Subject	Day 1	Day 2	Day 3	Day 4	Day 5
	Essential questions: How do we	Essential questions: Why is it	Essential questions: How	Essential questions: How	Essential questions: How do we
	navigate Schoology?	important to have a growth	do we navigate	do we navigate	analyze informational text?
		mindset?	Vocabulary.com?	Vocabulary.com?	
	Topic: Informational Text				Topic: Informational Text
	Analysis and Computer Literacy	Topic: Informational Text	Topic: Computer literacy	Topic: Computer literacy	Analysis
	Forum: Teams meeting and	Analysis; Computer Literacy;	and vocabulary	and vocabulary	Forum:
ELA	Schoology	Writing Argument	development	development	
		Forum: Teams Meeting and	Forum: Teams Meeting and	Forum: Teams Meeting and	<b>Objectives:</b> Students will read,
	Objectives: Students will	Schoology	Schoology	Schoology	annotate, and cite textual evidence
	participate in a scavenger hunt				on Newsela.com
	learning the code of conduct, how	<b>Objectives:</b> Students will identify	Objectives: Students will	Objectives: Students will	
	to submit an assignment, and how	their type of mindset and will write,	learn how to use	learn how to use	Materials: Newsela.com;
	to navigate through their classes.	citing textual evidence.	Vocabulary.com and	Vocabulary.com and compose	PowerPoint
			compose compound	compound sentences to	
			sentences to illustrate	illustrate mastery.	Skills: Analyze Informational text;
	Materials: PowerPoint and	Materials: Youtube video – football	mastery.		find the central idea, cite textual
	Schoology	don't quit; Schoology, Power Point			evidence
				Materials: Vocabulary.com,	
	Skills: Navigating and creating	<b>Skills:</b> Citing textual evidence,	Materials: Vocabulary.com,	Schoology, and PowerPoint	<b>Assessment:</b> Will be administered
		finding the central idea	Schoology, and PowerPoint		Week 3
	<b>Assessment:</b> Will be administered			Skills: Define unfamiliar	G. 1 1 0000 FV 4
	Week 3	<b>Assessment:</b> Will be administered	Skills: Define unfamiliar	words using context clues;	Standards: CCSS.ELA-
	Chandanda CCCC FI A	Week 3	words using context clues;	computer literacy	LITERACY.RI.8.2
	Standards: CCSS.ELA-	Charada CCCC FLA	computer literacy	A TATELL .	Determine a central idea of a text
	<u>LITERACY.RI.8.2</u> Determine a central idea of a	Standards: CCSS.ELA-	Assessment: Will be	<b>Assessment:</b> Will be administered Week 3	and analyze its development over the course of the text, including its
		LITERACY.RI.8.2  Determine a central idea of a text	administered Week 3	administered week 3	relationship to supporting ideas;
	text and analyze its development over the course of	and analyze its development over	aummistered week 5	Standards: CCSS.ELA-	provide an objective summary of
	the text, including its	the course of the text, including	Standards: CCSS.ELA-	LITERACY.L.8.4.A	the text.
	relationship to supporting ideas;	its relationship to supporting	LITERACY.L.8.4.A	Use context (e.g., the	CCSS.ELA-LITERACY.W.8.1
	provide an objective summary of	ideas; provide an objective	Use context (e.g., the	overall meaning of a	Write arguments to support claims
	the text.	summary of the text.	overall meaning of a	sentence or paragraph; a	with clear reasons and relevant
	CCSS.ELA-LITERACY.SL.8.2	CCSS.ELA-LITERACY.W.8.1	sentence or paragraph; a	word's position or function	evidence
	CCOOLLUA-FILLENACTORIO.7	CCOOLLEG-LITERACT.W.O.T	sentence of paragraph; a	word's position or function	evidence

	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  -Modifications as specified in IEP.	Write arguments to support claims with clear reasons and relevant evidence  -Modifications as specified in IEP	word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Modifications as specified in IEP.	in a sentence) as a clue to the meaning of a word or phrase.  Modifications as specified in IEP	-Modifications as specified in IEP.
	Unit: All About Me Essential Questions:	Unit: All About Me Essential Questions:	<u>Unit: All About Me</u> <u>Essential Questions</u> :	Unit: All About Me Essential Ouestions:	Unit: All About Me Essential Questions:
ENL	What makes us	What makes us	What makes us	What makes us	What makes us
	unique?	unique?	unique?	unique?	unique?
	<ul> <li>What are our Smart goals and expectations for this school year?</li> <li>What are the ways we can work together to create a culturally responsive learning community?</li> <li>What are the ways we can foster a growth mindset?</li> </ul>	<ul> <li>What are our Smart goals and expectations for this school year?</li> <li>What are the ways we can work together to create a culturally responsive learning community?</li> <li>What are the ways we can foster a growth mindset?</li> </ul>	<ul> <li>What are our Smart goals and expectations for this school year?</li> <li>What are the ways we can work together to create a culturally responsive learning community?</li> </ul>	<ul> <li>What are our Smart goals and expectations for this school year?</li> <li>What are the ways we can work together to create a culturally responsive learning community?</li> <li>What are the</li> </ul>	<ul> <li>What are our Smart goals and expectations for this school year?</li> <li>What are the ways we can work together to create a culturally responsive learning community?</li> <li>What are the ways we can foster a growth mindset?</li> </ul>
	Topics:	Welcome -Meet and Greet	What are the	ways we can	Welcome -Meet and Greet
	Welcome - Meet and Greet	Introduction to Schoology	ways we can foster a growth	foster a growth mindset?	Introduction to Schoology
	Introduction to Schoology Icebreaker Activities	Icebreaker Activities Rules and Routines	mindset?		Icebreaker Activities Rules and Routines
	Rules and Routines	Community Building		Topics:	Community Building
	Community Building	Health and Safety	Topics:	Welcome -Meet and	Health and Safety
	Health and Safety	SEL	Welcome -Meet and	Greet	SEL
	SEL	Cultural Awareness	Greet	Introduction to	Cultural Awareness

