Curriculum Unit Overviews

Music/Wellness/Mathematics Courses Ready for Board of Education Adoption in June 2023

Performing Art

- *Kindergarten Music*
- *Grade 1 Music*
- *Grade 2 Music*
- *Grade 3 Music*
- *Grade 4 Music*
- *Grade 5 Music*
- *Grade 5 Intro to Band*
- *Grade 5 Intro to Strings*
- *Grade 6 Band*
- *Grade 6 Orchestra*
- *Grade 7 & 8 Band*
- *Grade 7 & 8 Orchestra*
- *Grade 7 & 8 Digital Music*
- *Grade 9 & 10 String Ensemble*
- *Grade 9 & 10 Concert Band*
- *Grade 9 & 10 Chorus*
- *Grade 11 & 12 Orchestra*
- *Grade 11 & 12 Symphonic Band*
- *Grade 11 & 12 Concert Choir*
- *Grade 9-12 Piano & Digital Audio*
- *Grade 9-12 Chamber Orchestra*
- *Grade 9-12 Jazz Band*
- *Grade 9-12 Show Choir*
- *Grade 9-12 Waes Haeil*

- *Grade 6 Theatre*
- *Grade 7 Acting Skills*
- *Grade 7 Intro to Music Theatre*

Wellness

School Counseling & Social Work

- *Kindergarten SCSW*
- *Grade 1 SCSW*
- *Grade 2 SCSW*
- *Grade 3 SCSW*
- *Grade 4 SCSW*
- *Grade 5 SCSW*
- *Grade 6 SCSW*
- *Grade 7 SCSW*
- *Grade 8 SCSW*
- *Grade 9 SCSW*
- *Grade 10 SCSW*
- *Grade 11 SCSW*
- *Grade 12 SCSW*

Health

- *Grade 6 Health*
- *Grade 7 Health*
- *Grade 8 Health*
- *Health I*
- *Health II*

Physical Education

- *Personal Fitness*
- *Recreational Games*

Mathematics

- Grade 7 Mathematics
- Grade 8 Pre-Algebra

Kindergarten Music Curriculum Overview 2023-2024

Unit 1 *Becoming a Vocal Star!*	Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. In Kindergarten, students develop an awareness of the elements of music through playful song experiences and creative movement. The sequence begins with opposites and contrasts with kindergarteners, who can identify characteristics and differences more easily when there is a contrast, such as high/low, fast/slow, loud/soft, long/short. In Unit 1, students will discover self awareness through their singing voice, body awareness and steady beat. Through exploration, students will discover and describe the four voices - singing, speaking, whispering, and shouting. **Profile of a Graduate Capacities:** Self-Awareness
Unit 2 *I Got Rhythm!*	Rhythm is built on the experiential understanding of a steady beat. Before students learn to label the beat, they need to learn to experience it. In Unit 2, students will discover and demonstrate the steady beat 3 different ways: aurally, physically, and visually. Through movement, body percussion, instrument playing, chants/poems, and responding to recorded music, kindergarten students will understand the foundational framework of a steady beat, which will prepare them for Grade 1, where they discover the difference between beat and rhythm. **Profile of a Graduate Capacities:** Analyzing
Unit 3 *I Like to Move It, Move It!*	Movement is a key component of musical development, because it promotes active bodily involvement that stimulates young children to make connections between sound, movement, and intention. Throughout this unit students will study ways to move their bodies using locomotor and non-locomotor movement. Our young musicians will experience movement with recordings and teacher guidance. Students will move their bodies expressively to connect with the style and mood of the music. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness

Grade 1 Music Curriculum Overview

2023-2024

Unit 1 *Pitch Exploration: Follow My Lead*	Singing is the foundation of children's musical development. Just as children develop language by hearing and imitating speech patterns, they learn to match pitch and sing in tune by hearing and imitating musical patterns. Students will continue to develop their singing voice. They will also continue to develop their high/light singing tone. Students will practice and echo various vocal patterns, including the melodic pitches Sol and Mi. **Profile of a Graduate Capacities:** Collective Intelligence
Unit 2 *Rhythm & Movement: All Together Now!*	The purpose of rhythm recognition exercises is to develop a sense of beat and its subdivisions. Over time this makes it possible to hear and memorize long and complex rhythm patterns. You can then use this ability to reproduce rhythms your hear by clapping your hands, tapping your foot, or playing an instrument. In this unit, students will demonstrate the steady beat concepts learned in Kindergarten, through movement, body percussion, instrument playing, chants/poems, and responding to recorded music. They will further their learning with the concept of rhythm. Students will learn to distinguish between beat and rhythm. **Profile of a Graduate Capacities:** Analyzing
Unit 3 *All Ears - Listening*	In this unit, students will study classical pieces of music that tell a story (program music) using instruments of the orchestra. Our young musicians will examine how the sounds of each instrument relate to the piece of music, Carnival of the Animals. Students will study the characteristics of the four families of instruments in the orchestra: strings, woodwind, brass, percussion. **Profile of a Graduate Capacities:** Analyzing

Grade 2 Music Curriculum Overview

2023-2024

Unit 1 *Singing with Extended Range and Repertoire*	In this unit, students will continue to refine their singing voices through expanded repertoire and vocal range. Our young musicians will learn breathing exercises, proper posture, and they will be able to match pitches on the solfege syllables do, re, mi, sol, and la. At the conclusion of the unit, students will successfully sing an 8-measure song, showing proper vocal technique and pitch matching. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness
Unit 2 *Reading/Writing Music Notation*	In Unit 2, students will explore standard notation for the first time. They will experience the pulse of longer and shorter sounds, identify the note names and rhythmic values of quarter notes (and rests), eighth note pairs, and half notes(rests). Students will be able to read and decode rhythms, as well as notate them. This unit will culminate with our young musicians reading, decoding and creating 4 beat rhythmic patterns. **Profile of a Graduate Capacities:** Analyzing, Product Creation
Unit 3 *Listening (Program Music)*	In this final unit for Grade 2, students will listen to and discuss major orchestral works that are used to convey a story through composer's choices of instrumentation. Our young musicians will discuss and describe attributes of the instruments in each of the 4 families and how they sound. **Profile of a Graduate Capacities:** Analyzing

