

## Music: (All Levels)

Course title: Instrument Music: Band/Orchestra Ensembles (all levels)

Team member: Doug Fischer

Standard	Standard or Description	Example or Rigor	Prior Skills Needed	Common Assessment	When Taught?
1.1	Read, write, and perform intervals and triads.	Practice scales and arpeggios.	Key signatures and fingering skills	Take periodic quizzes, depending on the level of the ensemble.	Daily; advanced ensembles as a warm-up exercise
1.4	Sight read simple melodies in the treble and bass clef.	Perform exercises from the workbook.	Performance of exercises from previous pages	Take periodic quizzes. (Is the progress by the class acceptable?)	Daily
1.5	Analyze and compare musical elements representing various genres and cultures, emphasizing meter and rhythm.	Practice a variety of repertoire in class, not just preparing for performances.	Ability to sight read musical notation and rhythmic symbols	Discuss the music, including melodic, harmonic, and rhythmic concepts.	Once per week
2.3	Perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation by oneself and in ensembles. (Level of difficulty: 1–3 on a scale of 6; 1 = beginner, 2 = intermediate, 3 = advanced)	Prepare musical selections for performance; may be part of an assembly or concert program.	As noted above  (As music becomes more difficult, students must have more technical skills and musical knowledge.)	Using video and audio tapes of performances, write reflective, evaluative essays about each performance.	After each performance; approximately three to six per year, depending on the level of the ensemble
3.3	Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.	Compare and contrast music found in books.	Ability to listen and distinguish, possibly listening to examples of multicultural music	Discuss differences in tonality, texture, rhythm, and so on.	Spring semester, after basic fundamentals have been covered
4.1	Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.	Compare and contrast essays from performances.  Complete weekly listening requirement of three musical selections.	Prior knowledge about musical concepts	Compare musical pieces, heard on recordings and performed by other ensembles.	An ongoing process throughout the year as we develop goals for the ensemble in class, as well as in performances

## Writing: Second-Grade

Standard-Description	Example-Rigor	Prior-Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p> <p>I can write a narrative story that: a) tells about several events, b) includes details that describe my actions, thoughts, and feelings, c) uses special words to signal that time is passing, and d) closes with an effective ending.</p> <p>I can use the past tense of irregular verbs.</p>	<p>Examples: I know past tense of:</p> <p>a) sit (sat) b) hide (hid) c) tell (told) d) blow (blew)</p>	<p>I know the past tense of regular verbs: a) call (called) b) tie (tied) c) nail (nailed)</p>	<p>Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.</p>	<p>December-March</p>	<p>I can create a portfolio of irregular past-tense verbs that are organized by similar patterns.</p>
<p>What does proficient student work look like? Provide an example and/or description.</p> <p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can write a narrative story that tells about two events that includes a few details.</p>	<p>I can write the past tense of regular verbs: a) call (called) b) tie (tied) c) nail (nailed)</p>	<p>Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.</p>	<p>Students' stories are collaboratively assessed to ensure greater reliability and to determine the need for mini-lessons using the attached analytic rubric.</p>	<p>September-December</p>	<p>I can enhance my narrative story to include multiple characters and dialogue.</p>
<p>What will we do when students have learned the essential standards?</p> <p>When will this standard be taught?</p> <p>What assessments will be used to measure student mastery?</p>	<p>Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.</p>	<p>Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.</p>	<p>September-December</p>	<p>I can write compound and complex sentences and can vary the voice of sentences, using methods such as switching subjects and objects.</p>	


## Reading: Second-Grade

Standard-Description	Example-Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p><b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b></p>	<p><b>What does proficient student work look like? Provide an example and/or description.</b></p>	<p><b>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</b></p>	<p><b>What assessments will be used to measure student mastery?</b></p>	<p><b>When will this standard be taught?</b></p>	<p><b>What will we do when students have learned the essential standards?</b></p>
<p>I can read one-syllable and two-syllable words with short vowels, long vowels, and with common prefixes and suffixes.</p>	<p><b>Examples:</b>            a) I can read <i>return, later, chapter, plugging</i>.            b) I can read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>I can read one-syllable words with consonant digraphs, long vowels, and inflectional endings.             I can read <i>chat, play, cave, deeply</i>.</p>	<p>Students read second-grade words and passages that include one- and two-syllable words with short and long vowels and with common prefixes and suffixes.             Teachers track running records monthly.</p>	<p>Monthly</p>	<p>I can read multisyllable words with Latin suffixes.</p>
<p>I can see patterns when reading and use patterns to read and write new words.</p>	<p><b>Examples:</b>            a) I can read the following: <u>peach</u>, <u>paw</u>.            b) I can read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>I know vowel and spelling patterns.</p>	<p>Students read grade-level passages on a monthly basis.             Teachers take running records and analyze patterns of errors.</p>	<p>Monthly</p>	<p>I can produce a portfolio of words with diphthongs and other special vowel spellings.</p>
<p>I can use syllabication rules when reading.</p>	<p><b>Examples:</b>            a) Read the following: v/cv = su/per; vc/cv = sup/per            b) Read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>I can identify vowels and consonants.             I can understand and apply syllabication rules.</p>	<p>Same as above</p>	<p>Monthly</p>	<p>I can consistently use all six syllable types in decoding words.</p>