Cultural Awareness	Mindfulness	Introduction to	Schoology	Mindfulness
Mindfulness	Minutumess	Schoology	Icebreaker Activities	Minutumess
Minutumess		Icebreaker Activities	Rules and Routines	
n m 161 1	n m 161 1	Rules and Routines	Community Building	Forum: Teams and Schoology
Forum: Teams and Schoology	Forum: Teams and Schoology	Community Building	Health and Safety	rorum. Teams and Schoology
		Health and Safety	SEL SEL	Description Classic Filtra del
Resources: Clever, Flipgrid,	Resources: Clever, Flipgrid,	SEL	Cultural Awareness	Resources: Clever, Flipgrid,
Remind, Newsela, Google	Remind, Newsela, Google	Cultural Awareness	Mindfulness	Remind, Newsela, Google
Slides Presentation, Class	Slides Presentation, Class Tag,	Mindfulness	Minutumess	Slides Presentation, Class Tag,
Tag, TEDTalks, Edutopia,	TEDTalks, Edutopia, Nearpod,	- Filliaranicos		TEDTalks, Edutopia, Nearpod,
Nearpod, Safe You Tube	Safe You Tube		Forum: Teams and	Safe You Tube
<u>Learning/ Language Target</u> :	<b><u>Learning/Language Target</u></b> :		Schoology	<u>Learning/ Language Target</u> : Learners can reflect, discuss,
Learners can reflect, discuss,	Learners can reflect, discuss,	Forum: Teams and	Schoology	
and write their SMART goals	and write their SMART goals	Schoology		and write their SMART goals and expectations for this
and expectations for this	and expectations for this		Resources: Clever,	school year.
school year.	school year.	Resources: Clever,	Flipgrid, Remind,	School year.
		Flipgrid, Remind,	Newsela, Google Slides	
Learners can discuss the	Learners can discuss the ways	Newsela, Google Slides	Presentation, Class Tag,	Learners can discuss the ways
ways in which we can grow	in which we can grow	Presentation, Class Tag,	TEDTalks, Edutopia,	in which we can grow
academically, socially, and	academically, socially, and	TEDTalks, Edutopia,	Nearpod, Safe You Tube	academically, socially, and
emotionally.	emotionally.	Nearpod, Safe You Tube	<u>Learning/ Language</u>	emotionally.
		<u>Learning/Language</u>	Target:	
Learners can write a memoir	Learners can write a memoir	Target:	Learners can reflect, discuss, and write their	Learners can write a memoir
about their life, culture, and	about their life, culture, and	Learners can reflect,	I	about their life, culture, and
the traits that define their	the traits that define their	discuss, and write their	SMART goals and expectations for this	the traits that define their
identity.	identity.	SMART goals and	school year.	identity.
		expectations for this	school year.	
Learners can use precise	Learners can use precise	school year.		Learners can use precise
words and phrases, relevant	words and phrases, relevant		Learners can discuss the	words and phrases, relevant
descriptive details, and	descriptive details, and	Learners can discuss	ways in which we can	descriptive details, and
sensory language to convey	sensory language to convey	the ways in which we	grow academically,	sensory language to convey
experiences and events.	experiences and events.	can grow academically,	socially, and emotionally.	experiences and events.
		socially, and	emonumany.	
Learners can collaborate and	Learners can collaborate and	emotionally.		Learners can collaborate and
share effectively through	share effectively through		Learners can write a	share effectively through
creating an "All About Me"	creating an "All About Me" and	Learners can write a	memoir about their life,	creating an "All About Me" and
3	3		culture, and the traits	

and Vision Board PPT	Vision Board PPT	memoir about their life,	that define their	Vision Board PPT
Presentation.	Presentation.	culture, and the traits	identity.	Presentation.
rresentation.	rresentation.	that define their	identity.	riesentation.
		identity.	T	
		ruentity.	Learners can use precise	
Skills: Close Reading, Parts of	Skills: Close Reading, Parts of	I company com uso	words and phrases,	<b>Skills:</b> Close Reading, Parts of
Speech, Growth Mindset,	Speech, Growth Mindset,	Learners can use precise words and	relevant descriptive details, and sensory	Speech, Growth Mindset,
Academic Vocabulary,	Academic Vocabulary,	phrases, relevant	language to convey	Academic Vocabulary,
Organizing Information,	Organizing Information,	descriptive details, and	experiences and events.	Organizing Information,
Language Acquisition,	Language Acquisition,	sensory language to	experiences and events.	Language Acquisition,
Grammar Conventions,	Grammar Conventions,	convey experiences and	Learners can collaborate	Grammar Conventions, Sentence Structure, Narrative
Sentence Structure,	Sentence Structure, Narrative	events.	and share effectively	Writing, Sequencing,
Narrative Writing,	Writing, Sequencing,	-	through creating an "All	Collaboration and
Sequencing, Collaboration	Collaboration and	Learners can	About Me" and Vision	Communication
and Communication	Communication	collaborate and share	Board PPT Presentation.	Communication
		effectively through		Next Generation Standards:
Next Generation Standards:		creating an "All About		Text Types and Purposes
Text Types and Purposes	Next Generation Standards:	Me" and Vision Board	Skills: Close Reading,	8W3: Write narratives to
8W3: Write narratives to	Text Types and Purposes	PPT Presentation.		develop real or imagined
develop real or imagined	8W3: Write narratives to		Parts of Speech, Growth Mindset, Academic	experiences or events using
experiences or events using	develop real or imagined		•	effective techniques, relevant
effective techniques, relevant	experiences or events using	Skills: Close Reading,	Vocabulary, Organizing	descriptive details and clear
descriptive details and clear	effective techniques, relevant	Parts of Speech, Growth	Information, Language	sequencing.
sequencing.	descriptive details and clear	Mindset, Academic	Acquisition, Grammar	Comprehension and
Comprehension and	sequencing.	Vocabulary, Organizing	Conventions, Sentence	Collaboration
Collaboration	Comprehension and	Information, Language	Structure, Narrative	8SL1: Engage effectively in a
8SL1: Engage effectively in a range of collaborative	Collaboration	Acquisition, Grammar	Writing, Sequencing,	range of collaborative
discussions with diverse	8SL1: Engage effectively in a	Conventions, Sentence	Collaboration and	discussions with diverse
partners; express ideas	range of collaborative discussions with diverse	Structure, Narrative	Communication	partners; express ideas clearly
clearly and persuasively and	partners; express ideas clearly	Writing, Sequencing,		and persuasively and build on
build on those of others.	and persuasively and build on	Collaboration and		those of others.
Knowledge of Language	those of others.	Communication		Knowledge of Language 8L3: Use knowledge of
8L3: Use knowledge of	Knowledge of Language	Communication	Next Generation	language and its conventions
language and its conventions	8L3: Use knowledge of		Standards:	when writing, speaking,
when writing, speaking,	language and its conventions		Text Types and	reading, or listening.
	5 5			

reading, or listening. **BCCI Linguistic Standards**: Use words and phrases to contribute to conversations (e.g., I want to add; I think that).

Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?

when writing, speaking, reading, or listening. **BCCI Linguistic Standards:** Use words and phrases to contribute to conversations (e.g., I want to add; I think that).

Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?

**Next Generation** Standards:

**Text Types and Purposes** 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. **Comprehension and** Collaboration 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. **Knowledge of Language** 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. **BCCI Linguistic Standards:** Use words and phrases to contribute to

conversations (e.g., I

want to add: I think

**BCCI Linguistic Standards: Purposes** Use words and phrases to 8W3: Write narratives to develop real or contribute to conversations imagined experiences or events using effective that). techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration

**8SL1: Engage effectively** 

discussions with diverse

partners; express ideas

clearly and persuasively

**Knowledge of Language** 

8L3: Use knowledge of

language and its

conventions when

writing, speaking,

**BCCI Linguistic** 

to contribute to

**Standards:** 

that).

reading, or listening.

**Use words and phrases** 

conversations (e.g., I

Use question forms to

elicit exchanges from

peers or adults (e.g.,

vou disagree/agree?

What do you think? Do

want to add; I think

and build on those of

in a range of

collaborative

others.

(e.g., I want to add: I think Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?

	Unit: Getting Started Topic: Introduction	Unit: Getting Started Topic: Diagnostic Assessment	that). Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?  Unit: Getting Started Topic: Independent Work	Unit: Number Sense and Operations	Unit: Number Sense and Operations Topic: Fractions
Algebra	Forum: Schoology Essential Question: How do we navigate the school's platform?  Objective(s)/Learning Target: Students will be able to -log in to TEAMS and Schoologycomplete the Getting to Know You Survey -discuss the requirements and expectations of the class  Resources: TEAMS, Schoology, Forms, Envisions  Skills/Standards: Understanding how to navigate the various platforms.	Forum: Schoology Essential Question: How do we navigate the school's platform?  Objective(s)/Learning Target: Students will be able to  • Log into Schoology • Create accounts in Deltamath and complete assignments • Downloading graphing calculator  Resources: Schoology, Deltamath, Calculate84, Ti84 calculator  Skills/Standards: Navigating the technology aspect of the curriculum.	Forum: Schoology Essential Question: What prior knowledge do I have to be successful in Algebra? How comfortable am I with basic skills required for Algebra?  Objective(s)/Learning Target: Students will work on assignments and conference with teachers who are available.  Resources: Diagnostic Assessment  Skills/Standards: fractions, decimals, expressions, integers, plotting points, equations  Assessment: Diagnostic Assessment	Topic: Fractions Forum: Schoology Essential Question: How do we perform operations with fractions?  Objective(s)/Learning Target: Students will be able to:  - Identify the parts of a fraction - Equivalent fractions - Add and subtract fractions with like and unlike denominators  Resources: Teacher Created Materials, Envisions,  Skills/Standards: performing basic operations with fractions  Assessment: exit ticket	Forum: Schoology Essential Question: How do we perform operations with fractions?  Objective(s)/Learning Target: Students will be able to  - Multiply and divide fractions  Resources: Teacher created resources and Envisions  Skills/Standards: performing basic operations with fractions  Assessment: Exit ticket

