

Content Area	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
English	Students engage with poetry, fiction, art, maps, audio, and primary sources as they revisit our nation's revolutionary roots. Evidence-based writing focuses on answering questions raised by primary sources, in order to build clear comprehension of turning points in our history.	Students experience the city in literature, exploring character and plot developments in urban settings. Students contrast visual images and facts about cities with their presence in fiction. Evidence-based writing focuses on the impact of the setting, explaining how the city itself becomes a "character."	Students explore classic adventures in the American countryside. Students compare and contrast texts (both traditional and digital) set in rural and urban settings. Evidence-based writing focuses on contrasting objective summaries to analyze the impact of setting on text.	Students examine the aesthetic pleasures of literature and art, reading about artists and authors while viewing fine and commercial art. Students compare reading with viewing and contrast artists and authors, focusing on the relationship between text structure and meaning. Evidence-based writing focuses on the motivation and creative process for both artists and authors.	Students analyze lines of dialogue, scenes, and words from plays, speeches and poetry they read, recite and perform. Students scrutinize authors' central ideas and their development over the course of the play. Evidence-based writing traces the development of a central idea, supported with relevant, sufficient, accurate textual examples and/or quotations.	Students grapple with the tension between conformity (action in accord with prevailing social standards, attitudes, practices, etc.) and individuality. Students also consider contexts in which conformity is desirable and when it becomes risky, even dangerous. Likewise, students examine how and why individualism is (or is not) desirable through literary examples. Through various readings, students study how authors convey meaning through figurative language (e.g., symbolism, metaphor). Evidence-based writing focuses on claims with relevant, sufficient, accurate textual examples and/or quotations.			
Mathematics	1.1 Functions and Linearity (define, evaluate and compare functions)	2.1 Real World Linearity (model relationships between quantities)	3.1 Roots, Radicals, Exponents, Rationals (radicals and integer exponents) 3.2 Pythagorean's Theorem (understand and apply)	4.1 2-Dimensional Geometry (congruence, similarity, reflections, rotations) 4.2 Systems of Equations	5.1 Strategic Re-teaching and Review to Prepare for DC CAS (based on student data, DC CAS preparation)	6.1 Bridge (solving linear equations and inequalities, systems of equations)			
Science	"State of the Union: Heat and Motion": 8.5.4. Recognize and describe that energy is a property of many systems and can take the forms of mechanical motion, gravitational energy, the energy of electrostatic and magnetostatic fields, sound, heat, and light (electromagnetic field energy). 8.5.2. Describe kinetic energy as the energy of motion (e.g., a rolling ball) and potential energy as the energy of position or configuration (e.g., a raised object or a compressed spring). 8.5.8. Investigate and explain that heat energy is a common product of an energy transformation, such as in biological growth, the operation of machines, the operation of a lightbulb, and the motion of people. 8.2.8. Describe how the atoms, molecules, or ions comprising an object are in constant individual motion, and explain how their average motional (kinetic) energy determines the temperature of the object, and how the strength of the forces between them determines the state of matter at that temperature.	"Proving the Moving": 8.7.2. Observe and explain that when the forces on an object are balanced (equal and opposite forces that add up to zero), the motion of the object does not change. 8.7.3. Explain why an unbalanced force acting on an object changes the object's speed or direction of motion or both. 8.7.5. Know that the greater the mass of an object, the more force is needed to change its motion. 8.1.3. Describe how if more than one variable changes at the same time in an experiment, the outcome of the experiment may not be attributable to a change in any single variable. 8.1.12. Apply simple mathematical models to problems (e.g., formulas such as $F = ma$).	"Waves, the Medium, and the Message": 8.8.2. Explain how a mechanical wave is a disturbance that propagates through a medium. 8.8.3. Explain how electromagnetic waves differ from mechanical waves in that they do not need a medium for propagation; nevertheless, they can be described by many of the same quantities: amplitude, wavelength, frequency (or period), and wave speed. 8.5.7. Know that the sun's radiation consists of a wide range of wavelengths, mainly visible light, infrared, and ultraviolet radiation.	"Electric Avenue": 8.6.1. Investigate and explain that an object can be electrically charged either positively or negatively; objects with like charges repel each other, and objects with unlike charges attract each other. 8.6.2. Explain that when an electric current flows there is always a magnetic field associated with it.	"Ion the Prize": 8.2.2. Construct a model of an atom and know the atom is composed of protons, neutrons, and electrons. 8.2.3. Using a periodic chart, explain that the atoms of any element are similar to each other, but they are different from atoms of other elements. Know the atoms of a given isotope are identical to each other. 8.2.7. Understand how an ion is an atom or group of atoms (molecule) that has acquired an electric charge by losing or gaining one or more electrons. 8.2.10. Describe the contributions of the scientists involved with the development of current atomic theory, including John Dalton, Marie and Pierre Curie, Joseph John Thomson, Albert Einstein, Max Planck, Ernest Rutherford, Niels Bohr, and Erwin Schrodinger.	"Up and Atom: High Energy": 8.5.10. Investigate and explain that in processes at the scale of atomic size or greater, energy cannot be created or destroyed but only changed from one form into another. 8.3.3. Explain how the idea of atoms, as proposed by John Dalton, explains the conservation of matter: In chemical reactions, the number of atoms stays the same no matter how they are arranged, and the mass of atoms does not change significantly in chemical reactions, so their total mass stays the same. 8.3.4. Investigate how and explain that during endothermic chemical reactions heat energy is absorbed from the surroundings and in exothermic reactions heat energy is released to the surroundings.	"Chemistry's Mysteries": 8.3.5. Investigate and explain that reactions occur at different rates, slow to fast, and that reaction rates can be changed by changing the concentration of reactants, the temperature, the surface areas of solids and by using a catalyst. 8.3.6. Recognize that solutions can be acidic, basic, or neutral depending on the concentration of hydrogen ions in the solution. Understand that because this concentration can vary over a very large range, the logarithmic (each increase of one in the pH scale is an increase of 10 times in concentration) pH scale is used to describe how acidic or basic a solution is. 8.1.7. Use tables, charts, and graphs in making arguments and claims in presentations about lab work.	"Density's Propensity": 8.4.4. Determine and explain that the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced; this principle can be used to predict whether an object will float or sink in a given fluid. 8.4.2. Know density is mass per unit volume.	

