘About Me’ tiles.	CEW 13.1.8 (Career Awareness & Preparation)	ISTE 1.1 Empowered Learner; ISTE 1.6 Creative Communicator
3	Unit 1: Orientation & Core Values	How can I set personal goals that reflect the Academy’s expectations?	SMART goals; self-assessment; habit formation	LMS discussion on core values; co-author class norms in a shared doc. Xello: Create initial profile and complete	CEW 13.1.8 (Career Awareness & Preparation)	ISTE 1.1 Empowered Learner; ISTE 1.6 Creative Communicator

				'About Me' tiles.		
4	Unit 1: Orientation & Core Values	How can reflection help me grow as a learner and teammate?	Reflective practice; peer norms; metacognition	LMS discussion on core values; co-author class norms in a shared doc. Xello: Create initial profile and complete 'About Me' tiles.	CEW 13.1.8 (Career Awareness & Preparation)	ISTE 1.1 Empowered Learner; ISTE 1.6 Creative Communicator
5	Unit 2: Organizational Discipline & Study Skills	Which organizational systems help me manage time, tasks, and materials effectively?	Time management; binder systems; task lists	Configure digital planner/calendar; practice digital note-taking; set reminders. Xello: Record academic goals using Xello goals feature.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6-8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.5 Computational Thinker
6	Unit 2: Organizational Discipline & Study Skills	How do note-taking and study strategies improve learning and retention?	Notes (Cornell, outline); retrieval practice; study cycles	Configure digital planner/calendar; practice digital note-taking; set reminders. Xello: Record academic goals using Xello goals feature.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6-8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.5 Computational Thinker
7	Unit 2: Organizational Discipline & Study Skills	What habits build academic resilience when I encounter challenges?	Grit; perseverance; self-advocacy strategies	Configure digital planner/calendar; practice digital note-taking; set reminders. Xello: Record academic goals using Xello goals feature.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6-8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.5 Computational Thinker
8	Unit 2:	How do	Digital planners;	Configure	CEW 13.1.8	ISTE 1.1

	Organizational Discipline & Study Skills	digital planners and calendars support short- and long-term goals?	calendar syncing; reminders	digital planner/calendar; practice digital note-taking; set reminders. Xello: Record academic goals using Xello goals feature.	(Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing)	Empowered Learner; ISTE 1.5 Computational Thinker
9	Unit 3: Team Building & Physical Resilience	What makes an effective team, and how do I contribute?	Roles & responsibilities; collaboration norms	Use collaborative whiteboard for roles; record teamwork practice for feedback. Xello: Reflect on teamwork in Xello journal.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.7 Global Collaborator ; ISTE 1.6 Creative Communicator
10	Unit 3: Team Building & Physical Resilience	How can I communicate clearly during problem-solving challenges?	Active listening; concise messaging; role clarity	Use collaborative whiteboard for roles; record teamwork practice for feedback. Xello: Reflect on teamwork in Xello journal.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.7 Global Collaborator ; ISTE 1.6 Creative Communicator
11	Unit 3: Team Building & Physical Resilience	How do I handle frustration and recover from setbacks?	Stress management; coping skills; resilience cycle	Use collaborative whiteboard for roles; record teamwork practice for feedback. Xello: Reflect on teamwork in Xello journal.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.7 Global Collaborator ; ISTE 1.6 Creative Communicator
12	Unit 3: Team	How do we	Peer feedback; rubric-	Use	CEW 13.1.8	ISTE 1.7

	Building & Physical Resilience	give and receive feedback respectfully to improve performance?	based critique; revision	collaborative whiteboard for roles; record teamwork practice for feedback. Xello: Reflect on teamwork in Xello journal.	(Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	Global Collaborator ; ISTE 1.6 Creative Communicator
13	Unit 4: Service & Community Awareness	What does service mean in our school and local community?	Civic responsibility; needs assessment; stakeholders	Survey community needs with online forms; chart data in spreadsheets. Xello: Explore ‘Careers that Help People’; save roles of interest.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship)	ISTE 1.3 Knowledge Constructor; ISTE 1.7 Global Collaborator
14	Unit 4: Service & Community Awareness	How do I identify community needs and propose feasible solutions?	Problem definition; feasibility; equity lens	Survey community needs with online forms; chart data in spreadsheets. Xello: Explore ‘Careers that Help People’; save roles of interest.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship)	ISTE 1.3 Knowledge Constructor; ISTE 1.7 Global Collaborator
15	Unit 4: Service & Community Awareness	What partnerships and roles help a service project succeed?	Community partners; task delegation; communication plans	Survey community needs with online forms; chart data in spreadsheets. Xello: Explore ‘Careers that Help People’; save roles of interest.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship)	ISTE 1.3 Knowledge Constructor; ISTE 1.7 Global Collaborator
16	Unit 4: Service & Community	How can data and evidence strengthen a	Evidence; data displays; persuasive proposals	Survey community needs with	CEW 13.1.8 (Career Awareness &	ISTE 1.3 Knowledge Constructor;