	Unit: Technology Platforms	Unit: Technology Platforms	<b>Unit: Community Project</b>	Unit: Technology Platform	Unit: Technology Platform
	Topic: Introduction to Schoology	Topic: Creating posts and	<b>Topic: Introduction to</b>	Topic: Accessing and	Topic: Taking tests and
	and TEAMS (Signing in)	responding to discussions.	MYP Community Project	submitting assignments	quizzes/Reviewing tasks.
	Forum: Teams and Schoology	Forum: Teams and Schoology	Forum: Teams and	Forum: Teams and	Forum: Teams and Schoology
Individuals	, a		Schoology	Schoology	
& Society	Objective(s)	Objective(s)		<b>.</b>	Objective(s)
9/14-9/18	To introduce students to	To examine how to	Objective(s)	Objective(s)	To discuss the procedures for
7/14-7/10	the two main platforms	communicate with	To introduce the	To identify how to	taking and submitting tests
	used on the Middle	classmates and teachers	community project and	access assignments	and quizzes in Schoology.
	School level		its requirements.	from teachers and	To apply all of the topic
		Resources: Guide to using	1	collaborate with	leaned in order to carry out
	Resources: Guide to using	Schoology and TEAMS		other students.	daily tasks.
	Schoology and TEAMS	Schoology und 1211112	Resources: Power point		dully tublis.
	2 g,	Skills/Standards			Resources: Guide to using
	Skills/Standards	Technology tools,	Skills/Standards: MYP ATL	Resources: Guide to using	Schoology and TEAMS
	Technology tools,	resources, and	Skill Category	Schoology and TEAMS	Senotogy and 12mms
	resources, and	Technological processes	Self Management		
	Technological processes	reciniological processes	• Research	Skills/Standards	Skills/Standards
	recritiological processes		1105041011	<ul> <li>Technology tools,</li> </ul>	
			Assessment: Make a list of	resources, and	<ul> <li>Technology tools,</li> </ul>
			possible topics for the	Technological	resources, and
			project.	processes	Technological processes
			projecti	processes	recinological processes
					Assessment: Forms quiz
	Unit: Prologue	Unit: Prologue	Unit: Prologue	Unit: Prologue	Unit:
	Topic: safety/covid/Measurement	Topic: safety/covid/Measurement	Topic:	Topic:	Topic: safety/covid/Measurement
	Forum: Teams/schoology/hmh	Topics suresy, es via, rizeasar emens	safety/covid/Measurement	safety/covid/Measurement	1 opiot surety/es (ra/1/10usurement
	Essential Question: How do	Forum: Teams/schoology/			Forum: Teams/schoology/
	scientists solve problems?	Totalio Touris, Serioology,	Forum: Teams/schoology/	Forum: Teams/schoology/	Torum Teams, sensoring,
	beleficious sorve problems.	Essential Question: How do	Torum Temms, sensorogy,	1 or anno 1 canas, sensoriogy,	Essential Question: How do
	Objective(s)/Learning Target:	scientists solve problems?	Essential Question: How do	Essential Question: How do	scientists solve problems?
	How do scientists measure in the	F	scientists solve problems?	scientists solve problems?	F
Earth	lab?	Objective(s)/Learning Target:	F	F	
Science	How are numbers rounded to the	How do scientists measure in the	Objective(s)/Learning		Objective(s)/Learning Target:
	nearest 10 <sup>th</sup> ?	lab?	Target:	Objective(s)/Learning	How do scientists measure in the
		How are numbers rounded to the	How do scientists measure	Target:	lab?
	Resources: Hmh/internet	nearest 10 <sup>th</sup> ?	in the lab?	How do scientists measure in	How are numbers rounded to the
			How are numbers rounded	the lab?	nearest 10 <sup>th</sup> ?
	Skills/Standards	Resources: Hmh/internet	to the nearest 10 <sup>th</sup> ?	How are numbers rounded to	
	Mathematical calculation			the nearest 10 <sup>th</sup> ?	
			<u>Í</u>		

	ESS2.A	Skills/Standards Mathematical calculation ESS2.A	Resources: Hmh/internet  Skills/Standards  Mathematical calculation  ESS2.A	Resources: Hmh/internet Skills/Standards Mathematical calculation ESS2.A	Resources: Hmh/internet  Skills/Standards  Mathematical calculation  ESS2.A
Living Environment	Unit: Introduction to Living Environment Topic: Getting to Know You Forum: Teams/Schoology Essential Question:  Objective(s)/Learning Target: Class expectations and goals	Unit: Introduction to Living Environment Topic: Course Syllabus Forum: Teams/Schoology Essential Question:  Objective(s)/Learning Target: Class expectations and goals	Unit: Introduction to Living Environment Topic: Review Forum: Teams/Schoology Essential Question:  Objective(s)/Learning Target:	Unit: Introduction to Living Environment Topic: Scientific method Forum: Teams/Schoology Essential Question: What is the scientific method? Objective(s)/Learning Target:	Unit: Introduction to Living Environment Topic: Scientific method Forum: Teams/Schoology Essential Question: What is a the scientific method?  Objective(s)/Learning Target:
	Teacher will lead students through the course syllabus Students will engage and discuss what they already know about each topic Students will identify at least three things they would like to learn	Teacher will lead students through the course syllabus Students will engage and discuss what they already know about each topic Students will identify at least three things they would like to learn	Prior knowledge Students will be provided with a review exam Students will answer questions based on prior knowledge for evaluation	Students will identify and state a problem Students will create a question based on their problem Students will then research their problem	Students will create a valid hypothesis based on the problem they stated Students will identify dependent and independent variables. Students will identify and describe control groups Students will design a step-by-step
	Resources: Teams Forms Skills/Standards	Resources: Syllabus Skills/Standards	Resources: Diagnostic test Skills/Standards Bilingual Living	Resources: HMH, CK12, Teams Skills/Standards	experiment to test their hypothesis  Resources: HMH, CK12, Teams
	Bilingual Living Environment: All content will be translated into Spanish	Bilingual Living Environment: All content will be translated into Spanish	Environment: All content will be translated into Spanish	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of	Skills/Standards  MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions  MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

				the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.  Bilingual Living Environment: All content will be translated into Spanish	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
HLA	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence	Acellus lessons 1-5	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-	Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology,, Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication: Communicate effectively in

	and understanding.	and understanding.		Intercultural Communication: Interact with cultural competence and understanding.	more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence and understanding
LOTE	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding.	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence and understanding.	Acellus lesson 1-5	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural	Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology,, Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language.