Social Studies	Students discuss American Indians before and during the beginning stages of the European colonization. Focus shifts to the role of the thirteen colonies in the foundation of the American nation. Students examine immigrants to the New World, including voluntary and involuntary immigrants, and the evolution of slavery in the Americas. Students analyze historical narrative accounts of slavery in the Americas, summarizing based on textual evidence, developing academic vocabulary, and determining the value of sources.	Students summarize the American Revolution, including the philosophical roots for American independence found in Enlightenment writing. Students analyze the chronology of major events in the war for independence and the war's impact around the world. Students read the Declaration of Independence, citing evidence in response to questions and developing academic vocabulary.	Students discuss early American democracy and summarize the founding documents and principles of the United States. Students focus on the Constitution's relationship to the Declaration of Independence and the Articles of Confederation, including the debates leading up to Constitutional ratification. They consider the early stages in the development of the American republic, beginning to use evidence to write narrative essays.	Students investigate the Early Republic period through a socio-political lens, focusing on early presidents and daily life in the United States. They read significant speeches to inform their understanding of key events, determining the difference in perspective between primary and secondary resources. Students learn to write a thesis	Students discuss the effects of westward expansion, including the benefits of growth and the costs to American Indian civilizations. Students weigh historical information, discern historical truths, and evaluate sources by investigating American interactions with non-European populations. They continue developing thesis statements and start writing essays to support their claims.	Students study the geography of American regions to compare the agrarian economy of the South with the industrialized economy of the North. Students examine the effects of industrialization on the Northern states, including technological changes and shifts to urban areas as they experienced booms in immigration and ethnic diversity. They will conduct research to develop a better understanding industrialization, using evidence like quotations in their writing.	Students study the causes and consequences of reform movements during the early to mid-nineteenth century, including: women's suffrage, abolitionism, immigration policy, and workers' rights. They read primary sources related to these reforms, considering the impact of text structure and the development of arguments in writing.	Students review the history of American slavery, focusing deeply on the facets of nineteenth century slavery in the United States. They analyze and compare the lives of freedmen, and determine causes for the expansion of both abolitionist and pro-slavery movements. They read primary and secondary sources about events leading to the Civil War, considering how information is conveyed using text and visuals.	Students study the Civil War, including military confrontations between the North and South. Students analyze and compare secondary sources with primary sources, such as Civil War letters, diaries, and photographs. Students then consider Reconstruction, the accomplishments of African Americans during the period, and reactions of the South to Reconstruction policies. As students analyze the politics of Reconstruction, they learn to evaluate a source's author and his/her motives for writing a particular work.
Physical Education	Cooperatives. This unit provides opportunities to establish social norms and stresses the importance of teamwork and leadership in the physical activity setting. Students will participate in individual and cooperative activities with a focus on goal setting and celebrating the accomplishments of the group.		Rhythmic Skills and Movement Patterns. In this unit, students will participate in a variety of dances with an emphasis on social dances spanning across eras. They will also utilize jump rope skills for culminating jump rope events and competitions.	Movement Concepts. In this unit, students will combine a variety of basic through advanced skills learned in previous courses to create and perform an original routine.	Manipulative Skills/Combination of Movement Patterns and Skills. These units provide activities for students to apply mature techniques to a variety of sport specific skills. Offensive and defensive strategies will be applied and students will demonstrate acquired leadership characteristics as they apply to team building and decision making.	Manipulative Skills/Combination of Movement Patterns and Skills. These units provide activities for students to apply mature techniques to a variety of sport specific skills. Offensive and defensive strategies will be applied and students will demonstrate acquired leadership characteristics as they apply to team building and decision making.			
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 the effects of substance abuse and identifies strategies to resist using alcohol, tobacco, and other drugs. This unit also helps students develop strategies and identify choices on a range of health issues to prevent drinking and driving in order to maintain personal, family, and community health.	Sexual Health. In this unit, students will learn about pregnancy and disease preventative measures they can take and about the consequences of sexual activity. This unit focuses on teen pregnancy and parenting. This unit also introduces students to the definitions of healthy relationships and sexual orientation.	Safety. This unit builds on personal safety to include consideration of others' safety. Students will practice conflict-resolution strategies and procedures such as first aid and communication skills that promote personal safety and help address conflict. There is an emphasis on describing and demonstrating basic first-aid procedures.	Nutrition. This unit highlights to students the short-term and long-term benefits and risks associated with their nutritional choices. They will learn about eating disorders, ranging from being underweight to obese. They will learn how technology can affect their personal health.	Anatomy. In this unit, students will learn how heredity, physiological changes, environmental influences, and varying social experiences can affect their body systems and development. Students will also learn how they can use professional health services for their personal needs.			