	Awareness	service proposal?		online forms; chart data in spreadsheets. Xello: Explore ‘Careers that Help People’; save roles of interest.	Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship)	ISTE 1.7 Global Collaborator
17	Unit 5: Digital Citizenship & Online Safety	What are my responsibilities as a safe, ethical digital citizen?	Digital citizenship; acceptable use; online footprint	Digital citizenship modules; privacy checkup; fact-checking exercises with citations. Xello: Upload a digital citizenship reflection to Xello portfolio.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship); 10.2.6–8 (Health, Safety & Injury Prevention)	ISTE 1.2 Digital Citizen; ISTE 1.3 Knowledge Constructor
18	Unit 5: Digital Citizenship & Online Safety	How do privacy, passwords, and media literacy keep me secure online?	Privacy settings; authentication; phishing awareness	Digital citizenship modules; privacy checkup; fact-checking exercises with citations. Xello: Upload a digital citizenship reflection to Xello portfolio.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship); 10.2.6–8 (Health, Safety & Injury Prevention)	ISTE 1.2 Digital Citizen; ISTE 1.3 Knowledge Constructor
19	Unit 5: Digital Citizenship & Online Safety	How do I identify misinformation and bias in digital content?	Credibility; bias; fact-checking methods	Digital citizenship modules; privacy checkup; fact-checking exercises with citations. Xello: Upload a digital citizenship	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship); 10.2.6–8	ISTE 1.2 Digital Citizen; ISTE 1.3 Knowledge Constructor

				reflection to Xello portfolio.	(Health, Safety & Injury Prevention)	
20	Unit 5: Digital Citizenship & Online Safety	How can I communicate responsibly and respectfully on digital platforms?	Netiquette; tone; platform norms	Digital citizenship modules; privacy checkup; fact-checking exercises with citations. Xello: Upload a digital citizenship reflection to Xello portfolio.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship); 10.2.6–8 (Health, Safety & Injury Prevention)	ISTE 1.2 Digital Citizen; ISTE 1.3 Knowledge Constructor
21	Unit 6: Career Exploration with Xello	What are my interests, strengths, and values according to Xello inventories?	Interest inventory; strengths; values alignment	Complete interest/learning style assessments; research careers; draft a resume. Xello: Finish Matchmaker; add saved careers and required skills.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.2.8 (Career Acquisition); CEW 13.3.8 (Career Retention & Advancement)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
22	Unit 6: Career Exploration with Xello	How do careers in public service connect to my strengths and interests?	Career clusters; public service roles; job outlook	Complete interest/learning style assessments; research careers; draft a resume. Xello: Finish Matchmaker; add saved careers and required skills.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.2.8 (Career Acquisition); CEW 13.3.8 (Career Retention & Advancement)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
23	Unit 6: Career Exploration with Xello	What education and training pathways lead to my areas of interest?	Secondary/postsecondary pathways; credentials	Complete interest/learning style assessments; research careers; draft a	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.2.8 (Career	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor;

				resume. Xello: Finish Matchmaker; add saved careers and required skills.	Acquisition); CEW 13.3.8 (Career Retention & Advancement)	ISTE 1.6 Creative Communicator
24	Unit 6: Career Exploration with Xello	How do I build a basic professional profile and resume draft?	Professional profiles; resume basics; soft skills	Complete interest/learning style assessments; research careers; draft a resume. Xello: Finish Matchmaker; add saved careers and required skills.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.2.8 (Career Acquisition); CEW 13.3.8 (Career Retention & Advancement)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
25	Unit 6: Career Exploration with Xello	How do workplace expectations reflect integrity and leadership?	Workplace ethics; integrity; leadership behaviors	Complete interest/learning style assessments; research careers; draft a resume. Xello: Finish Matchmaker; add saved careers and required skills.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.2.8 (Career Acquisition); CEW 13.3.8 (Career Retention & Advancement)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
26	Unit 6: Career Exploration with Xello	How can I set actionable, measurable goals for my pathway exploration?	Goal setting; milestones; monitoring tools	Complete interest/learning style assessments; research careers; draft a resume. Xello: Finish Matchmaker; add saved careers and required skills.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.2.8 (Career Acquisition); CEW 13.3.8 (Career Retention & Advancement)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
27	Unit 7: Public Service Skills: Communication & Ethics	What makes public service communication clear, precise, and	Audience analysis; clear writing; report formats	Draft briefings in shared docs; design slides; record practice speeches.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8	ISTE 1.6 Creative Communicator; ISTE 1.7 Global