				Communication: Interact with cultural competence and understanding.	Standard 2: Cultures- Intercultural Communication: Interact with cultural competence and understanding
Physical Education (PE)	Unit: Getting Started - PE Topic: Student Surveys and Microsoft Teams Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.	Unit: Getting Started - PE Topic: Student Surveys and Microsoft Teams Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.	Unit: Getting Started - PE Topic: Student Surveys and Microsoft Teams Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.	Unit: Getting Started - PE Topic: Student Surveys and Microsoft Teams Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.	Unit: Getting Started - PE Topic: Student Surveys and Microsoft Teams Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.
	Essential Question: How can I be	Essential Question: How can I be	murviduai assignments.	assignments.	Essential Question: How can I be
	successful with Distant Learning?	successful with Distant Learning?	Essential Question: How can I be successful with Distant	Essential Question: How can I be successful with Distant	successful with Distant Learning?
	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Learning?	Learning?	Objective(s)/Learning Target:
	Students will be able to open and	Students will be able to open and			Students will be able to open and
	complete different Microsoft forms.	complete different Microsoft forms.	Objective(s)/Learning Target: Students will be able	Objective(s)/Learning Target: Students will be able	complete different Microsoft forms.
	Resources: Computer/Mobile	Resources: Computer/Mobile	to open and complete different Microsoft forms.	to open and complete different Microsoft forms.	Resources: Computer/Mobile
	Skills/Standards: Using multiple	Skills/Standards: Using multiple			Skills/Standards: Using multiple
	platforms for online learning and	platforms for online learning and	<b>Resources:</b> Computer/Mobile	Resources: Computer/Mobile	platforms for online learning and
	physical activity. Students will	physical activity. Students will			physical activity. Students will
	complete the student survey and	complete the student survey and	Skills/Standards: Using	Skills/Standards: Using	complete the student survey and

	submit the assignments through Teams.  NYSPHE Standards: 6.1.8  Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	submit the assignments through Teams.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	multiple platforms for online learning and physical activity. Students will complete the student survey and submit the assignments through Teams.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns	multiple platforms for online learning and physical activity. Students will complete the student survey and submit the assignments through Teams.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	submit the assignments through Teams.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.
Business/ CTE	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards
Art	Unit: The Elements of Art Topic: Art goes beyond a pretty picture on the wall. Forum: Teams Essential Question: What are the 7 elements and principles of art and how can they be applied to art?	Unit: The Elements of Art Topic: Art goes beyond a pretty picture on the wall. Forum: Teams Essential Question: What are the 7 elements and principles of art and how can they be applied to art?	Unit: The Elements of Art Topic: Art goes beyond a pretty picture on the wall. Forum: Teams Essential Question: What are the 7 elements and principles of art and how	Unit: The Elements of Art Topic: Art goes beyond a pretty picture on the wall. Forum: Teams Essential Question: What are the 7 elements and principles of art and how can they be	Unit: The Elements of Art Topic: Art goes beyond a pretty picture on the wall. Forum: Teams Essential Question: What are the 7 elements and principles of art and how can they be applied to art?

What is considered art?

Objective(s)/Learning Target: Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary. Criterion B: Demonstrate the application of skills and techniques to create art.

Resources: Laptop computers, phone or mobile devices.

**ATL: Students will utilize laptops** to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.

What is considered art?

Objective(s)/Learning Target: Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary. Criterion B: Demonstrate the application of skills and techniques to create art.

Resources: Laptop computers, phone or mobile devices.

ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.

can they be applied to art? What is considered art?

Objective(s)/Learning Target: Criterion A: Demonstrate knowledge of the art form

knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary. Criterion B: Demonstrate the

application of skills and techniques to create art.

Resources: Laptop

Resources: Laptop computers, phone or mobile devices.

**ATL: Students will utilize** laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.

applied to art? What is considered art?

Objective(s)/Learning Target:

Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary.

Criterion B: Demonstrate the application of skills and techniques to create art.

Resources: Laptop computers, phone or mobile devices.

**ATL: Students will utilize** laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.

What is considered art?

Objective(s)/Learning Target: Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary. Criterion B: Demonstrate the

application of skills and techniques to create art.

Resources: Laptop computers, phone or mobile devices.

ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.

Health

Unit: Accessing Health Information Topic: Signing on to learning platform

Forum: Teams **Essential Question:** 

How does working on teams improve accessibility to information in the current pandemic?

Objective(s)/Learning Target:

Learn the Teams Platform and gain knowledge accessing and submitting information.

Resources:

Laptop/Tablet/Smartphone

Skills/Standards: 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Unit:** Mindfulness

**Topic: Introduction to Mindfulness** 

Forum: Teams **Essential Question:** 

What Is mindfulness? How can mindfulness change/improve my life?

**Objective(s)/Learning Target:** 

Gain familiarity with mindfulness and the benefits of coping positively with stress.

Resources:

Laptop/Tablet/Smartphone

Skills/Standards:

7. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks.

Unit: Mindfulness **Topic: Wise mind** Forum: Teams

**Essential Questions: What** are the 3 states of

mind?

Objective(s)/Learning Target: How does being in wise mind help us make better decisions?

**Resources:** 

Laptop/Tablet/Smartphone

1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

7. Students will demonstrate the ability to practice health enhancing behaviors

**Unit: Stress Management** 

**Topic: Stress** Forum: Teams **Essential Ouestions: How** does stress affect our overall wellness? How do we react

-Distinguish between

stress and stressor,

distress and eustress

-Recognize common

-Identify healthy and

Laptop/Tablet/Smartphone

demonstrate the ability

enhancing behaviors and avoid or reduce risks.

with stress

Resources:

Skills/Standards:

7. Students will

to practice health

causes of stress for teens

unhealthy ways of coping

and adapt our body and mind to change?

Objective(s)/Learning Target:

Skills/Standards:

and avoid or reduce

**Unit: Stress Management Topic: Depression** 

Forum: Teams **Essential Ouestions:** 

What is depression? How can we help those who are depressed?

**Objective(s)/Learning Target:** 

-Identify possible signs and symptoms of depression

-Identify depression triggers

-List and explain 5 ways to fight depression

**Resources:** Laptop/Tablet/Smartphone

Skills/Standards:

1.Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Subje ct	Day 6	Day 7	Day 8	Day 9	<b>Day 10</b>
ELA	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards
ENL	Unit: All About Me Essential Questions:  What makes us unique?  What are our Smart goals and expectations for this school year?  What are the ways we can work together to create a culturally responsive learning community?  What are the ways we can foster a growth mindset?	Unit: All About Me Essential Questions:  What makes us unique?  What are our Smart goals and expectations for this school year?  What are the ways we can work together to create a culturally responsive learning community?  What are the ways we can foster a growth mindset?  Topics: Smart Goals All About Me /Memoir Nouns Grammar	Unit: All About Me Essential Questions:  • What makes us unique?  • What are our Smart goals and expectations for this school year?  • What are the ways we can work together to create a culturally responsive learning community?  • What are the ways we can foster a growth mindset?  Topics: Smart Goals	Unit: All About Me Essential Questions:  What makes us unique?  What are our Smart goals and expectations for this school year?  What are the ways we can work together to create a culturally responsive learning community?  What are the ways we can foster a growth mindset?	Unit: All About Me Essential Questions:  What makes us unique?  What are our Smart goals and expectations for this school year?  What are the ways we can work together to create a culturally responsive learning community?  What are the ways we can foster a growth mindset?
	<u>Topics</u> : Smart Goals	IB Profile Trait- Inquirer Diagnostic Assessment	All About Me /Memoir Nouns	Topics:	Smart Goals All About Me /Memoir

All About Me /Memoir Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys

Forum: Teams and Schoology

Resources: Clever,
Flipgrid, Remind,
Newsela, Google Slides
Presentation, Class Tag,
TEDTalks, Edutopia,
Nearpod, Safe You Tube
Learning/ Language
Target:
Learners can reflect,
discuss, and write their

**SMART** goals and

school year.

expectations for this

Learners can discuss the ways in which we can grow academically, socially, and emotionally.

Learners can write a memoir about their life, culture, and the traits that define their identity.