Grade 3 Music Curriculum Overview

2023-2024

Unit 1 *Recorder*	In this first unit, students will engage in music practice and performance utilizing the recorder. The recorder allows students to experience playing in a group, developing skills in listening and cooperation. Ensemble playing also encourages students to appreciate and value teamwork and collaboration in music-making. Learning to play the recorder helps students develop a foundation in music theory. They learn to read sheet music, understand basic musical notation, and become familiar with concepts such as rhythm, pitch, dynamics, and phrasing. These fundamental skills can be transferred both to vocal development and to other musical instruments. **Profile of a Graduate Capacities:** Analyzing, Collective Intelligence
Unit 2 *Advancing Music Literacy/Notation*	In this unit, students will identify pitch notation on the treble staff to include notes ranging from E1-F2. Students will demonstrate an understanding of lines versus spaces on the staff. Our young musicians will connect rhythmic notation and pitch notation skills to read short musical excerpts. **Profile of a Graduate Capacities:** Analyzing
Unit 3 *Introduction to Part Singing/Harmony*	In this unit students will experience part singing and creating harmony through rounds/canons, partner songs, and vocal ostinati. Students develop confidence and harmony through group singing and vocal development. Our young musicians will listen to and perform a variety of repertoire from different cultures and genres. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness

Grade 4 Music Curriculum Overview

2023-2024

Launch Unit *Instrument Choice for Strings & Band*	In this launch, students will be introduced to the instrument options that they will have as Grade 5 students, beginning their journey in Madison's band and string program. This launch will include video demonstrations, live demonstrations, and hands-on opportunities to help the students choose if they want to play an instrument, and which instrument they would like to study. **Profile of a Graduate Capacities:** Inquiry
Unit 1 *Let's Sing Together!*	In this unit, students will continue to discover the power and connection of singing with other people. Students will expand their basic vocal technique and deepen their understanding of pitch, solfege, rhythm, and standard musical notation through a variety of musical repertoire. Vocal exercises will include continued practice in solfege. Learning experiences typically include various activities using their body and voice, and consistent practice in the classroom ensemble environment. **Profile of a Graduate Capacities:** Analyzing, Product Creation
Unit 2 *Let's Explore Rhythm!*	In this unit, students create and play music together using percussion instruments and proper drumming technique. To extend earlier K-3 experiences of rhythm as a foundation of all music, students will understand and perform rhythmic patterns while keeping a steady beat. Learning experiences will typically include games and activities to develop ensemble skills and exposure to varied musical genres. **Profile of a Graduate Capacities:** Analyzing
Unit 3 *Let's Play Ukulele!*	In this unit, students will learn how to strum and practice simple chords by playing the ukulele. Students will apply their ukulele skills to accompany a varied repertoire of songs. Learning experiences will typically include informal strum sessions and basic ensemble skills. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness
Unit 4 *Let's Compose a Musical Story!*	In this unit, students will learn how to create and play a musical story. Students will collaborate to write and perform their own musical compositions using their knowledge of rhythmic patterns and standard notation, as well as appropriate musical elements, such as dynamics, tempo, and timbre. Learning experiences typically include both listening and responding to famous musical compositions, as well as practicing writing musical notation for classroom instruments. **Profile of a Graduate Capacities:** Design, Collective Intelligence

Grade 5 Music Curriculum Overview

2023-2024

Unit 1 *Our National Anthem*	In this unit, students will study the history behind our National Anthem and gain a deeper understanding of Francis Scott Key's lyrics. In addition to singing the Star-Spangled Banner, they will also present an ensemble performance of this song played on the tone chimes. **Profile of a Graduate Capacities:** Inquiry, Collective Intelligence
Unit 2 *Xylos - Let's Get Started!*	This is the first of 4 units in which students experience a hands-on approach to music literacy through participation in a xylo* ensemble. From day one, they begin playing the xylos by way of an introduction to the upper bars, which are patterned in twos and threes much like the black keys of a piano. They then proceed to gather the musical tools needed to read the notes of the upper bars and transfer this knowledge to the corresponding bars on the xylos. Students are also engaged in rhythm activities that stress the steady beat of music—a key element to developing a cohesive ensemble. Learning experiences typically include singing, movement, listen-sing-play and read/sing-play sequences, and games such as *Tremolo Fun*, *Mozart's Musical Card Game,* and *Around the World in Notes*. * *In these 4 units, the term "xylos" is used generically to refer to both xylophones and marimbas. This course may also include the use of electronic keyboards to provide additional playing stations. Students without piano background may play the keyboards by simply using their pointer fingers similar to how they use mallets on the xylos.* **Profile of a Graduate Capacities:** Analyzing, Collective Intelligence
Unit 3 *Xylos - Improvise on the Fabulous Five*	In this unit, student musicians create their own spur-of-the-moment, melodic improvisations on the tune *Mo' Better Blues* by Branford Marsalis. Learning experiences include preparatory games, such as *Feel the Beat/Pass the Beat*; multiple opportunities to experiment creating their own improvised solos and glean ideas through hearing solos modeled by their teacher and fellow classmates, as well as listening to improvisations on recordings by professional jazz artists. **Profile of a Graduate Capacities:** Product Creation, Self-Awareness
Unit 4 *Xylos - Playing on the Lower Bars*	In this unit, student musicians are introduced to the lower bars (the naturals) by way of their relationship to adjacent upper bars. Students will read from standard music notation and locate the notes on their xylos to perform two familiar songs. The first song is the iconic 60's anthem, *We Will Rock You!* which is their first venture into playing exclusively on the lower bars. The second is *The Sesame Street Song* (comp and bass line only), a widely-known jazz tune which uses a combination of lower and upper bars. Learning experiences typically include the continuation of note and beat games from prior units, and the addition of percussion instruments on which everyone is welcome to take a turn! **Profile of a Graduate Capacities:** Analyzing