		audience-appropriate?		Xello: Upload communication artifacts; write growth reflections.	(Speaking & Listening); CEW 13.2.8 (Career Acquisition)	Collaborator
28	Unit 7: Public Service Skills: Communication & Ethics	How do I organize and deliver an effective briefing or presentation?	Presentation design; speaking techniques; visuals	Draft briefings in shared docs; design slides; record practice speeches. Xello: Upload communication artifacts; write growth reflections.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.6 Creative Communicator; ISTE 1.7 Global Collaborator
29	Unit 7: Public Service Skills: Communication & Ethics	What ethical frameworks guide decisions in public service?	Ethical principles; dilemmas; decision frameworks	Draft briefings in shared docs; design slides; record practice speeches. Xello: Upload communication artifacts; write growth reflections.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.6 Creative Communicator; ISTE 1.7 Global Collaborator
30	Unit 7: Public Service Skills: Communication & Ethics	How do I apply ethical reasoning to real-world scenarios?	Case analysis; consequences; policy implications	Draft briefings in shared docs; design slides; record practice speeches. Xello: Upload communication artifacts; write growth reflections.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.6 Creative Communicator; ISTE 1.7 Global Collaborator
31	Unit 7: Public Service Skills: Communication & Ethics	How do teams collaborate across roles to solve complex problems?	Interdisciplinary teamwork; project roles; coordination	Draft briefings in shared docs; design slides; record practice speeches. Xello: Upload communication artifacts; write growth reflections.	CEW 13.1.8 (Career Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	ISTE 1.6 Creative Communicator; ISTE 1.7 Global Collaborator
32	Unit 7: Public	How do I reflect on my	Self-evaluation; peer evaluation; growth	Draft briefings in shared docs;	CEW 13.1.8 (Career	ISTE 1.6 Creative

	Service Skills: Communication & Ethics	growth as a communicator and teammate?	plan	design slides; record practice speeches. Xello: Upload communication artifacts; write growth reflections.	Awareness & Preparation); CC.1.5.6–8 (Speaking & Listening); CEW 13.2.8 (Career Acquisition)	Communicator; ISTE 1.7 Global Collaborator
33	Unit 8: Capstone Service Project & Portfolio	What issue will my capstone service project address and why?	Project selection; rationale; scope	Manage capstone in project app; collect data via forms; build charts; assemble digital portfolio. Xello: Upload capstone artifacts and plans; finalize Grade 7 goals.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
34	Unit 8: Capstone Service Project & Portfolio	How do I plan tasks, timelines, and roles for successful implementation?	Project planning; timeline; risk management	Manage capstone in project app; collect data via forms; build charts; assemble digital portfolio. Xello: Upload capstone artifacts and plans; finalize Grade 7 goals.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
35	Unit 8: Capstone Service Project & Portfolio	How will I collect and interpret data to monitor project impact?	Data collection; surveys; analysis	Manage capstone in project app; collect data via forms; build charts; assemble digital portfolio. Xello: Upload capstone	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing); CC.1.2.6–8	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator

				artifacts and plans; finalize Grade 7 goals.	(Reading Informational Text); CEW 13.4.8 (Entrepreneurship)	
36	Unit 8: Capstone Service Project & Portfolio	How do I communicate project results to stakeholders?	Public reporting; executive summaries; stakeholder brief	Manage capstone in project app; collect data via forms; build charts; assemble digital portfolio. Xello: Upload capstone artifacts and plans; finalize Grade 7 goals.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing); CC.1.2.6–8 (Reading Informational Text); CEW 13.4.8 (Entrepreneurship)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
37	Unit 8: Capstone Service Project & Portfolio	How do I compile a polished digital portfolio that shows my learning?	Curation; evidence selection; portfolio design	Manage capstone in project app; collect data via forms; build charts; assemble digital portfolio. Xello: Upload capstone artifacts and plans; finalize Grade 7 goals.	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator
38	Unit 8: Capstone Service Project & Portfolio	How will I set goals for next year based on feedback and reflection?	Goal review; reflection; transition planning	Manage capstone in project app; collect data via forms; build charts; assemble digital portfolio. Xello: Upload	CEW 13.1.8 (Career Awareness & Preparation); CEW 13.3.8 (Career Retention & Advancement); CC.1.4.6–8 (Writing)	ISTE 1.1 Empowered Learner; ISTE 1.3 Knowledge Constructor; ISTE 1.6 Creative Communicator

				capstone artifacts and plans; finalize Grade 7 goals.		
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7th Grade Elective: Citizen Investigators — Project-Based Integrity

The 7th Grade Citizen Investigators elective empowers students to become critical thinkers, researchers, and communicators through project-based learning focused on civic engagement and public safety. Students develop skills in research, media literacy, teamwork, and digital citizenship as they explore community issues, collect and analyze data, and propose ethical, evidence-based solutions. Technology and Xello are integrated throughout the course to strengthen research, collaboration, and career exploration aligned with Pennsylvania and ISTE standards.

Weeks	Unit/Theme	Essential Questions	Key Concepts	Key Activities	Standards
1–3	Introduction to Citizen Inquiry	What does it mean to be an ethical citizen investigator?	Integrity, ethics, credibility, teamwork	Team-building, intro to public service case studies, digital citizenship using Common Sense Media	PA Civics 5.1.C; ISTE 2.1a Digital Citizenship
4–6	Research Foundations	How do we identify reliable and unbiased sources?	Media literacy, bias, primary vs. secondary sources	Analyze online news; evaluate credibility using CRAAP test and annotation tools	PA Reading in History CC.8.5.7.G; ISTE 3.3a Research and Information Fluency
7–9	Local Issues & Civic Responsibility	What issues affect our community, and how can data help us understand them?	Civic engagement, community data, local governance	Research local data; conduct interviews; visualize data using Google Sheets	PA Civics 5.2.7.A; ISTE 4.4c Data Analysis
10–12	The Ethics of Reporting	What responsibilities do we have when presenting information?	Integrity in reporting, misinformation, responsible communication	Create mini news reports; analyze PSAs; proper citation practice	PA ELA CC.1.4.7.G; ISTE 2.1c Digital Etiquette
13–16	Team Inquiry	How can we	Collaboration,	Identify safety	PA Career