## Reading: Second-Grade

Standard-Description	Example-Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b>	<b>What does proficient student work look like? Provide an example and/or description.</b>	<b>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</b>	<b>What assessments will be used to measure student mastery?</b>	<b>When will this standard be taught?</b>	<b>What will we do when students have learned the essential standards?</b>
I can determine the meaning of simple prefixes and suffixes.	<b>Examples:</b> a) What does pre in <i>preheat</i> mean? (before). b) Use and recognize the following affixes: over-, un-, -ing, -ly.	I can identify the base word and affixes in words.  I know meaning and placement of prefixes and suffixes.	CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.	April	I can produce a portfolio of affixes drawn from my experiences and independent reading.
I can identify simple multiple-meaning words.	<b>Examples:</b> a) Give the meanings of <i>ring</i> (e.g., jewelry; a clear, vibrating sound). b) <i>My mom is wearing a shiny ring.</i> In which sentence is <i>ring</i> used the same way? <ul style="list-style-type: none"> <li>• The ring of the doorbell woke me up.</li> <li>• The girl had on a beautiful ring.</li> <li>• I still hear ringing in my ears after the ball hit me.</li> </ul>	I know some words have more than one meaning.	Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.	June	I can produce a portfolio of homonyms drawn from my experiences and independent reading.

## Math: Second Grade

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p><b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b></p>	<p><b>What does proficient student work look like? Provide an example and/or description.</b></p>	<p><b>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</b></p>	<p><b>What assessments will be used to measure student mastery?</b></p>	<p><b>When will this standard be taught?</b></p>	<p><b>What will we do when students have learned the essential standards?</b></p>
<p>I can solve problems using combinations of coins and bills.</p>	 <p><b>Example:</b> What is the total value? \$6.06 \$6.36 \$6.26</p>	<p>I know the value of bills and coins. I can add coins and bills together. I know symbols to use when writing money.</p>	<p>CFAs designed by the second-grade team are administered halfway through and at unit's completion.</p>	<p>December</p>	<p>I can create budgets for my classroom and determine how much money would be necessary to purchase supplies.</p>
<p>I have memorized the products of 2, 5, and 10, multiplying from 1 to 9.</p>	<p><b>Example:</b> Find the following products: <math>7 \times 2 =</math> <math>5 \times 6 =</math> <math>5 \times 10 =</math></p>	<p>I can use repeated addition, arrays, and skip counting to multiply.</p>	<p>Same as above</p>	<p>February</p>	<p>I have memorized the products of all digits.</p>
<p>I can recognize, name, and compare unit fractions from <math>1/12</math> to <math>1/2</math>.</p>	<p><b>Example:</b> Which fraction has the greatest value? <math>1/2</math>   <math>1/5</math>   <math>1/7</math>   <math>1/12</math></p>	<p>I understand the value of fractions. I can visualize different fractions.</p>	<p>Same as above</p>	<p>March</p>	<p>I can add fractions with like denominators and create pictures that represent the problem.</p>
<p>I can measure objects in inches to the nearest quarter inch.</p>	<p><b>Example:</b> Measure this line _____</p> <p>to the nearest quarter inch.</p>	<p>I can describe the length of objects using familiar objects, like paper clips.</p>	<p>Same as above</p>	<p>May</p>	<p>I can solve problems involving the measurement of volume and mass.</p>

## Math: Second Grade Continued

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b>	<b>What does proficient student work look like? Provide an example and/or description.</b>	<b>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</b>	<b>What assessments will be used to measure student mastery?</b>	<b>When will this standard be taught?</b>	<b>What will we do when students have learned the essential standards?</b>
I can put shapes together and take them apart to form other shapes.	<b>Example:</b> Two right triangles can be arranged to form a rectangle. 	I can recognize and name shapes.  I know how many vertices, edges, and sides a shape has.	CFAs designed by the second-grade team are administered halfway through and at unit's completion.	May	I can measure and compute the perimeters of shapes when both are separate and put together.
I can represent the same data set in more than one way.	<b>Example:</b> A class has 3 apples, 4 oranges, and 6 bananas. Create two graphs that represent this data.	I can read graphs.  I can interpret tally marks.	Same as above	June	I can plan and implement a class survey, and gather results.  I can graph and display the data.

