

Content Area	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
English	Students weigh the pros and cons of aging from childhood to adolescence to adulthood, reading classic and/or contemporary fiction and biographies. Students compare and contrast how different texts explore the theme of "growing up." Evidence-based writing focuses on analyzing mixed feelings about the inevitable loss of childhood.	Students go back in time to experience heroes, gods, and monsters from all around the world. Students read myths, legends and/or folktales from a wide variety of sources, and study supportive informational text, art, and music. Evidence-based writing focuses on answering questions raised by their examination of these tales.	Students dig deep into the immigration experience that is foundational to the USA. Reading fictional and informational immigrant stories and analyzing film clips and/or images, students trace the historical forces that led so many to America, for so many different reasons. Evidence-based writing focuses on explaining both the cause and the effect on our nation, a "melting pot."	Students explore bravery in the face of various challenges, such as slavery, shipwrecks, or unfair child labor practices. Students develop their understanding of courage by examining how people and characters face and overcome obstacles. Evidence-based writing focuses on defining and illustrating the nature of courage under different circumstances.	Students puzzle out mysteries and riddles, comparing and contrasting the strategies they use to solve different kinds of problems. Students analyze the effectiveness and appropriateness of particular strategies in different problem solving contexts. Evidence-based writing focuses on explaining how detectives use clues to solve mysteries and readers use clues to find deeper meaning.	Students fly with pioneers of aviation (and/or space exploration), reflecting on the possibilities and challenges of flight. By examining these real and fictional versions of people who made their dreams come true, students extend their thinking to dreaming for themselves. Evidence-based writing focuses on arguing for or against Robert Browning's words: "A man's reach should exceed his grasp."					
Mathematics	1.1 Geometry (area of triangles, special quads, and polygons; three-dimensional figures using nets; volume of rectangular prism, coordinate planes) 1.2 Number Systems (number lines, coordinate planes, number placement)	2.1 Expressions and Equations (write, read and evaluate, apply properties to generate equivalency) 2.2 Expressions and Equations (solving equation or inequality as a process of answering a question)	3.1 Expressions and Equations ($x > c$, $x < c$) 3.2 Statistics and Probability (statistical questions, data, number lines, measures of central tendency, variation)	4.1 Ratios and Proportional Relationships (describe relationship between quantities, unit rate) 4.2 Ratios and Proportional Relationships (real-world and mathematical problems)	5.1 Strategic Re-teaching and Review to Prepare for DC CAS (based on student data, DC CAS preparation)	6.1 Bride (adding and subtracting positive and negative rational numbers)					
Science	"Place, Space, Planet Spans": 6.3.1. Recognize that the solar system consists of the Earth, moon, sun, eight generally recognized other planets that orbit the sun and their satellites, and smaller objects, such as asteroids and comets. 6.3.8. Recognize and describe the sun as a midsize star located near the edge of a disk-shaped galaxy of stars called the Milky Way. Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. 6.1.10. Construct and interpret a simple map.	"Up, Down, and In Between": 6.3.10. Explain that gravity is a force of attraction that every mass in the universe exerts on every other mass, and everything on or anywhere near Earth is attracted toward and attracts Earth's center by a gravitational force. 6.1.3. Identify dependent and independent variables in those investigations that have controls. And, if no controls are used, explain why.	"Hot to Trot": 6.4.1. Explain the meaning of radiation, convection, and conduction (three mechanisms by which heat is transferred to, through, and out of the Earth's system). 6.4.3. Observe and explain how uneven heating sets up convective cells in the atmosphere and oceans that distribute heat away from the equator.	"Meeting Heating": 6.4.5. Recognize that, compared to other substances such as rock and soil, a given mass of water requires a greater input or output of heat energy to change its temperature by a given amount. 6.5.3. Explain that a great deal of heat energy is absorbed when water evaporates and is released when it condenses. Illustrate that this cycling of water and heat in and out of the atmosphere plays a critical role in climatic patterns.	"The Reasons for the Seasons": 6.5.1. Explain how different regions receive different amounts of solar heating because of their latitude, clouds, surface water ice, and other variables. Understand that this results in large-scale convective air flow and weather patterns. 6.3.6. Construct models or drawings to explain that the seasons are caused by the tilt of the Earth's axis relative to the plane of its orbit and its revolution around the sun. Explain how this results in uneven heating of the various parts of Earth's surface that varies over the course of the year.	"Tech Trek": 6.2.2. Explain that technology is essential to science for such purposes as measurement, data collection, graphing and storage, computation, communication and assessment of information, and access to outer space and other remote locations. 6.1.8. Record and organize information in simple tables and graphs, and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc. Read simple tables and graphs produced by others, and describe in words what they show.	"Go with the Flow": 6.6.7. Describe that most rainwater that falls in Washington, DC, will eventually drain into the Chesapeake Bay. 6.6.1. Explain that fresh water is limited in supply and uneven in distribution; describe why it is essential for life as we know it and also for most human activities, including industrial processes. 6.6.5. Investigate and describe how pollutants can affect weather and the atmosphere.	"Plate Tectonics: What Plates Are": 6.8.1. Describe the solid lithosphere of Earth, including both the continents and the ocean basins, and how it is broken into several plates that ride on a denser, hot, and gradually deformable layer in the mantle called the asthenosphere (weak sphere). 6.8.5. Explain the process in which plates push against one another, one of them may be dense enough to sink under the other, a process called subduction. Explain that oceanic lithosphere may sink under continental or oceanic lithosphere, but continental lithosphere does not subduct.	"Plate Tectonics: What Plates Do": 6.8.3. Explain how lithosphere plates move very slowly, pressing against one another in some places, pulling apart in other places, and sliding past one another in others.	"One O'clock, Two O'clock, Three O'clock Rock": 6.7.1. Recognize minerals are naturally occurring crystalline solids with definite chemical compositions, and identify common minerals using a key to their diagnostic properties. 6.7.3. Describe how igneous rocks are formed when older rocks are melted and then recrystallized. Understand they may be cooled deep in the Earth or at or near the surface as part of volcanic systems. 6.7.4. Explain how metamorphic rocks are formed when older rocks are heated (short of melting) and/or subjected to increased pressure. 6.7.5. Describe how sedimentary rocks are formed when older rocks are subjected to weathering into sediments, and those sediments are eroded, transported, deposited, then compacted and cemented.	"Evolution Revolution": 6.8.12. Explain how physical evidence, such as fossils and surface features of glaciation, supports detailed explanations of how Earth's surface has evolved over geologic time. 6.9.6. Recognize that evidence from geologic layers and radioactive dating indicates that Earth is approximately 4.6 billion years old and life on this planet has existed for more than 3 billion years. 6.1.9. Read a topographic map and a geologic map for evidence provided on the maps.