	Project: Public Safety Challenge	design a solution to a local safety problem?	design process, problem-solving	issues; create proposals using Canva or Slides	Education 13.1.8.B; ISTE 1.7b Creative Communicator
17–19	Data and Decision Making	How can we use evidence to support our conclusions?	Quantitative reasoning, graphing, survey analysis	Design and conduct digital surveys; analyze results	PA Math CC.2.4.7.B.1; ISTE 3.5a Computational Thinker
20–23	Civic Communication and Persuasion	How do we communicate our findings to different audiences?	Public speaking, rhetoric, visual design	Deliver presentations; peer review using digital rubrics	PA ELA CC.1.5.7.D; ISTE 6.6a Communication & Collaboration
24–27	Media and Message	How does media shape public understanding of civic issues?	Propaganda, social media influence, bias detection	Analyze civic campaigns; create ethical media posts	PA Civics 5.3.7.B; ISTE 2.1d Digital Literacy
28–31	Xello Career Connections	What public service careers align with my skills and interests?	Career clusters, goal-setting, reflection	Explore Xello career pathways; connect interests to projects	PA Career Education 13.2.8.A; ISTE 1.7c Empowered Learner
32–35	Capstone Project Development	How can our research create real change in the community?	Project design, advocacy, impact measurement	Plan community outreach; use digital portfolios for documentation	PA Civics 5.2.7.B; ISTE 4.4d Innovative Designer
36–38	Final Presentations and Reflection	How have we demonstrated integrity, resilience, and leadership as citizen investigators?	Reflection, self-assessment, presentation skills	Present multimedia projects; upload portfolios to Xello; group reflection	PA ELA CC.1.4.7.X; ISTE 6.6c Creative Communicator

8th Grade Elective: Leadership Pathways and High School Prep

— Scope and Sequence

The Leadership Pathways and High School Prep elective bridges middle school and the specialized high school experience at Valley Forge Public Service Academy Charter School (VFPSACS). Students explore career-focused pathways in law enforcement, fire and emergency services, and public administration while developing self-awareness, goal-setting skills, and digital portfolios. Technology and Xello integration provide students with tools for professional communication, digital career exploration, and ethical decision-making, preparing them for high school and beyond.

Weeks	Unit / Theme	Essential Questions	Key Concepts	Key Activities	Standards (PA Core + ISTE)
1–3	Introduction to Leadership and Public Service	What does it mean to be a leader in public service?	Leadership values, integrity, resilience	Team-building, public service case studies, digital reflection journal	PA Career Ed 13.1.8.A; ISTE 2.1a Digital Citizenship
4–6	Exploring the VFPSACS Pathways	How do different public service pathways align with my strengths and interests?	Law enforcement, fire/EMS, public administration	Virtual tours, guest speakers, Xello exploration of related careers	PA Career Ed 13.1.8.B; ISTE 1.7c Empowered Learner
7–9	Self-Assessment and Goal Setting	How do my interests and abilities connect to career pathways?	Self-assessment tools, SMART goals	Complete Xello inventories; develop academic and career goals; reflection writing	PA Career Ed 13.1.8.D; ELA CC.1.4.8.G; ISTE 3.3a Research and Information Fluency
10–12	Understanding High School Pathways	How do course selections and certifications prepare me for my future?	Course mapping, certification planning	Create a four-year high school plan in Xello; research courses and credentials	PA Career Ed 13.2.8.A; ISTE 1.7b Empowered Learner
13–15	Digital Portfolio Foundations	How can a portfolio demonstrate	Digital organization, reflection,	Create digital portfolios using Canva	PA Career Ed 13.3.8.C; ISTE 6.6a Creative

		growth and achievement?	presentation	or Google Sites; upload artifacts from grades 6–8	Communicator
16–18	Professional Communication and Etiquette	What does professionalism look like in a digital environment?	Email etiquette, responsible communication	Write professional emails; record digital introductions; role-play workplace scenarios	ELA CC.1.5.8.D; ISTE 2.1c Digital Etiquette
19–21	Resume and Career Documentation	How do I communicate my strengths effectively to others?	Resume structure, achievements, personal branding	Create resumes in Google Docs; use templates; reflect on transferable skills	PA Career Ed 13.3.8.A; ISTE 6.6b Creative Communicator
22–24	Mock Interviews and Career Readiness	How do I present myself professionally in an interview?	Verbal and nonverbal communication, confidence	Participate in mock interviews (virtual/in-person); peer and self-assessment	ELA CC.1.5.8.C; ISTE 6.6d Communication and Collaboration
25–27	Ethical Leadership in Action	What ethical dilemmas might public servants face?	Decision-making, responsibility, moral reasoning	Analyze public service ethics cases; debate dilemmas; discuss digital responsibility	PA Civics 5.2.8.A; ISTE 2.1d Digital Responsibility
28–30	Technology for Public Service	How does technology improve leadership and service?	Innovation, communication tools, cybersecurity	Explore tech in public service (drones, GIS tools); digital safety training	PA Tech 3.4.8.C; ISTE 5.5a Computational Thinker
31–33	College & Career Exploration with Xello	How can planning now shape my future success?	Postsecondary planning, training, education	Complete Xello transition plan; compare college and technical training	PA Career Ed 13.2.8.B; ISTE 1.7a Empowered Learner
34–36	Capstone	How does my	Portfolio	Finalize digital	PA Career Ed