Grade 5 Music Curriculum Overview

2023-2024

Unit 5 *Xylos - Preparing and Presenting a Performance*	In this unit, student musicians will engage in preparing a presentation for their parents, including taking ownership of several organizational aspects involved in producing a successful performance. Students will experience the process of rehearsal as they refine their individual part and improve the cohesiveness of their ensemble. Learning experiences typically include a sequence of playing through a song, followed by class analysis and discussion to arrive at suggestions for improvement, and then following through on those suggestions; also recording one or more rehearsals for the students to watch and evaluate themselves individually and as a group. This unit will culminate in an informal class presentation for parents. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Product Creation

Grade 5 Intro to Strings Curriculum Overview 2023-2024

Unit 1 *Let's Get Started: The Basics of Playing Your Instrument*	In our Let's Get Started unit, students will get acquainted with the parts of their instruments, letter names of each string, basic care and maintenance, holding position, left hand shape, plucking strings (pizzicato), proper bow hold, bow placement, tone production, and the letter names and fingerings of their first three notes. The learning process will begin by developing the separate functions of the right and left hand in relation to string technique. This unit will culminate with students coordinating hands together (bowing and fingerings) to play their first beginner song. **Profile of a Graduate Capacities:** Self-Awareness
Unit 2 *The Foundational Five*	Unit 2 focuses on note and rhythm reading while continuing to encourage the development of strong foundation skills. Students are introduced to the clef sign for their instrument (treble, alto, or bass clef) and its respective lines and spaces on the musical staff. They are also re-introduced to the concepts of beat, meter, and note values in order to gather all the tools they need to play simple songs. These tunes include both familiar and unfamiliar melodies designed to hold student interest and build confidence in their ever-expanding knowledge and skill base. Our young musicians will demonstrate their grasp of solid foundational playing skills. **Profile of a Graduate Capacities:** Design
Unit 3 *Performing as an Ensemble*	In Unit 3, students are engaged in learning concert repertoire that further develops their technical skills, note reading, and rhythm counting. Our young musicians begin playing together as an ensemble, with varied parts playing together. Through this group experience, they learn conductor cues, rehearsal strategies, and how to develop balance and blend as a member of an ensemble. An important benchmark is observed at the end of the unit when students are challenged to apply what they have learned in a formal concert setting. **Profile of a Graduate Capacities:** Collective Intelligence

Grade 5 Intro to Band Curriculum Overview 2023-2024

Unit 1 *Let's Get Started: The Basics of Playing Your Instrument*	In our Let's Get Started unit students will get acquainted with the parts of their instruments, basic care and maintenance, holding position, tone production, and the letter names and fingerings of their first notes. The learning process will begin by developing proper embouchure (flute, clarinet, saxophone, trumpet, trombone, baritone horn) or stick technique (percussion). Embouchure is a musician's mouth position on their instrument, and proper embouchure enables a full musical tone. This unit will culminate with students reading proper notation while playing their first beginner song. **Profile of a Graduate Capacities:** Self-Awareness
Unit 2 *The Foundational Five*	Unit 2 focuses on note and rhythm reading while continuing to encourage the development of strong foundation skills. Students are introduced to the clef sign for their instrument (treble or bass clef) and its respective lines and spaces on the musical staff. They are also re-introduced to the concepts of beat, meter, and note values in order to gather all the tools they need to play simple songs. These tunes include both familiar and unfamiliar melodies designed to hold student interest and build confidence in their ever-expanding knowledge and skill base. Our young musicians will demonstrate their grasp of solid foundational playing skills. **Profile of a Graduate Capacities:** Design
Unit 3 *Performing as an Ensemble*	In Unit 3, students are engaged in learning concert repertoire that further develops their technical skills, note reading, and rhythm counting. Our young musicians begin playing together as an ensemble, with varied parts playing together. Through this group experience, they learn conductor cues, rehearsal strategies, and how to develop balance and blend as a member of an ensemble. An important benchmark is observed at the end of the unit when students are challenged to apply what they have learned in a formal concert setting. **Profile of a Graduate Capacities:** Collective Intelligence

Grade 6 Band Curriculum Overview

2023-2024

Unit 1 *Instrumental Development*	Being part of a musical ensemble teaches students true-life skills that extend far beyond their school years. Just as students are taught about posture as an individual, they need to learn what it means to be part of the team. These skills can begin to develop in their first year. This unit will introduce students to their instrument, including the parts of the instrument, proper care of their instrument, and how to produce a sound. **Profile of a Graduate Capacities:** Decision Making
Unit 2 *Musical Literacy*	This unit focuses on the foundations of musical literacy, including staff and rhythmic notation, the piano keyboard, and the associated terminology. In this unit, students build the connection between musical literacy and how it relates to playing an instrument. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 3 *Terminology & Expression*	In Unit 3, our young musicians start to focus on playing music expressively through their instrument. Music is more than just a collection of notes and rhythms. Music communicates feeling and emotion. This unit focuses on the integration of the expressive elements of a musical selection as it relates to playing their instrument. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 4 *Ensemble Skills*	By identifying each specific ensemble skill, teaching them to students and reinforcing them, students will more effectively connect to and perform their music. They will have a deeper understanding of what it means to be a musician in an ensemble and to experience the expressive elements that sometimes elude them. This unit focuses on ensemble skill development. Students will learn how they contribute individually and collectively toward the success of the ensemble. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Product Creation

Grade 6 Orchestra Curriculum Overview

2023-2024

Unit 1 *Instrumental Development*	Being part of a musical ensemble teaches students true-life skills that extend far beyond their school years. Just as students are taught about posture as an individual, they need to learn what it means to be part of the team. These skills can begin to develop in their first year. This unit will introduce students to their instrument, including the parts of the instrument, proper care of their instrument, and how to produce a sound. **Profile of a Graduate Capacities:** Decision Making
Unit 2 *Musical Literacy*	This unit focuses on the foundations of musical literacy, including staff and rhythmic notation, the piano keyboard, and the associated terminology. In this unit, students build the connection between musical literacy and how it relates to playing an instrument. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 3 *Terminology and Expression*	In Unit 3, our young musicians start to focus on playing music expressively through their instrument. Music is more than just a collection of notes and rhythms. Music communicates feeling and emotion. This unit focuses on the integration of the expressive elements of a musical selection as it relates to playing their instrument. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 4 *Ensemble Skills*	By identifying each specific ensemble skill, teaching them to students and reinforcing them, students will more effectively connect to and perform their music. They will have a deeper understanding of what it means to be a musician in an ensemble and to experience the expressive elements that sometimes elude them. This unit focuses on ensemble skill development. Students will learn how they contribute individually and collectively toward the success of the ensemble. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Product Creation