Social Studies	Students investigate the division of the world into regions and continents and begin to ask geographic questions to analyze the changing perspectives represented by maps. They access a variety of sources (texts, maps, and other visuals) to discover the value of different types of sources.	Students engage in regional studies in Units 2-7, beginning with the Americas to build on U.S. History from grades 4 and 5. They analyze the reciprocal relationship between the environment, climate, and human societies, while tracing the impact of geography on religion, culture, and economic systems in North and South America. Students read maps and complex texts, summarizing, citing evidence, and engaging in explicit vocabulary instruction.	Students continue regional study by analyzing the relationship between the environment, climate, and human societies in the Middle East and North Africa. They examine how religion is reflected in culture with particular emphasis on Judaism, Christianity, and Islam. Students consider primary and secondary sources, citing evidence of differences in perspective, and using evidence in written responses.	Students continue regional study by focusing on the Indian subcontinent, with references to Australia and Pacific islands. They analyze the trend of urbanization and its causes and effects as related to the geography of the region. Additionally, students examine push and pull factors influencing historical patterns of human migration and social systems. They continue using texts and maps to summarize, using evidence to justify thesis statements provided by the teacher.	Students determine the environmental advantages of East Asia and how it caused the development of densely populated societies. They investigate the impact of geography on economic systems, the development of cultural values, and the origin and diffusion of religions. Students read maps and complex texts, determining cause and effect relationships and the perspective of the author or cartographer.	Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions.					

Physical Education	Cooperatives. This unit introduces students to the physical education routines and procedures that maximize space and teach students to work cooperatively, with a partner or group, in order to achieve a common goal.	Fitness Concepts. This unit provides students with a basic knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Students will learn how to assess and maintain their own fitness and how to use activity logs and technology such as heart rate monitors to track and measure activity levels.	Rhythmic Skills and Movement Patterns. In this unit, students will examine rhythm with movement in traditional line and folk dances, incorporating basic steps like cha-cha, shimmy, and grapevine. Students will develop their rope jumping skills to improve coordination, rhythm and fitness.	Movement Concepts. This unit focuses on development of skills, including basic positions, supports, balances, jumping and landing, rotations and rolls and partner stunts.	Manipulative Skills/Combination of Movement Patterns and Skills. These units provide activities for students to practice, develop and apply sport specific skills necessary for enjoying traditional sports as well as offensive and defensive strategies required for successful game play. However, the activities found in each of these SPARK units are modified to be more inclusive, active and enjoyable than traditional sports drills and games and employ best practices such as small-sided games.	Manipulative Skills/Combination of Movement Patterns and Skills. These units provide activities for students to practice, develop and apply sport specific skills necessary for enjoying traditional sports as well as offensive and defensive strategies required for successful game play. However, the activities found in each of these SPARK units are modified to be more inclusive, active and enjoyable than traditional sports drills and games and employ best practices such as small-sided games.					
Health	Mental/Emotional Health. This unit centers on the multiple dimensions of health, including mental health, and how they are interrelated. It also examines factors that influence health. Students will explore how societal messages influence their own perceptions and behaviors.	Alcohol, Tobacco, and Other Drugs. This unit explores how to apply life-skills such as risk refusal and decision making to choices about alcohol, tobacco, and other drugs.	Sexual Health. In this unit, students will examine the physical, mental, and emotional changes that occur with adolescence and how these changes affect and are influenced by family and peer relationships. Students will learn about pregnancy and disease preventative measures they can take.	Safety. This unit focuses on personal safety. Students will learn how to handle, prevent, and resolve situations regarding physical or emotional safety, such as bullying. Students will practice conflict-resolution strategies and procedures such as first aid and communication skills that promote personal safety.	Nutrition. This unit exposes students to the importance of caring for their bodies through the food choices that they make. They will learn and apply the process of selecting nutritious foods and planning meals, as well as exercising.	Anatomy. This unit demonstrates how food choices either promote or prevent disease.					