	Portfolio Completion	work reflect leadership and growth?	refinement, self-assessment, presentation	portfolio; upload reflections and future goals	13.3.8.D; ISTE 6.6c Creative Communicator
37–38	Final Presentations and Reflection	How am I prepared to lead and succeed in high school and beyond?	Reflection, transition, public speaking	Present portfolios; conduct final mock interviews; leadership reflections	PA Career Ed 13.1.8.F; ISTE 7.7b Global Collaborator

Performance-Based Assessments

- Career Research Report: Analysis of chosen public service pathway and related skills/certifications
- Preliminary High School Plan: Four-year course outline aligned with student interests
- Digital Portfolio: Compilation of academic and service-based artifacts from middle school
- Mock Interview and Reflection: Assessment of professional skills and ethical reasoning

Valley Forge Public Service Academy Charter School

Grade 6 Physical Education Scope and Sequence (38 Weeks)

Aligned to the Pennsylvania Department of Education (PDE) Standards for Health, Safety, and Physical Education.

PDE State Standards Alignment

This curriculum aligns with the Pennsylvania Academic Standards for Health, Safety, and Physical Education (PDE). Key domains include:

10.3 Safety and Injury Prevention: Safe practices, emergency responses, responsible behaviors in physical activity settings.

10.4 Physical Activity: Participation in physical activity, effects on body systems, lifetime activities, and group interaction.

10.5 Concepts, Principles, and Strategies of Movement: Motor skill development, practice strategies, and principles of training and performance.

Week(s)	Unit / Focus	Standards Emphasized	Learning Objectives	Key Activities	Assessment / Evidence of Learning
1–2	Orientation & Fitness Baseline	10.4, 10.5, 10.3	Establish routines, assess baseline fitness, introduce safety and warm-up procedures.	Dynamic stretching, PACER test, introduction to fitness logs.	Baseline fitness test results and goal-setting reflection.
3–5	Locomotor & Manipulative Skills	10.5, 10.4	Reinforce control in running, skipping, jumping, and object manipulation.	Dribbling, passing, catching, and striking drills using various equipment.	Teacher observation rubric, peer practice reflections.
6–8	Movement Concepts & Team Play	10.5, 10.4	Apply spatial awareness, direction, and tempo to team games.	Small-sided games (e.g., 3v3 soccer, basketball), teamwork activities.	Game performance rubric, collaboration journal.
9–11	Fitness & Conditioning I	10.5, 10.4	Develop cardiovascular endurance, muscular strength, and	Circuit training, jump rope, fitness stations, stretching	Fitness retest and self-tracking log.

			flexibility.	routines.	
12–14	Invasion Games: Offense & Defense	10.5, 10.4, 10.3	Understand offensive/defensive strategies and safe gameplay.	Basketball, ultimate frisbee, capture the flag.	Performance rubric and strategy reflection worksheet.
15–17	Rhythmic Movement & Dance	10.4, 10.5	Enhance rhythm, coordination, and timing through movement.	Dance sequences, rhythmic movement with music, jump rope routines.	Peer assessment of routines, self- reflection on coordination.
18–20	Net/Wall & Striking Games	10.5, 10.4	Improve hand-eye coordination and striking accuracy.	Volleyball, badminton, paddle games, T- ball drills.	Skill checklist, mini tournament participation.
21–23	Fitness & Conditioning II	10.4, 10.5	Progress fitness and conditioning with structured routines.	HIIT, yoga, core strengthening, resistance bands.	Post-test comparison and progress reflection.
24–26	Outdoor/Field Activities	10.4, 10.3	Engage in outdoor movement and cooperative challenges.	Kickball, flag football, obstacle course challenges.	Participation rubric, team strategy reflection.
27–29	Cooperative Games & Leadership	10.3, 10.5	Demonstrate leadership, teamwork, and communication in challenges.	Team-building exercises, trust activities, group challenges.	Peer evaluations, leadership observation rubric.
30–32	Lifetime/Individual Fitness	10.4, 10.5	Identify lifetime fitness activities and personal wellness routines.	Yoga, walking/jogging clubs, flexibility circuits, fitness journaling.	Personal fitness plan, reflection essay.
33–35	Strategy & Game Application	10.5, 10.4	Synthesize learned skills and apply game strategies effectively.	Mixed team tournaments, modified games, tactical reviews.	Tournament performance rubric, peer feedback.
36–37	Final Fitness Assessment	10.4, 10.5	Demonstrate improved fitness and understanding of healthy habits.	Re-administer fitness tests, student goal reflection.	Final fitness scores, portfolio of improvement.