Learners can use precise

Forms/ Interest Surveys

**Forum:** Teams and Schoology

Resources: Clever, Flipgrid,
Remind, Newsela, Google Slides
Presentation, Class Tag,
TEDTalks, Edutopia, Nearpod,
Safe You Tube
Learning/ Language Target:
Learners can reflect, discuss,
and write their SMART goals and
expectations for this school year.

Learners can discuss the ways in which we can grow academically, socially, and emotionally.

Learners can write a memoir about their life, culture, and the traits that define their identity.

Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation. Grammar IB Profile Trait-Inquirer Diagnostic Assessment Forms/Interest Surveys

**Forum:** Teams and Schoology

Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube Learning/ Language Target: Learners can reflect, discuss, and write their SMART goals and expectations for this school year.

Learners can discuss the ways in which we can grow academically, socially, and emotionally.

Learners can write a memoir about their life, culture, and the traits that define their identity.

Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Smart Goals All About Me /Memoir Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys

Forum: Teams and Schoology

Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube Learning/ Language Target: Learners can reflect, discuss, and write their SMART goals and

Learners can discuss the ways in which we can grow academically, socially, and emotionally.

expectations for this

school year.

Learners can write a memoir about their life, culture, and the traits that define their identity. Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys

**Forum**: Teams and Schoology

Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube Learning/Language Target: Learners can reflect, discuss, and write their SMART goals and expectations for this school year.

Learners can discuss the ways in which we can grow academically, socially, and emotionally.

Learners can write a memoir about their life, culture, and the traits that define their identity.

Learners can use precise words and phrases, relevant descriptive details, and sensory language to

words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation.

Skills: Close Reading,
Parts of Speech, Growth
Mindset, Academic
Vocabulary, Organizing
Information, Language
Acquisition, Grammar
Conventions, Sentence
Structure, Narrative
Writing, Sequencing,
Collaboration and
Communication

## Next Generation Standards:

Text Types and Purposes 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

Skills: Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication

**Next Generation Standards: Text Types and Purposes** 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration **8SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. **Knowledge of Language** 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. **BCCI Linguistic Standards**: Use words and phrases to contribute to conversations (e.g., I want to add; I think that).

Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation.

Skills: Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication

**Next Generation Standards: Text Types and Purposes** 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.

Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation.

Skills: Close Reading,
Parts of Speech, Growth
Mindset, Academic
Vocabulary, Organizing
Information, Language
Acquisition, Grammar
Conventions, Sentence
Structure, Narrative
Writing, Sequencing,
Collaboration and
Communication

# Next Generation Standards:

Text Types and Purposes 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and convey experiences and events.

Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation.

Skills: Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication

#### Next Generation Standards: Text Types and Purposes

Text Types and Purposes 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration 8SL1: Engage effectively in a

Comprehen Collaboration		Use question forms to elicit exchanges from peers or adults	Knowledge of Language 8L3: Use knowledge of	clear sequencing. Comprehension and	range of collaborative discussions with diverse
Collaboration 8SL1: Engage in a range of discussions partners; exclearly and and build of others.  Knowledge 8L3: Use knowledge 8L3: Use knowledge and conventions writing, specification of the second secon	ge effectively f collaborative with diverse express ideas persuasively n those of  of Language owledge of id its s when aking, listening. stic Standards: and phrases to co ons (e.g., I want nk that). n forms to nges from ults (e.g., What k? Do you			Comprehension and Collaboration 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. Knowledge of Language 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. BCCI Linguistic Standards: Use words and phrases to contribute to conversations (e.g., I want to add; I think that). Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you	9
convert decim	t	Unit: Number Sense and Operations Topic: Percent Forum: Schoology Essential Question: How do we apply percent to real life?  Objective(s)/Learning Target: Students will be able to	Unit: Number Sense and Operations Topic: Independent Work Forum: Schoology Essential Question: Objective(s)/Learning Target: Students will continue to work on	Unit: Number Sense and Operations Topic: Proportions Forum: Schoology Essential Question: How do we solve a proportion? Objective(s)/Learning Target:	Unit: Number Sense and Operations Topic: Proportions Word Problems Forum: Schoology Essential Question: How do we write and solve a proportion?

Algeb ra	Students will be able to  Convert a fraction to a decimal  Convert a decimal to a percent  Percent increase/decrease  Resources: DeltaMath,	<ul> <li>Calculate sales tax</li> <li>Simple interest</li> <li>Discounts</li> <li>Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy</li> <li>Skills/Standards: simple calculations,</li> </ul>	the diagnostic assessment and conference with teachers.  Resources: Continue working on diagnostic  Skills/Standards: fractions, decimals, expressions, integers, plotting points, equations	Students will be able to Solve a proportion  Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy  Skills/Standards: multiplying,	Objective(s)/Learning Target: Students will be able to  • Translate word problems into a proportion • Solve a proportion  Resources: DeltaMath, Regents Prep Questions, YouTube
	Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy	substitutions	Assessment: Diagnostic Assessment	dividing, cross multiplication (product of the extremes)	Videos, Self-Made Tutorials, Khan Academy Skills/Standards: translating
	Skills/Standards: converting decimals to percents, converting fractions to decimals				from words to mathematical symbols, multiplying, dividing, cross multiplication(product of the extremes)
	Unit: Colonization Topic: Settlement of the 13 colonies Forum: Teams/Schoology	Unit: Colonization Topic: Geography of the colonies Forum: Teams/Schoology	Unit: Colonization Topic: Geography of the colonies Forum: Teams/Schoology	Unit: Colonization Topic: Colonists Forum: Teams/Schoology	Unit: Colonization Topic: Slavery in the South Forum: Teams/Schoology
Indivi duals	Essential Question: Why did Europeans settle the 13 colonies in America?	Essential Question: What role does geography play in the development of societies?	Essential Question: What role does geography play in the development of societies?	Essential Question: What role does geography play in the development of societies?	Essential Question: What role does geography play in the development of societies?
& Societ y 9/21-9/25	Objective(s)/Learning Target:  • Examine the settlement of the 13 colonies in America  Resources: Power-point, primary source documents	Objective(s)/Learning Target:  • Examine the impacts of geographical features on patterns of development of colonial economic systems.  Resources: Power point, NewVision's document set, US map	Examine the impacts of geographical features on patterns of development of colonial economic systems.	Objective(s)/Learning Target: Describe the experiences of colonists and their means of developing a successful colony.  Resources: PowerPoint, Teams Skills/Standards	Analyze slavery as deeply established component of the colonial economic system.
	Skills/Standards	Skills/Standards	Resources: Power point, NewVision's document set, US	Skill: Comparing and contrasting	Resources Primary source documents, Power-Point, colonil economic map
	Skill: Comparing and contrasting  NYS Framework Standard	Skill: Comparing and contrasting  NYS Framework Standard:	map Skills/Standards	NYS Framework Standard:  • 11.1B: A number of	Skills/Standards