Grade 7/8 Band Curriculum Overview

2023-2024

Unit 1 *Musical Literacy*	Welcome to 7/8 Band! Being a part of an ensemble teaches responsibility and teamwork. Band also provides a nurturing environment which can help students build confidence — an important trait that is useful throughout life. In the first 7/8 band unit, students will continue to develop their musicianship through playing their instrument, and applying the elements of staff and rhythmic notation that were taught in Grade 6. Through a progressive curriculum, our Polson musicians will learn and apply more complex concepts to those learned in the foundational curriculum. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 2 *Musical Terminology & Expression*	In Unit 2, students will be building musicianship through the integration of the expressive elements in music. Band students will go beyond the notes on the page, and continue to build their tone, add stylistic elements to their performances, and play using a composer's intent. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 3 *Ensemble Skills*	In this final unit, students will investigate the process of preparing and performing music, as these musicians expand their ensemble skill development, influencing their personal musical growth. Students will use evaluative tools to identify and react to musical and expressive elements, as they contribute individually and collectively toward the success of the ensemble. This unit will culminate with small group performances, showcasing their growth as ensemble musicians. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 7/8 Orchestra Curriculum Overview

2023-2024

Unit 1 *Musical Literacy*	Welcome to 7/8 Orchestra! Being a part of an ensemble teaches responsibility and teamwork. Orchestra also provides a nurturing environment which can help students build confidence — an important trait that is useful throughout life. In this first 7/8 orchestra unit, students will continue to develop their musicianship through playing their instrument, and applying the elements of staff and rhythmic notation that were taught in Grade 6. Through a progressive curriculum, our Polson musicians will learn and apply more complex concepts to those learned in the foundational curriculum. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 2 *Musical Terminology & Expression*	In Unit 2, students will be building musicianship through the integration of the expressive elements in music. Orchestra students will go beyond the notes on the page, and continue to build their tone, add stylistic elements to their performances, and play using a composer's intent. **Profile of a Graduate Capacities:** Inquiry, Analyzing
Unit 3 *Ensemble Skills*	In this final unit, students will investigate the process of preparing and performing music, as these musicians expand their ensemble skill development, influencing their personal musical growth. Students will use evaluative tools to identify and react to musical and expressive elements, as they contribute individually and collectively toward the success of the ensemble. This unit will culminate with small group performances, showcasing their growth as ensemble musicians. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 7/8 Digital Music Curriculum Overview 2023-2024

Unit 1 *Time*	Music technology has been shown to increase student motivation through a self-learning skillset that presents exciting content that is relevant to the technology of today's music industry. Digital music is an elective open to all 7th and 8th grade students, and no prior music experience is necessary! In this course, students will learn how to compose music digitally, through a non-traditional lens, using Soundtrap, a Digital Audio Workstation (DAW) software program. Unit 1 will focus on Time in Music. Students will understand how to maintain a steady beat, subdivide a beat, internalize rhythms written in beat map notation, and play the rhythms. Students will understand the eighth note, eighth note triplet, and sixteenth note subdivisions. Students will understand the basic musical concepts learned and mastered with purposeful practice. **Profile of a Graduate Capacities:** Inquiry, Design
Unit 2 *Drum Grooves*	Unit 2 will focus on creating beats using digital drum sounds. Students will understand how to compose and play drum patterns, as well as record them on the DAW (Digital Audio Workstation). This unit requires students to use three-way finger independence. Students will understand the musical concepts learned and mastered with purposeful practice. This unit will culminate with the students creating a recording of the grooves and drum fill they composed. **Profile of a Graduate Capacities:** Analyzing, Product Creation
Unit 3 *Bass Lines*	Unit 3 will focus on the link between the drum groove and the bass. Students will understand the different relationships between the kick drum and the bass, as well as how to visualize music through the understanding of the keyboard. They will experiment with writing chord progressions, and, through this work, students will learn to create and play highly dynamic bass lines. Students will understand the musical concepts learned and mastered with purposeful practice. At the end of this unit, students will write a drum groove and a bass line with octave jumps and leading tones. **Profile of a Graduate Capacities:** Design, Product Creation
Unit 4 *Chords and Melody, Putting it All Together*	Unit 4 will focus on chordal parts and melody. Students will understand the role chords play in a musical composition. They will write and record compositions using drum grooves, bass lines, and multiple chordal parts. Students will understand the musical concepts learned and mastered with purposeful practice. This is the final unit for this course, and will culminate in a project that utilizes all of the skills and concepts taught in Digital Music. **Profile of a Graduate Capacities:** Analyzing, Design

Grade 9/10 String Ensemble Curriculum Overview 2023-2024

Unit 1 *Review of Fundamental Skills*	This first unit focuses on reviewing skills learned in middle school, including but not limited to rhythmic literacy, musical expression, and composer intent. In this unit, freshman and sophomores work together to build their skills as an ensemble. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 2 *Building an Ensemble*	In Unit 2, String Orchestra students will utilize their previously learned knowledge in the areas of music theory, bowing techniques, etc. to learn developmentally appropriate new concert repertoire. One of the great joys of listening to music is hearing the subtle shades of dynamics in a piece. Dynamics in music refers to the relative loudness and softness of sounds indicated in a musical score. The interpretation of each dynamic marking in a piece of music is dependent on the musicians in the ensemble. Students will begin to consider a higher-level of musical interpretation, including balance, blend, and dynamic contrast to create more expressive music as an ensemble. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 3 *Rehearse, Evaluate, Refine, Perform*	Our ability to reflect the expressiveness and meaning of musical works in performance is enhanced by deep understanding of the structure, context, purpose and intent of the works themselves. In Unit 3, students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 9/10 Concert Band Curriculum Overview