38	Celebration & Reflection	10.3, 10.4	Celebrate growth and reflect on achievements.	Student showcase, favorite activity presentations.	Final reflection essay, participation recognition.
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Valley Forge Public Service Academy Charter School

Grade 7 Physical Education Scope and Sequence (38 Weeks)

Aligned to the Pennsylvania Department of Education (PDE) Standards for Health, Safety, and Physical Education.

PDE State Standards Alignment

This curriculum aligns with the Pennsylvania Academic Standards for Health, Safety, and Physical Education (PDE). Key domains include:

10.3 Safety and Injury Prevention: Safe practices, emergency responses, responsible behaviors in physical activity settings.

10.4 Physical Activity: Participation in physical activity, effects on body systems, lifetime activities, and group interaction.

10.5 Concepts, Principles, and Strategies of Movement: Motor skill development, practice strategies, and principles of training and performance.

Week(s)	Unit / Focus	Standards Emphasized	Learning Objectives	Key Activities	Assessment / Evidence of Learning
1-2	Orientation & Fitness Review	10.3, 10.4, 10.5	Review class expectations, warm-up routines, and baseline fitness.	Dynamic stretching, PACER, sit-ups, push-ups, flexibility tests.	Baseline fitness test and goal-setting reflection.
3-5	Advanced Movement Skills & Coordination	10.4, 10.5	Refine movement patterns, agility, and balance in complex tasks.	Agility ladders, cone drills, partner passing, reaction games.	Skill rubric, peer evaluation.
6-8	Fitness Concepts & Personal Planning	10.4, 10.5	Develop individualized fitness plans incorporating FITT principles.	Goal setting, circuit training, heart rate tracking, stretching routines.	Personal fitness plan, participation log.

9–11	Invasion Games Strategy	10.4, 10.5	Apply offensive and defensive strategies in dynamic gameplay.	Modified soccer, ultimate frisbee, basketball drills.	Game performance rubric, strategy reflection.
12–14	Net & Wall Games	10.4, 10.5	Demonstrate control, accuracy, and communication in paired games.	Badminton, volleyball, pickleball skill challenges.	Peer skill assessment, game reflection.
15–17	Rhythm, Dance, and Coordination	10.4, 10.5	Explore rhythm, creativity, and sequencing through movement.	Group choreography, jump rope routines, rhythmic games.	Performance rubric, reflection log.
18–20	Fitness Conditioning II	10.4, 10.5	Increase endurance and strength through progressive routines.	Interval running, resistance circuits, yoga for flexibility.	Progress log, self-evaluation.
21–23	Outdoor & Adventure Education	10.3, 10.4, 10.5	Develop cooperation and problem-solving through outdoor challenges.	Orienteering, hiking basics, team navigation tasks.	Group collaboration rubric, participation checklist.
24–26	Team Building & Sportsmanship	10.3, 10.4	Emphasize teamwork, leadership, and respectful competition.	Cooperative challenges, trust activities, peer leadership rotations.	Team evaluation rubric, peer reflection.
27–29	Lifetime Fitness & Wellness	10.4, 10.5	Promote lifelong physical activity habits and wellness routines.	Yoga, jogging club, fitness games, mindfulness exercises.	Fitness journal, participation log.
30–32	Game Tactics & Application	10.5, 10.4	Integrate advanced strategies into full gameplay situations.	Modified tournaments (soccer, volleyball, basketball).	Game performance rubric, peer review.
33–35	Fitness Assessment & Review	10.4, 10.5	Assess physical fitness progress and set personal goals.	Final fitness testing, reflections, small-group evaluations.	Fitness portfolio, written reflection.

36-38	Reflection & Celebration	10.3, 10.4	Summarize the year's achievements and celebrate growth.	Student showcases, awards ceremony, group reflections.	Portfolio submission, participation certificate.
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Valley Forge Public Service Academy Charter School

Grade 8 Physical Education Scope and Sequence (38 Weeks)

Aligned to the Pennsylvania Department of Education (PDE) Standards for Health, Safety, and Physical Education.

PDE State Standards Alignment

This curriculum aligns with the Pennsylvania Academic Standards for Health, Safety, and Physical Education (PDE). Key domains include:

10.3 Safety and Injury Prevention: Safe practices, emergency responses, responsible behaviors in physical activity settings.

10.4 Physical Activity: Participation in physical activity, effects on body systems, lifetime activities, and group interaction.

10.5 Concepts, Principles, and Strategies of Movement: Motor skill development, practice strategies, and principles of training and performance.

Week(s)	Unit / Focus	Standards Emphasized	Learning Objectives	Key Activities	Assessment / Evidence of Learning
1–2	Orientation & Leadership in PE	10.3, 10.4	Introduce leadership roles and responsibilities in PE settings.	Warm-up leadership rotations, safety and rules review.	Leadership reflection log.
3–5	Personal Fitness & Goal Setting	10.4, 10.5	Design a personalized fitness routine and identify areas for improvement.	FITT principle review, self-assessments, fitness journaling.	Personal plan submission, fitness log.
6–8	Team Sports Strategy & Coaching	10.4, 10.5	Develop coaching and team management skills through sport units.	Peer coaching sessions, basketball/soccer officiating roles.	Team leadership rubric, peer evaluations.
9–11	Advanced Conditioning & Training Principles	10.4, 10.5	Apply principles of overload, specificity, and recovery.	HIIT circuits, resistance training, stretching routines.	Workout log and reflection.