	11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.	11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.	Skill: Comparing and contrasting, graph analysis  NYS Framework Standard:  • 11.1B: A number of factors influenced colonial economic development, social structures, and labor	factors influenced colonial economic development, social structures, and labor systems, causing variation by region.	Skill: Comparing and contrasting  NYS Framework Standard:  • 11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing
	Unit: Introduction to Living Environment Topic: Scientific Method Forum: Teams/Schoology Essential Question: How do scientists use skills and critical thinking to resolve	Unit: Introduction to Living Environment Topic: Scientific Method Forum: Teams/Schoology Essential Question: How do scientists use skills and critical thinking to resolve problems?	systems, causing variation by region.  Unit: Introduction to Living Environment Topic: Scientific Method Forum: Teams/Schoology Essential Question: How do scientists use skills and critical thinking to resolve	Unit: Introduction to Living Environment Topic: Scientific Method Forum: Teams/Schoology Essential Question: How do scientists use skills and critical thinking to resolve	Variation by region.  Unit: Introduction to Living Environment Topic: Scientific Method Forum: Teams/Schoology Essential Question: How do scientists use skills and critical thinking to resolve
Living Enviro nment	problems?  Objective(s)/Learning Target: Students will observe and record data gathered from their experiment Students will interpret data and create an outline for their conclusion	Objective(s)/Learning Target: Students will edit the feedback on their outlines Students will use their outlines to create a valid conclusion, discussing their experiment, results and how the experiment could be tweaked to provide more validity	problems?  Objective(s)/Learning Target: Students will edit their conclusion based on teacher feedback Students will create a second experiment that would validate their initial experiment	problems?  Objective(s)/Learning Target: Students will be evaluated on their knowledge of the scientific method Students will identify and underline dependent and independent variables. Students	problems?  Objective(s)/Learning Target: Students will conduct an investigative lab Students will predict their results Students will conduct mini experiment and compare results to their hypothesis
	Resources Schoology, Ck12, Teams, YouTube, Khan Academy	Resources Schoology, Ck12, Teams, YouTube, Khan Academy, HMH	Resources Schoology, Ck12, Teams, YouTube, Khan Academy, HMH Skills/Standards	will define and explain the scientific method and the 7 steps  Resources Schoology, Ck12, Teams,	Resources Ck12, Teams, YouTube, Khan Academy, HMH
	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and	YouTube, Khan Academy, HMH  Skills/Standards  MS-ETS1-1. Define the criteria and constraints of a design	Skills/Standards  MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific

scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Bilingual Living Environment: All content will be translated into Spanish on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Analyze data from tests to determine

similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Bilingual Living Environment: All content will be translated into Spanish the natural environment that may limit possible solutions

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Bilingual Living Environment: All content will be translated into Spanish problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-3. Analyze data from tests

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Bilingual Living Environment: All content will be translated into Spanish principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Bilingual Living Environment: All content will be translated into Spanish

	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems?	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems?	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems?	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems?	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems?	
	Objective(s)/Learning Target: How do we read and utilize the Earth Science Reference tables?	Objective(s)/Learning Target: How do we solve math problems in Earth Science?	Objective(s)/Learning Target: Lab: ESRT Ref table scavenger hung.	Objective(s)/Learning Target: How do we interpret graphs and identify their relationships?	Objective(s)/Learning Target: What is density and how do we measure for density in the science room?	
Earth Scienc e	Resources Hmh/internet  Skills/Standards  Mathematical calculation ESS2.A	Resources Hmh/Internet  Skills/Standards  Mathematical calculation ESS2.A	Resources Hmh/internet  Skills/Standards  Mathematical calculation ESS2.A	Resources Hmh/internet  Skills/Standards  Mathematical calculation ESS2.A	Resources Hmh/internet  Skills/Standards  Mathematical calculation ESS2.A	
LOTE	Schoology, Team and Actor for daily assignments Obstudents will be able to to Spanish alphabet in the talanguage Materials: hand and materials uploaded of schoology, Acellus vide class meetings on Micros Teams Skills: Student wi	DAY 7 - A  Foropic: Spanish Alphabet Forum ellischoology, Team and Acellus jediovelaily assignments Objective assessments will be able to tell the spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, Acellus videos, class meetings on Microsoft of Teams Skills: Student will be able to spell their names and and pell words in Spanish Assessment: formative assessment on basic vocabulary	Acellus lessons 1-5	Objective: Students will to identify, correctly pror and use several basic gre with classmates in the tar language. Materials: You Video Skills: Social, Rea Writing, Listening and S Assessment: Virtual Han Standards: 1 and 2 Stand Communication: Communication: Communication of the	Topic: Greetings Forum: us Schoology/Teams/ Acellus be abjective: Students will be notonidentify, correctly prono etimed use several basic greet getwith classmates in the targ Tulineguage. Materials: YouT divideo Skills: Social, Read peakkinting, Listening and Spec doatssessment: Virtual Hande ard standards: 1 and 2 Standar unicatemmunication: Commun oneffectively in more than or altuanguage. Standard 2: Cult	e able ounce tings get Tube ling, eakin dut rd 1:

	Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication:	munication: unicate effectively in		Intercultural Communica Interact with cultural competence and understa	tidntercultural Communication Interact with cultural compuncting understanding	
HLA	Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2	Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication:	Acellus lesso	ons 1-5  Scho Objet to id and with lang Vide Writ Spea Han Stan Com more Stan	c: Greetings Forum: pology/Teams/ Acellus potive: Students will be able entify, correctly pronounce, use several basic greetings classmates in the target uage. Materials: YouTube to Skills: Social, Reading, ing, Listening and aking Assessment: Virtual dout Standards: 1 and 2 dard 1: Communication: ununicate effectively in than one language. dard 2: Cultures- cultural Communication:	C

	Standard 1: Communica Communicate effectivel more than one language Standard 2: Cultures- Intercultural Communic Interact with cultural competence and underst	y in more than one langue. Standard 2: Cultures Intercultural Communication: Interact with cultural competence and und	nage. s- unication:		petence and understanding
	Unit: Getting Started - PE Topic: Schoology and Hand Washing	Unit: Getting Started - PE Topic: Schoology and Hand Washing Forum: Teams and Schoology. Go to	Unit: Getting Started - PE Topic: Schoology and Hand Washing	Unit: Getting Started - PE Topic: Schoology and Hand Washing	Unit: Getting Started - PE Topic: Schoology and Hand Washing
Physic	Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.	your Individual PE Teacher's page for Teams for Individual assignments.  Essential Question: How can I be successful using schoology? What is	Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.	Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.	Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.
al Educa tion (PE)	Essential Question: How can I be successful using schoology? What is handwashing important for PE?	handwashing important for PE?  Objective(s)/Learning Target: Students will learn how to sign into	Essential Question: How can I be successful using schoology? What is handwashing important for PE?	Essential Question: How can I be successful using schoology? What is handwashing important for PE?	Essential Question: How can I be successful using schoology? What is handwashing important for PE?
	Objective(s)/Learning Target: Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand	schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE.  Resources: Computer/Mobile	Objective(s)/Learning Target: Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE.	Objective(s)/Learning Target: Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand	Objective(s)/Learning Target: Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE.
	washing expectations for PE.  Resources: Computer/Mobile	Skills/Standards: Using multiple platforms for online learning and physical activity. Students will learn and be able to discuss the proper	Resources: Computer/Mobile  Skills/Standards: Using multiple	washing expectations for PE.  Resources: Computer/Mobile	Resources: Computer/Mobile  Skills/Standards: Using multiple
	Skills/Standards: Using multiple platforms for online learning and physical activity. Students will learn and be able to	handwashing for PE class.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to	platforms for online learning and physical activity. Students will learn and be able to discuss the proper handwashing for PE class.	Skills/Standards: Using multiple platforms for online learning and physical activity. Students will learn and be able	platforms for online learning and physical activity. Students will learn and be able to discuss the proper handwashing for PE class.

	discuss the proper handwashing for PE class.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	support participation in a variety of physical activities with family and friends.  4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	to discuss the proper handwashing for PE class.  NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.	NYSPHE Standards: 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting.  Email your physical education teacher with any questions or concerns.
	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:
	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:
	Resources	Resources	Resources	Resources	Resources
Busine ss/ CTE	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards

	Unit:	Unit:	Unit:	Unit:	Unit:
	Topic: Forum: Teams				
Art	Essential Question:				
	Essential Question.	Essential Question.	Essential Question:	Listeria Question.	Essential Question.
	Objective(s)/Learning Target:				
	Resources	Resources	Resources	Resources	Resources
	Skills/Standards	Chille/C4cm donde	Skills/Standards	Skills/Standards	Skills/Standards
	Skills/Standards	Skills/Standards	Skiiis/Standards	Skins/Standards	Skiiis/Standards