# Algebra 1

Course Title: Algebra 1

Team Members: Jackie Martin, Bre Welch, Jackie Stoerger, Mary Hingst

Standard	Standard or Description	Example and Riger	Prior Skills Needed	Common Assessment	When Taught
2.0 10.0	Students understand and use the rules of exponents. Students multiply and divide monomials.	Simplify: $\frac{5x^3y^7}{10xy^9}$	Multiplying monomials and polynomials (Chapter 4)	Chapter 4 CA	Feb.
11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	Factor completely: 1. $3a^2 - 24ab + 48b^2$ 2. $x^2 - 121$ 3. $9x^2 + 12x + 4$	Multiplying and dividing monomials and polynomials (Chapter 4 and Chapter 5: Sec. 1–3)	Chapter 5 CA	Feb.
12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	Simplify: $\sqrt{16} + \sqrt[3]{8} \frac{x^2 - 4xy + 4y^2}{3xy - 6y^2}$	Factoring by finding GCF, difference of two squares, and trinomials (Chapter 5)	Chapter 6 CA	March
2.0	Students understand and use the operation of taking a root and raising to a fractional power.	Simplify: $\sqrt{16} + \sqrt[3]{8}$	Understanding rational and irrational numbers and prime factoring	Chapter 11: Sec. 3, 4, 5 CA	March
14.0	Solve a quadratic equation by factoring or completing the square.	Solve by completing the square: $x^2 + 4x = 6$	Factoring quadratics (Chapter 5) and simplifying radicals (Chapter 11)	Chapter 12: Sec. 1–4 and Chapter 5: Sec. 12 CA	Late March
21.0	Students graph quadratic functions and know that their roots are the x-intercepts.	Graph: $y = x^2 - 3x - 4$ and state the x intercepts.	Solving quadratic equations by factoring, completing the square, and quadratic formula (Chapter 12)	Chapter 8: Sec. 8 and p. 389 CA	April

## Grade-10 Biology

What Is It We Expect Students to Learn?					
Grade: 10	Subject: Biology	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
Ecosystems have finite, cycling resources.	How would increased carbon dioxide in the atmosphere affect the carbon, nitrogen, and water cycles?	<ul style="list-style-type: none"> <li>• Tell difference between living and nonliving components of an ecosystem.</li> <li>• Recognize the symbols for common elements and compounds.</li> <li>• Identify relationships among organisms.</li> <li>• Matter changes forms, but can't be made or destroyed.</li> <li>• Represent relationships in a food web.</li> <li>• Understand the role of photosynthesis in energy transfer.</li> </ul>	September–October	<ul style="list-style-type: none"> <li>• Explain the Cottonwood River ecosystems model.</li> <li>• Construct a food web.</li> <li>• Create energy pyramids.</li> <li>• Conduct nitrogen cycle investigation.</li> <li>• Hold <i>What's in My Burger?</i> discussion.</li> </ul>	Students will conduct an energy pipeline investigation.



# U.S. History

Standard	Standard or Description	Example and Rigor	Prior Skills Needed	Common Assessment	When Taught
8.1.1	Describe the relationships between the moral and political ideas of the Great Awakening and the Enlightenment and the development of revolutionary fervor.	<b>Prompt:</b> Describe how the movements gave lead to the development of revolutionary fervor.	<b>Define and understand:</b> The Great Awakening The Enlightenment	<b>Venn diagram:</b> compare-contrast movements with written analysis.	First quarter: September  Resources: Holt, Chapter 2
8.1	Understand the major events preceding the American Revolution.		Cause-and-effect relationships	<b>Timeline of events:</b> illustrated and annotated	First quarter: September-October  Resources: Holt, Chapter 3
8.1.2	Analyze the philosophy of government expressed in the Declaration of Independence (individual rights).	<b>Test Question:</b> Which of the following is not an unalienable right?	7.6.5: Experience analyzing historical documents (Magna Carta).	<b>Analysis of primary source document:</b> The Declaration of Independence  <b>Identify key phrases:</b> "All men are created..."  unalienable rights	First quarter: October  Resources: Holt, Chapter 3
8.2.5	Understand the significance of religious freedom within the First Amendment and the importance of separation of church and state.	Why did the Supreme Court overturn Tinker v. Des Moines?	Understand the various elements of the First Amendment.	<b>First Amendment case study:</b> Research case; prepare visual and present.	First semester: November
8.2.7	Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, purpose of majority rule, and ideas of American constitutionalism.	How does the legislative branch check the executive branch?	Understand the three branches of government as well as the idea of checks and balances.	<b>Constitution test</b>	Second quarter