12–14	Individual & Lifetime Activities	10.4, 10.5	Engage in independent and lifetime fitness activities.	Track, yoga, cycling, mindfulness activities.	Participation log, fitness portfolio entry.
15–17	Adventure & Cooperative Challenges	10.3, 10.4	Demonstrate collaboration and leadership in outdoor challenges.	Ropes course simulation, team problem-solving activities.	Group participation rubric.
18–20	Health & Fitness Connections	10.4, 10.5	Connect nutrition, health, and physical activity for lifelong wellness.	Nutrition and activity journal, discussions on balance and recovery.	Health integration reflection.
21–23	Net & Wall Games Mastery	10.4, 10.5	Refine advanced net and wall game strategies.	Volleyball tournaments, pickleball, badminton rallies.	Tournament rubric, peer feedback.
24–26	Leadership & Mentorship in PE	10.3, 10.5	Demonstrate leadership through mentoring younger students.	Organize a group warm-up or mini-lesson for peers.	Peer mentoring evaluation.
27–29	Outdoor Fitness & Adventure	10.4, 10.3	Apply leadership and teamwork to outdoor activities.	Hiking, orienteering, community walk/run preparation.	Participation rubric, leadership reflection.
30–32	Sports Officiating & Fair Play	10.3, 10.4	Understand rules and ethics of fair play in sports.	Act as referees, keep score, manage gameplay.	Officiating checklist, reflection on ethics.
33–35	Final Fitness Testing & Evaluation	10.4, 10.5	Assess overall growth and physical competence.	Re-administer PACER, push-ups, flexibility tests.	Fitness comparison report, written reflection.
36–38	Year-End Leadership Showcase	10.3, 10.4	Demonstrate leadership and sportsmanship through final events.	Organize field day or end-of-year tournament.	Final leadership portfolio and presentation.

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Valley Forge Public Service Academy Charter School

Grade 6 Art Scope and Sequence (38 Weeks)

Cross-Curricular Alignment: Grade 6 Career Class – 'Service Start: Discipline, Resilience, and the New Academy'

PDE State Standards Alignment

This curriculum aligns with the Pennsylvania Academic Standards for Arts and Humanities:

9.1 Production, Performance, and Exhibition: Elements, principles, and techniques of visual arts.

9.2 Historical and Cultural Contexts: Understanding artistic traditions and societal impact.

9.3 Critical Response: Reflecting on and critiquing visual work.

9.4 Aesthetic Response: Connecting art to emotions, values, and ethics (integrity and resilience).

Week(s)	Theme / Unit	Career Class Connection	Art Concepts & Techniques	Key Projects / Activities	PDE Standards	Assessment / Reflection
1–2	Welcome to the Academy of Art	Orientation & Integrity	Line, shape, sketchbook setup	'My Academy Identity' poster introducing core values	9.1.A, 9.4.D – Elements of art; personal meaning	Sketchbook setup check, artist reflection
3–5	Integrity in Design	Integrity (VFPSACS Code)	Color theory, symbolism, composition	Poster illustrating 'Integrity' through visual symbolism	9.1.B, 9.3.A – Color harmony and visual message	Peer critique, artist statement
6–8	Resilience in Art	Resilience & Growth Mindset	Texture, shading, mixed media	'Phoenix Project': Abstract art showing resilience	9.1.C, 9.4.A – Expressive use of media	Rubric on expressive intent, peer feedback
9–11	Service through Visual Storytelling	Service & Empathy	Visual narrative, storyboarding	Comic strip about community helpers or service acts	9.1.D, 9.3.C – Narrative structure, art as communication	Storyboard review, narrative clarity check
12–14	Organizational Discipline in Art	Time Management & Focus	Measurement, proportion, perspective	'Designing My Ideal Academy	9.1.E, 9.4.C – Spatial design and accuracy	Craftsmanship rubric, reflection log

				Space' perspective drawing		
15–17	Leadership through Portraits	Leadership & Role Models	Portraiture, proportion, tone, emotion	Portrait of a personal or public service leader	9.1.F, 9.2.B – Cultural representation in art	Peer feedback, artist reflection
18–20	Teamwork through a Mural	Team Building	Collaborative planning, mural composition	Class mural on VFSPA's Core Values	9.1.G, 9.2.A – Collaborative production	Group rubric, mural completion
21–23	Service Communication through Design	Service Projects	Typography, poster design, graphic layout	Public service posters promoting civic values	9.1.H, 9.3.D – Visual communication and critique	Public display critique, design feedback
24–26	Resilience in 3D Art	Physical Resilience	Sculpture, structure, form	Wire or clay sculpture expressing balance and perseverance	9.1.I, 9.4.A – Three-dimensional design	3D craftsmanship rubric, reflection
27–29	Community Connection through Public Art	Introduction to Service	Public art, mural design, symbolism	Design concepts for a school or community installation	9.2.A, 9.2.D – Art in community and culture	Project proposal, presentation critique
30–32	Creative Problem Solving through Design Thinking	Problem Solving & Teamwork	Design process, innovation, materials reuse	STEAM challenge: Create functional art from recycled materials	9.1.J, 9.3.B – Problem solving and innovation	Functionality rubric, group reflection
33–35	Art for Impact: Service Messages	Integrity & Communication	Collage, mixed media, photography	Create a public service collage or PSA poster	9.1.K, 9.3.D – Visual message and audience	Art presentation and reflective essay
36–38	Year-End Exhibition & Reflection	Reflection & Leadership	Curation, presentation, critique	Student-curated exhibition: 'Service Through Art'	9.1.L, 9.4.D – Presentation and aesthetic reflection	Portfolio review, artist talk reflection