Health	Unit: Stress Management Topic: Teen Suicide Forum: Teams Essential Question: What would you do if you knew if someone is considering suicide? Objective(s)/Learning Target: -Recognize when a person is depressed or suicidal -Describe triggers that can cause an individual to contemplate suicide -Understanding warning signs of someone considering suicide -Explain how an individual can intervene and prevent suicide -Differentiate between myths and facts about suicidal behavior  Resources: Phone/Laptop/Tablet  Skills/Standards: 1. Students will comprehend concepts related to health promotion and disease prevention. 2. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks.	Unit: Stress Management Topic: Coping with stress Forum: Teams Essential Question: How do you deal with stress? What are some stress management techniques that can help you effectively deal with stress? Objective(s)/Learning Target: -Identify factors that lead to stress -Select and apply strategies to manage stress in positive health enhancing ways -Describe personal stressful situations and ways of dealing with them Resources: Phone/Laptop/Tablet  Skills/Standards: 4.Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5.Students will demonstrate the ability to use decision making skills to enhance health.	Unit: Stress Management Topic: Relaxation Techniques Forum: Teams Essential Question: How does relaxation techniques help reduce negative responses to stress?  Objective(s)/Learning Target: -Recognize that stress reduction techniques can help reduce negative responses to stress -Discuss and practice stress reduction strategies to enhance health -Demonstrate healthy practices and behaviors that will improve the health of self and others  Resources: Phone/Laptop/Tablet  Skills/Standards: 1.Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks	Unit: Introduction to Health Topic: 6 Dimensions of Wellness-Physical Wellness Forum: Teams Essential Question: Why is it important to know and understand the 6 dimensions of wellness? Objective(s)/Learning Target: Understand the different dimensions of wellness by breaking down and interpretating each dimension.  Resources: Teams, Google, YouTube  Skills/Standards 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. 7: Students will demonstrate the ability to practice health- enhancing behaviors and avoid or reduce risks.	Unit: Introduction to Health Topic: 6 Dimensions of Wellness- Social Wellness Forum: Teams Essential Question: What does an effective social environment look like and why is it important that I maintain a healthy social life? Objective(s)/Learning Target: build relationships with others, deal with conflict appropriately, and connect to a positive social network  Resources: Teams, Google, YouTube  Skills/Standards 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Subje ct	Day 11	Day 12	<b>Day 13</b>	Day 14	Day 15

	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:
	Resources: Skills/Standards	Resources: Skills/Standards	Resources: Skills/Standards	Resources: Skills/Standards	Resources: Skills/Standards
ELA					
ENL	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:
	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:
	Resources:	Resources:	Resources:	Resources:	Resources:
	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards
Algeb ra	Unit: Number Sense and Operations: Topic: Real Number System Forum: Schoology Essential Question: How do we classify numbers?  Objective(s)/Learning Target: Students will be able to  Identify the types of numbers in the Real Number System Classify numbers and expressions as rational or irrational	Unit: Number Sense and Operations Topic: Properties of Real Numbers Forum: Schoology Essential Question: How do we identify the properties of real numbers?  Objective(s)/Learning Target: Students will be able to:  • Identify the properties as associative, commutative, distributive, inverse properties, identity property, zero property • Use the properties to explain each step taken in solving a simple equation	Unit: Number Sense and Operations Topic: Independent Work Forum: Schoology Essential Question: How will I utilize Objective(s)/Learning Target: Students will continue to work on assignments and conference with teachers. Resources: Continue working on assigned work Skills/Standards:	Unit: Number Sense and Operations: Topic: Integers Forum: Schoology Essential Question: How do we perform operations with integers?  Objective(s)/Learning Target: Students will be able to  • Add, subtract, multiply, divide integers  Resources: DeltaMath, Regents Prep Questions,	Unit: Number Sense and Operations: Topic: Forum: Teams Essential Question: How do we apply operations using integers to solving real life world problems  Objective(s)/Learning Target: Students will be able to  • Translate verbal sentences to mathematical sentences Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan

	Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy  Skills/Standards: 8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that	Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy  Skills/Standards: A.REI.A.1 AI Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.  Construct a viable argument to justify a	Assessment: Diagnostic Assessment	YouTube Videos, Self-Made Tutorials, Khan Academy Skills/Standards: adding, subtracting, multiplying, dividing integers with and without calculator	Academy  Skills/Standards: adding, subtracting, multiplying, dividing integers  With calculator, translating verbal to mathematical sentences
	the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.  Unit:	solution method (linear)  Unit:	Unit:	Unit:	Unit:
Indivi	Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:	Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:
duals & Societ y	Resources Skills/Standards	Resources Skills/Standards	Resources Skills/Standards	Resources Skills/Standards	Resources Skills/Standards
9/21- 9/25					

	Unit: Introduction to Living Environment	Unit: Introduction to Living Environment	Unit: Introduction to Living Environment	Unit: Biochemistry Topic: Basic structure of an	Unit: Biochemistry Topic: Bonds
	Topic: Lab safety	Topic: Lab safety	Topic: Lab Safety	Atom	Forum: Teams
	Forum: Teams/Schoology	Forum: Teams/Schoology	Forum: Teams/Schoology	Forum: Teams	Essential Question:
	Essential Question:	Essential Question:	<b>Essential Question:</b>	Essential Question:	
	How should students behave in a	How can we have safe and effective lab	How can we be safe and effective	How are objects formed?	Objective(s)/Learning Target:
Living	lab room?	classes?	while working in the lab?	Objective(s)/Learning Target:	Students will define bonds, I.e
Enviro	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Students will illustrate and label	Covalent bond, hydrogen bond,
nment	Students will observe proper lab	Students will identify inappropriate lab	Students will complete a virtual lab	an atom	cohesive bond
IIIICIIC	behavior and techniques	behavior	based on classroom and Lab safety	Students will be able to	Students will describe how electrons link to form bonds
	Students will explain inappropriate lab behavior	Students will explain how the inappropriate behaviors can be corrected	Students will answer questions correctly and in complete sentences	differentiate between a proton, neutron and electron	Students will illustrate a
	Students will describe safety in	Resources	Resources	Students will describe valence	macromolecule
	the lab room	Teams, Schoology, YouTube, CK12	Teams, Schoology, YouTube,	electrons	Resources
	Resources	Skills/Standards	CK12, Biology Corner	Resources	Teams, Schoology, YouTube, CK12,
	Teams, Schoology, YouTube,	MS-ETS1-1. Define the criteria and	Skills/Standards	Teams, Schoology, YouTube,	Biology Corner
	CK12	constraints of a design problem with	MS-ETS1-1. Define the criteria and	CK12, Biology Corner	Skills/Standards
	Skills/Standards	sufficient precision to ensure a successful	constraints of a design problem with	Skills/Standards	MS-PS1-1. Develop models to
		solution, taking into account relevant	sufficient precision to ensure a	MS-PS1-1. Develop models to	describe the atomic composition of
	Bilingual Living Environment:	scientific principles and potential impacts	successful solution, taking into	describe the atomic	simple molecules and extended
	All content will be translated	on people and the natural environment that may limit possible solutions	account relevant scientific principles and potential impacts on people and	composition of simple	structures.
	into Spanish	MS-ETS1-2. Evaluate competing design	the natural environment that may	molecules and extended	MS-PS1-3. Gather and make sense
		solutions using a systematic process to	limit possible solutions	structures. MS-PS1-3. Gather and make	of information to describe that
		determine how well they meet the criteria	MS-ETS1-2. Evaluate competing	sense of information to	synthetic materials come from
		and constraints of the problem.	design solutions using a systematic	describe that synthetic	natural resources and impact
		Analyze data from tests to determine	process to determine how well they	materials come from natural	society.
		similarities and differences among	meet the criteria and constraints of	resources and impact society.	
		several design solutions to identify the	the problem.	resources and impact society.	
		best characteristics of each that can be	Analyze data from tests to determine	Bilingual Living Environment:	Bilingual Living Environment:
		combined into a new solution to better meet the criteria for success.	similarities and differences among several design solutions to identify	All content will be translated	All content will be translated into
		meet the criteria for success.	several design solutions to identify	into Spanish	Spanish

	MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.  MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.  Bilingual Living Environment: All content will be translated into Spanish	the best characteristics of each that can be combined into a new solution to better meet the criteria for success.  MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.  MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.		
Earti Scien e	Unit: Prologue Topic: Measurement/Graphing/Density Forum: Teams Essential Question: How do scientists measure in the science lab? Objective(s)/Learning Target: What is density and how do we measure for density? Resources Hmh/internet Skills/Standards patterns	Unit: Prologue Topic: Measurement/Graphing/Density Forum: Teams Essential Question: How do scientists measure in the science lab?  Objective(s)/Learning Target: continue density lab/finish any other labs Resources Skills/Standards	Unit: Prologue Topic: Measurement/Graphing/Densi ty Forum: Teams Essential Question: How do scientists measure in the science lab?  Objective(s)/Learning Target: Review for exam Resources Skills/Standards	Unit: Prologue Topic: Measurement/Graphing/Density Forum: Teams Essential Question: How do scientists measure in the science lab?  Objective(s)/Learning Target: Exam Resources: Castle learning Skills/Standards

	DAY 11 - B	DAY12 A	DAY 13 - B	DAY 14 - A	DAY 15 - B
LOTE		Topic: Greetings Forum:	Acellus lessons 1-5	Topic Numbers 1-30 For	unT:opic: Numbers 1-30 Forum:
		Schoology/Teams/ Acellus		Schoology/Teams/Acellu	s Schoology/Teams/Acellus for
	School is closed	Objective: Students will be able		daily assignments, Power	Poliaily assignments, PowerPoint
		to identify, correctly pronounce,		presentations Objective:	presentations Objective: Studer
		and use several basic greetings		Students will be able to r	ecavill be able to recall numbers 1
		with classmates in the target		numbers 1-30 in Spanish	30 in Spanish Materials: Class
		language. Materials: YouTube		Materials: Class handout	s almathdouts and Materials uploads
		Video Skills: Social, Reading,		-	onto Schoology, Acellus, &
		Writing, Listening and Speaking	5		deAusllus Videos, Class Meetings
		Assessment: Virtual Handout			on on Microsoft Teams Skills:
		Standards: 1 and 2 Standard 1:		Microsoft Teams Skills:	
		Communication: Communicate			Expressibers 1-30 in Spanish & -
		effectively in more than one		-	&Relay your phone number
		language. Standard 2: Cultures-			r Assessment: Formative
		Intercultural Communication:		Assessment: Formative	Assessment on numbers
		Interact with cultural		Assessment on numbers	
		competence and understanding			d Communication: Communicate
					inicatectively in more than one
				•	ontanguage. Standard 2: Cultures-
					ltuntercultural Communication
					tidnteract with cultural competen
				Interact with cultural	and understanding
				competence and understa	nding

		Topic: Greetings Forum:	Acellus lessons 1-5	Topic Numbers 1-30	Unit:
	School is closed	Schoology/Teams/ Acellus			Topic: Forum: Teams
HLA		Objective: Students will be		Forum:Schoology/Team	Essential Question:
		able to identify, correctly		s/Acellus for daily	Objective(s)/Learning Target:
		pronounce, and use several		assignments,	
		basic greetings with classmates		PowerPoint	Resources
		in the target language.		presentations	Skills/Standards
		Materials: YouTube Video		Objective: Students will	
		Skills: Social, Reading,		be able to recall	
		Writing, Listening and		numbers 1-30 in Spanish	
		Speaking Assessment: Virtual		Materials: Class	
		Handout Standards: 1 and 2		handouts and Materials	
		Standard 1: Communication:		uploaded onto	
		Communicate effectively in		Schoology, Acellus, &	
		more than one language.		Acellus Videos, Class	
		Standard 2: Cultures-		Meetings on Microsoft	
		Intercultural Communication:		Teams Skills: Students	
		Interact with cultural		will be able to Express	
		competence and understanding		Numbers 1-30 in	
				Spanish & -Relay your	
				phone number	
				Assessment: Formative	
				Assessment on numbers	
				Standards: 1 & 2	
				Standard 1:	
				Communication:	
				Communicate	
				effectively in more than	
				one language. Standard	

Physic al Educa tion (PE)	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	2: Cultures-Intercultural Communication: Interact with cultural competence and understanding  Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards
	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question:			
	Objective(s)/Learning Target: Resources	Objective(s)/Learning Target: Resources	Objective(s)/Learning Target: Resources	Objective(s)/Learning Target: Resources	Objective(s)/Learning Target: Resources
	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards

Busine					
ss/					
CTE					
CIE					
	Unit:	Unit:	Unit:	Unit:	Unit:
	Topic:	Topic:	Topic:	Topic:	Topic:
Art	Forum: Teams	Forum: Teams	Forum: Teams	Forum: Teams	Forum: Teams
2220	Essential Question:	Essential Question:	Essential Question:	Essential Question:	Essential Question:
	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:	Objective(s)/Learning Target:
	Resources	Resources	Resources	Resources	Resources
	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards	Skills/Standards
	Unit: Introduction to Health	Unit: Introduction to Health and	Units Introduction to bealth and	I Inite Introduction to bealth	Unit:
	and Wellness	Wellness	Unit: Introduction to health and wellness	Unit: Introduction to health and wellness	
	Topic: 6 Dimensions of Health	Topic: 6 dimensions of health and	Topic: 6 dimenions of health and	Topic: 6 dimensions of health	Topic: Forum: Teams
	and Wellness-Emotional	wellness-Environmental Heatlh	wellness-intellectual wellness	and wellness-spiritual wellness	Essential Question:
	Wellness	Forum: Teams	Forum: Teams	Forum: Teams	Essential Question:
	Forum: Teams	Essential Question:	Essential Question:	Essential Question:	Objective(s)/Learning Target:
	Forum: Teams	Essential Question:	Essential Question:	Essential Question:	Objective(s)/Learning Target:

#### 8<sup>th</sup> Grade Hybrid Instructional Plan September 14<sup>th</sup> – October 2<sup>nd</sup>

Health

Essential Question: How can emotions affect one's health?

#### **Objective(s)/Learning Target:**

Have a positive attitude, high self-esteem, a strong sense of self, and the ability to recognize and share a wide range of feelings with others in a constructive way.

**Resources:** Teams, Google, YouTube

#### Skills/Standards

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

How can I improve my surrounding environment?

#### Objective(s)/Learning Target:

Be aware of the interactions between the environment, community and yourself and behave in ways that care for each of these responsibly

Resources: various volunteer websites

#### Skills/Standards:

What are other ways that I can improve my intellectual wellness? **Objective(s)/Learning Target:** 

#### Objective(s)/Learning Target: Be open to new ideas, be creative,

think critically, and seek out new challenges

**Resources** Google, Teams, YouTube

#### Skills/Standards

- 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 5: Students will demonstrate the ability to use decision-making skills to enhance health.

What are the values and beliefs I follow that help me lead me through my life?

#### Objective(s)/Learning Target:

Find meaning in life events, demonstrate individual purpose, and live a life that reflects your values and beliefs

Resources Teams, Google, YouTube

#### Skills/Standards

- 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### Resources

Skills/Standards