2023-2024

Unit 1 *Marching Band*	This first unit introduces and re-introduces marching band to the high school band students. Marching Band at DHHS comprises the curriculum for Trimester 1 and this unit includes aspects of playing, marching, and performing, both at the same time. This unit also focuses on reviewing skills learned in middle school, including but not limited to rhythmic literacy, musical expression, and composer intent. Freshmen and sophomores work together to build their skills as an ensemble. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness
Unit 2 *Developing a Concert Band Sound*	This unit focuses on the concepts that were taught and applied during marching band, but with an emphasis on developing a concert band sound. Students will refine their tone, blend, and balance to better suit the concert band sound and the repertoire we will be rehearsing. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 3 *Rehearse, Evaluate and Refine*	Students will begin to consider a higher-level of musical interpretation, including balance, blend, and dynamic contrast to create more expressive music as an ensemble. In Unit 3 , students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. **Profile of a Graduate Capacities:** Inquiry, Analyzing

Grade 9/10 Chorus Curriculum Overview

2023-2024

Unit 1 *Singing Vocal Parts Independently*	Welcome to Chorus! Chorus teaches students the importance and necessity of unity and teamwork. Together they experience the satisfaction of achieving excellence over time through hard work and discipline. In this first unit, students will explore their own vocal range and learn to sing their vocal part independently against other parts. **Profile of a Graduate Capacities:** Analyzing, Self-Awareness
Unit 2 *Enhancing Choral Sound*	In Unit 2, students explore ways that sight singing, basic theory, dynamics, balance, blend and vocal technique can enhance the ensemble sound. Chorus members will continue to develop proper vocal technique and strengthen their voice daily through a repetition of warm-ups and daily exercises. Through small, mixed-group performances, vocalists will demonstrate their understanding of these ensemble concepts and skills. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 3 *Rehearse, Evaluate and Refine*	In this final unit, students will analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Vocalists will continue to develop their skills through next-level understandings that focus on critical listening skills, self evaluation, an expanded range of solfege notes and rhythms, and an understanding of live performance through engagement in final preparations for their spring concert performance. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 11/12 Symphonic Band Curriculum Overview 2023-2024

Unit 1 *Marching Band*	This unit focuses on reviewing skills learned in Concert Band, including but not limited to rhythmic literacy, musical expression, and composer intent. In this unit, juniors and seniors work together to build their skills as an ensemble. Marching Band at DHHS comprises the curriculum for trimester 1 and this unit includes aspects of playing, marching, and performing both at the same time. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness
Unit 2 *Developing the Symphonic Band Sound*	Unit 2 focuses on the concepts applied during marching band, but with an emphasis on developing a more mature indoor concert band sound. Students will further refine their tone, blend, and balance to better suit the concert band sound and the repertoire we will be rehearsing. Warm ups and repertoire used in this unit will be more advanced than those played in Concert Band. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 3 *Rehearse, Evaluate and Refine*	In this third unit, students will continue to refine their tone, blend, balance, and intonation in greater detail to better suit the more advanced repertoire we will be rehearsing. Students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Musicians will be able to independently recognize and perform expressive qualities such as dynamics, phrasing and articulation in their music. After successful completion of their spring concert, this unit ends with the entire DHHS Tiger Band marching in the Memorial Day parade. **Profile of a Graduate Capacities:** Design, Collective Intelligence

Grade 11/12 Concert Choir Curriculum Overview

2023-2024

Unit 1 *Singing Advanced Vocal Parts Independently*	In this first unit, students will explore advanced choral literature and learn to sing their vocal part independently against other parts, continuing to develop vocally, both as an individual and an ensemble member. **Profile of a Graduate Capacities:** Analyzing, Self-Awareness
Unit 2 *Further Enhancing the Choral Sound*	Through advanced choral literature in a variety of styles and genres, in this unit, students will further explore ways that basic theory, dissonant writing, dynamics, balance, blend and vocal technique can enhance the ensemble sound. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 3 *Rehearse, Evaluate and Refine*	In this final unit, students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Our musicians will learn to listen critically in order to identify areas that need refinement within their performances. Students will demonstrate the worth of personal critique through self assessment of their spring concert, which is the culminating performance of the year. **Profile of a Graduate Capacities:** Design, Collective Intelligence

Grade 11/12 Orchestra Curriculum Overview 2023-2024

Unit 1 *Meeting as an Ensemble*	This first unit focuses on the continuation of concepts that were reviewed and developed in the previous year. Students will use their developing sight reading skills in the selection of concert repertoire for their three performances. In this unit, juniors and seniors will work cohesively to begin learning new concert repertoire. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 2 *Working as an Ensemble*	In Unit 2, students utilize their previously learned knowledge in the areas of music theory, bowing techniques, etc. to learn developmentally appropriate new concert repertoire. They will incorporate balance, blend, and dynamic contrast to create more expressive music as an ensemble with minimal teacher reminders. **Profile of a Graduate Capacities:** Design, Collective Intelligence
Unit 3 *Rehearse, Evaluate, Refine, Perform*	In this final unit, students analyze, evaluate, and refine their performance over time, through openness to new ideas, persistence, and the application of appropriate criteria. Students will also practice creating phrasing in their concert repertoire. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 9-12 Piano & Digital Audio Curriculum Overview 2023-2024