Valley Forge Public Service Academy Charter School

Grade 7 Art Scope and Sequence (38 Weeks)

Cross-Curricular Alignment: Grade 7 Career Class – 'Citizen Investigators: Project-Based Integrity'
Focus: Art as Investigation: Integrity and Inquiry Through Creative Exploration

PDE State Standards Alignment

Aligned to the Pennsylvania Academic Standards for Arts and Humanities:

- 9.1 Production, Performance, and Exhibition: Elements, principles, and techniques of visual arts.
- 9.2 Historical and Cultural Contexts: Understanding artistic traditions and societal impact.
- 9.3 Critical Response: Reflecting on and critiquing visual work.
- 9.4 Aesthetic Response: Connecting art to emotions, values, and ethics.

Week(s)	Theme / Unit	Career Class Connection	Art Concepts & Techniques	Key Projects / Activities	PDE Standards	Assessment / Reflection
1–2	Introduction: The Art of Investigation	Integrity & Inquiry	Sketching, observation drawing, questioning through art	Sketchbook setup; 'Observe Like an Artist' visual analysis exercises	9.1.A, 9.3.A – Observation and visual communication	Sketchbook setup, artist reflection
3–5	Research in Art: Visual Literacy	Research Methodology	Composition, perspective, media analysis	Poster illustrating media bias or truth in visual design	9.1.B, 9.3.C – Critical response to visual information	Critique discussion, rubric on clarity and message
6–8	Integrity in Artistic Reporting	Evidence-Based Decision-Making	Mixed media, collage, text integration	Create mixed media piece showing integrity in action	9.1.C, 9.4.A – Symbolism and ethical representation	Peer critique, self-assessment on integrity theme
9–11	Visual Data Storytelling	Public Safety PBL Connection	Infographic design, layout, digital art tools	Design infographic to present community issue findings	9.1.H, 9.3.D – Visual organization and clarity	Infographic rubric, presentation feedback
12–14	Portraits of Service	Community & Leadership	Portraiture, shading, realism	Portrait of a local civic leader or first	9.1.F, 9.2.B – Representation and cultural	Rubric on proportion, tone, and

				responder	relevance	reflection on service
15–17	Team Collaboration Project	Teamwork & Communication	Collaborative mural design, composition, acrylic painting	Mural representing community integrity or safety message	9.1.G, 9.2.A – Collaboration in art production	Team rubric, mural presentation
18–20	Photography and Truth	Media Literacy	Photography composition, digital editing, symbolism	Photo essay: ‘Truth in My Community’	9.1.H, 9.3.B – Photographic storytelling and perspective	Photo series rubric, reflective caption writing
21–23	Public Awareness Posters	Public Communication	Typography, poster design, layout principles	Create PSA poster addressing a local issue (safety, respect, etc.)	9.1.H, 9.3.D – Visual communication and clarity	Poster presentation and peer critique
24–26	Sculpting Resilience	Resilience & Growth	3D modeling, clay or recycled sculpture	Sculpture expressing perseverance or community strength	9.1.I, 9.4.A – Expression through form and structure	3D art critique, craftsmanship evaluation
27–29	Art for Change: Design Thinking	Problem Solving & Service	Design process, creative problem solving, presentation	Collaborative design for school or community improvement concept	9.1.J, 9.2.A – Innovation in art context	Presentation rubric, group evaluation
30–32	The Power of Public Art	Civic Awareness	Public art analysis, installation planning	Design model for school-based public art installation	9.2.A, 9.2.D – Art in civic and cultural settings	Concept proposal review, group feedback
33–35	Artistic Documentation	Integrity & Reporting	Portfolio, curation, reflection	Prepare curated collection showing growth and integrity in art	9.1.K, 9.3.D – Artistic intent and communication	Portfolio rubric, artist statement
36–38	Year-End Exhibition	Reflection & Leadership	Curation, display design, artist statement	School exhibition: ‘Art as Evidence’	9.1.L, 9.4.D – Exhibition and aesthetic response	Public presentation, artist reflection

						essay
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Week(s)	Unit / Focus	Standards Emphasized	Learning Objectives	Key Activities	Assessment / Evidence of Learning
1–2	Orientation & Leadership in PE	10.3, 10.4	Introduce leadership roles and responsibilities in PE settings.	Warm-up leadership rotations, safety and rules review.	Leadership reflection log.
3–5	Personal Fitness & Goal Setting	10.4, 10.5	Design a personalized fitness routine and identify areas for improvement.	FITT principle review, self-assessments, fitness journaling.	Personal plan submission, fitness log.
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