Unit 1 *Getting to Know the Keyboard and Digital Software*	In this first unit, students will learn the basics of piano, as well as the digital music software. Learning experiences will include finger recognition and keyboard patterns, note names, and basic rhythms. In addition, students will learn how to navigate the DAW platform and create original drum beats, using the digital software program, GarageBand. **Profile of a Graduate Capacities:** Design, Decision Making
Unit 2 *Performing and Recording from Notation*	In this unit, students will explore standard notation. Now that they are familiar with the structure of the piano keyboard, students will link playing the piano to standard notation on the musical staff. The formal book will be introduced, and students will learn how to read music and play simultaneously. Learning experiences will include expanding their knowledge of original composition and applying their keyboard and DAW skillset to standard notation. **Profile of a Graduate Capacities:** Design, Decision Making
Unit 3 *The Fundamentals of Composing and Expanded Keyboard Fluency*	In this unit, students will begin to compose original melodies and chord progressions, as well as expand their knowledge and range of the keyboard. In addition, students will explore the sound palette of the DAW software in order to make informed choices regarding their compositions. **Profile of a Graduate Capacities:** Design, Decision Making
Unit 4 *Final Composition and Performance*	In this final unit, students will create and perform an original composition. Students will use the DAW software to create their accompaniment, and perform their piece live for the class. The culminating performance includes all the elements of piano performance and digital audio techniques that were taught in this one trimester course. **Profile of a Graduate Capacities:** Design, Decision Making

Grade 9-12 Chamber Orchestra Curriculum Overview 2023-2024

Unit 1 *Working as a Small Ensemble*	This unit focuses on students using their sight reading skills to select repertoire for their three performances. In this unit, these highly skilled student musicians will work cohesively to begin learning new concert repertoire. They build on their prior practice habits to be able to learn longer works. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness
Unit 2 *Building As A Small Ensemble*	In this unit, students will utilize their experience to regularly incorporate balance and blend in their daily rehearsals. They will work on phrasing independently and as an ensemble and decide which option is appropriate. Students will continue to develop their independent practice habits to meet the needs of the repertoire. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness
Unit 3 *Rehearse, Evaluate, Refine, Perform*	In this final unit, students analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. This unit allows each student to build on their independence, as well as understand how their part fits with the rest of the ensemble. Musicians can utilize each other's strengths to cooperatively learn their parts. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 9-12 Jazz Band Curriculum Overview 2023-2024

Unit 1 *Introduction to Jazz Band*	This first unit focuses on developing the jazz band sound, including but not limited to rhythmic literacy, musical expression, and composer intent. In this unit, highly skilled student musicians in grades 9-12 in this auditioned ensemble work together to build their jazz skills. Because this is the first in-school experience students will have with the jazz idiom, they will be introduced to the rhythms, styles, and articulations that are unique to this music. **Profile of a Graduate Capacities:** Collective Intelligence, Self-Awareness
Unit 2 *Developing the Jazz Band Sound*	This unit will focus on expanding students' knowledge gained in Unit 1, further developing the foundational elements of jazz that they are incorporating into their playing. Elements of improvisation will be introduced, using simple chord progressions and scales, including the blues scale. **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation
Unit 3 *Rehearse, Evaluate and Refine*	In this final unit, students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Jazz Band musicians will perform in concert performances that will allow them to perform varying genres of jazz that they have learned and reinforced, using appropriate style, tone, technique, and improvisation. Throughout the year students have performed varying genres of jazz to demonstrate their understanding of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, & Jazz Waltz. **Profile of a Graduate Capacities:** Design, Collective Intelligence

Grade 9-12 Show Choir (VIBE) Curriculum Overview

2023-2024

Unit 1 *Rehearsing, Evaluating, and Refining Vocals and Choreography*	Daniel Hand High School's VIBE Show Choir is a competitive and nationally ranked song and dance choir that travels the Northeast and beyond to compete against some of the best Show Choirs in the nation. In this first unit, students will learn, rehearse, evaluate, and refine a varied repertoire of vocal arrangements and choreography in preparation for performance of the years competition show. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness
Unit 2 *Connecting Vocals, Music, The Band, Dance, and Costumes*	This unit will take the individual aspects of our show (vocals, choreography, band, costuming) and put them together to create a cohesive production. Students will make relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness
Unit 3 *Conveying Meaning Through Presentation*	Students in Show Choir compete in multiple show choir festivals across New England where they also watch groups from other schools perform. In addition to performing their show for an authentic audience, students get critiqued by professional choral and dance judges. Performers will present their show before audience members and judges in competitions across the region. Students will learn to evoke expressive qualities of the music in prepared performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 9-12 Show Band (VIBE) Curriculum Overview

2023-2024

Unit 1 *Rehearsing, Evaluating, and Refining Band Arrangements*	In this first unit, students will learn, rehearse, evaluate, and refine a varied repertoire of band arrangements in preparation for performance of the years competition show. Students in Show Band support the Show Choir, as instrumentalists that accompany the group throughout their entire performance season, from rehearsals to competitions. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness
Unit 2 *Accompanying the Choir*	By the end of Unit 2, the Show Band will be able to perform their show while accompanying the choir at the same time. This unit will take the individual aspects of our show (vocals, choreography, band) and put them together to create a cohesive production. Students will make relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness
Unit 3 *Performance*	It's officially competition time! Students will present their show before audience members and judges in competitions across the region. Students will learn to evoke expressive qualities of the music in prepared performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. **Profile of a Graduate Capacities:** Design, Collective Intelligence, Self-Awareness

Grade 9-12 Waes Haeil Curriculum Overview

2023-2024

Unit 1 *Rehearse, Refine, Perform and Critique Advanced Chamber Style Vocal Music*	This highly selective vocal ensemble will rehearse and perform advanced classical literature from the 16th century to the present. The one trimester class will challenge students and expose them to a wide variety of both new and familiar music. Students practice and perform music in various languages and from various cultures. This course will culminate in a live performance in May. **Profile of a Graduate Capacities:** Design, Collective Intelligence

Grade 6 Theatre Curriculum Overview

2023-2024

Unit 1 *Movement, Voice & Technical Acting Skills*	Welcome to the Polson Theatre Program! All the world's a stage, and Polson theatre students are its players! In this first unit of Theatre Arts, students will explore the foundations, in order to become a successful performer. They will examine the ins and outs of classic fairy tale characters, bringing a modern twist to their stories. These young actors will accomplish this through warm-ups, activities and exercises pertaining to body awareness and vocal control. Unit 1 will culminate in a shared class performance. **Profile of a Graduate Capacities:** Self-Awareness
Unit 2 *Intro to the Rehearsal Process & Character Development*	Showtime! In Unit 2, students will be introduced to the basic rehearsal process, culminating in a fully realized performance. Students will start with a chosen script, analyzing and developing the characters within the text. Our young actors will use the rehearsal process to explore what makes each characters unique. They will rehearse as an ensemble, offering peer and teacher feedback, as well as critique on company members' performances. Finally, these actors will get a chance to share their work by performing for a live audience. **Profile of a Graduate Capacities:** Design
Unit 3 *Intro to the Playoffs*	Ready, set, ACT! It's competition time! In this final unit, students will compete in the 10 minute PlayOff. They will rehearse and perform a teacher-directed 10 minute play for their peers. If they make the final round, they compete against other grade levels and finalists before a panel of judges. May the best performance win! **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation

Grade 7 Acting Skills Curriculum Overview

2023-2024

Unit 1 *Character Study*	Welcome to Acting Skills! In this first unit, students will take a character from script to stage, using various character analysis techniques, which they will apply to their performance. Our young actors will develop effective physical and vocal traits of characters, envisioning and describing a scripted or improvised character's inner thoughts and objectives. **Profile of a Graduate Capacities:** Self-Awareness
Unit 2 *The Rehearsal Process & Scene Study*	In this unit, students will continue their understanding of the rehearsal process through scene study. Actors will use several analysis techniques to understand how to perform a scene. This unit will culminate in a shared theatrical performance. **Profile of a Graduate Capacities:** Design
Unit 3 *The Playoffs*	Ready, set, ACT! It's competition time! In this final unit, students will compete in the 10 minute PlayOff. They will rehearse and perform a teacher and student led 10 minute play for their peers. If they make the final round, they compete against other grade levels and finalists before a panel of judges. May the best performance win! **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation

Grade 7 Intro to Musical Theatre Curriculum Overview

2023-2024

Unit 1 *The Exploration of the Musical*	C'mon along and listen to the lullaby of Polson Musical Theatre! In this first unit, students will learn about a musical that they have never seen before. Through research, observation and group work, students will present information and perform a short sequence for the class. **Profile of a Graduate Capacities:** Inquiry, Collective Intelligence
Unit 2 *The Ensemble*	One singular sensation....How about a whole group of sensational performers? Throughout this unit, students will explore the importance that the ensemble plays in every musical production. Students will learn various pieces from a wide variety of musicals. This unit will culminate with a live performance. **Profile of a Graduate Capacities:** Design
Unit *The PlayOff*	Ready, set, ACT! It's competition time! In this final unit, students will compete in the 10 minute PlayOff. They will rehearse and perform a teacher and student led 10 minute play for their peers. If they make the final round, they compete against other grade levels and finalists before a panel of judges. May the best performance win! **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation

Grade K-12 School Counseling & Social Work Curriculum Overview 2023-2024

Grade K *Relationship Skills: What are my Feelings?*	In this unit, students acquire vocabulary to describe how they are feeling so they can express themselves using their words to communicate with others. They will also learn strategies to be a better listener, a good friend, and work together to solve problems. Personal space will also be addressed in this unit in relation to social cues and expected and unexpected behaviors. The Social Emotional Learning Team will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. Examples include Kindness Week, whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements and other whole-school activities focused on inclusion, kindness, reducing isolation. **Profile of a Graduate Capacities:** Product Creation
Grade 1 *Self-Management*	During this unit, students will learn problem solving and conflict resolution strategies. Students learn that there are expected and unexpected reactions to different size problems. Students will analyze and apply the Size of the Problem scale to social problem solving scenarios. Students will discuss how reactions affect themselves and others. They will also explore alternative, expected choices when faced with a problem or conflict. Students will be taught how to repair harm when using the First, Next, Then problem solving model. The Social Emotional Learning Team will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. Examples include Kindness Week, whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements and other whole-school activities focused on inclusion, kindness, reducing isolation. **Profile of a Graduate Capacities:** Analyzing
Grade 2 *Self Management and Relationship Skills*	In this unit, students learn how to set personal boundaries when working with others to have productive relationships and increased success with team projects. Students will also learn the importance of flexible thinking when working with others and the idea of teamwork and cooperation. The Social Emotional Learning Team will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. Examples include Kindness Week, whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social

	isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements and other whole-school activities focused on inclusion, kindness, reducing isolation. **Profile of a Graduate Capacities:** Alternate Perspectives
Grade 3 *Responsible Decision Making*	In this unit, students will be taught how their thinking affects their emotions and their ability to think clearly. Students will be taught how to use positive thinking, coping strategies, and using a social filter to make expected choices. Students will independently create positive affirmation bracelets as a takeaway strategy to grow their confidence. Students will discuss how self-regulation impacts making expected and responsible choices. Students will also learn how to use self-regulation strategies when they are dysregulated. Students will be taught how to use a social filter to determine if a thought is ok to say or should be kept in their thought bubble. Students will also discuss the importance of using a social filter to preserve social relationships. Ultimately, all lessons culminate with a "Think It or Say It" activity which employs all the skills used during this unit as students practice navigating social situations. The Social Emotional Learning Team will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. Examples include Kindness Week, whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will participate in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements and other whole-school activities focused on inclusion, kindness, and reducing isolation. **Profile of a Graduate Capacities:** Decision Making
Grade 4 *Healthy Conflict Resolution Skills*	In this unit, students explore personal boundaries and the power of their own voice to resolve social conflict. Students identify the size of a problem and an appropriate response. Students will also review coping strategies to access when experiencing strong emotions in these social encounters and in their lives. Ultimately, students will be given a scenario and asked to make a prosocial decision using the steps they have learned to manage conflict. The school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. Experiences are focused on inclusivity and starting a conversation with somebody in order. Examples of experiences to increase belonging and school connectedness include conversation starters at the lunch tables, classroom lessons, and posters around the school addressing Start with Hello Week. **Profile of a Graduate Capacities:** Idea Generation

Grade K-12 School Counseling & Social Work Curriculum Overview 2023-2024

Grade 5 *Self-Awareness*	Students deepen their understanding of who they are, their coping strategies, and their learning styles. Students practice coping strategies for managing their emotions and time as they think about middle school. This unit focuses on students understanding who they are and where they might be headed. Students will investigate their unique learning styles and how they fit into group dynamics. Students will then explore potential careers that may fit with individual strengths and challenges. Students will finally explore their friendship style and social dynamics. Students will explore their preferred strategies for managing the stress of navigating a healthy lifestyle. The school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. **Profile of a Graduate Capacities:** Self-Awareness
Grade 6 *Self-Management*	In this unit, students develop, monitor, and evaluate goals to be able to feel increasingly capable and confident as a middle schooler. Students will explore and practice stress management strategies and coping skills and identify situation-specific skills and strategies to implement. Students will review what a trusted adult is and will be introduced to additional faculty and staff that are available to support them regularly and/or in times of need. Students will be introduced to executive functioning and organization skills to help them successfully navigate the demands of middle school. The school counseling department will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, kindness, community building, and school connectedness. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements focused on inclusion, kindness, and reducing isolation. School-wide visuals are posted year-round. PRIDE activities are offered to support connectedness, such as a school-wide student scavenger hunt to get to know people and sentence starters, "Would you rather...," and icebreaker questions for students to use during lunches. **Profile of a Graduate Capacities:** Self-Awareness, Decision Making
Grade 7 *Personal Safety and Boundaries*	The emphasis in grade 7 will be on social interactions and collective intelligence. As such, students will engage in activities that promote positive peer interactions, team building, and perseverance to overcome obstacles. Students will identify personal boundaries and better understand the ramifications and costs of harassment and bullying. Students will be able to demonstrate their knowledge about how to stay safe online and in their social groups. Students will also continue to develop executive functioning and organization skills to help them successfully navigate the demands of middle school. The school counseling department will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building, and school connectedness. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social

	isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements focused on inclusion, kindness, and reducing isolation. School-wide visuals are posted year-round. PRIDE activities are offered to support connectedness, such as a school-wide student scavenger hunt to get to know people and sentence starters, "Would you rather...," and icebreaker questions for students to use during lunches. **Profile of a Graduate Capacities:** Collective Intelligence, Decision Making
Grade 8 *Future Planning*	In this unit, students will reflect on education and life goals and will learn about alternative programs and high school programs that align with their goals. Students will look forward to their high school and post-secondary future by clarifying possible aspirations, skill sets, talents, and course areas of interest. Students participate in career day to network with experts and begin to plan possibilities for their next four years. Students will refine their executive functioning and organization skills to help them successfully navigate the demands of middle school and support a successful transition to high school. At the end of their Polson experience, they will reflect on the wisdom they have gained over the past three years. These "Words of Wisdom" will be compiled in a slideshow to share with other grades at the start of the following school year. The school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements focused on inclusion, kindness, reducing isolation. School-wide visual are posted year-round. Pride activities are offered to support connectedness, such as a school-wide student scavenger hunt to get to know people lunch table sentence starters, "Would you rather...," and icebreaker questions for students to use during lunches. **Profile of a Graduate Capacities:** Design, Decision Making
Grade 9 *Navigating High School*	In this unit, students explore how to navigate a new learning environment: supports, structures, and opportunities as well as increased accountability and responsibility as high school students. Students will identify “bumps on the road” as they navigate their journey for counselors who then design and facilitate lessons based on key issues. Emphasis will be placed on self-reflection on strengths and areas for growth as well as developing resiliency and understanding of growth mindset. At the end of the year, students reflect on something they wished they knew or had to earn through experience. **Profile of a Graduate Capacities:** Self-Awareness
Grade 10 *Trusted Peeps and Community Resources*	During this unit, students will be compelled to reflect on their well-being, progress toward future plans, and deepen their understanding of self. Students will reflect on and identify how they unwind, destress, or make sense of their stressors and learn strategies to manage their time and organization to decrease stress in their lives. They will examine whether their approach is helping them both with short-term and long-term impacts on well-being, performance, and relationships. Students will also continue learning about the support staff and faculty as they grow as advancing high school students. They will explore college and career plans, academic progress, and their social-emotional skills. Students will be asked to reflect on their year

	and deepen their understanding of the school community's role in their development as they consider the faculty and staff that supported them in their progress and write them a thank you note. **Profile of a Graduate Capacities:** Inquiry
Grade 11 *Future Planning*	In this unit, students reflect on their past to generate ideas, plans, and actions to guide their present and future decisions and develop a Junior Reflection to pursue their goals. Students will be expected to critically examine their past and current performance in support of their future plans and identify steps to help them create their Junior Reflection. In writing their Reflection, students will consider and synthesize their high school experiences to identify patterns in their behavior and interests that reveal their journey of successes, challenges, and learning as they pursue their future plans and work toward those goals. **Profile of a Graduate Capacities:** Analyzing
Grade 12 *Oh the Places You'll Go*	As students look forward to their future, counselors will be supporting them as they transition out of high school. The lessons in this unit will begin with reviewing prior goals and reassessing them to prepare for the year ahead. By focusing students' attention on their future plans and goals, counselors will set the stage for the next lessons, where they will receive advice and strategies to employ post-graduation. These topics will include maintaining an appropriate digital footprint, interview skills, professionalism, culturally-aware behaviors and interactions, social cues, and ways to navigate a variety of new situations. Social workers and Madison Youth and Family Services will reinforce coping strategies that students can employ during difficult and challenging situations. They will also reflect on the importance of self-regulation during stressful times and learn skills to maintain appropriate behaviors in trying situations. **Profile of a Graduate Capacities:** Self-Awareness

Grade 6 Health Curriculum Overview

2023-2024

Unit 1 *Effective Communication & Healthy Relationships*	This unit focuses on the role of effective interpersonal communication skills in maintaining and enhancing health. Students will demonstrate their skills for effective communication, including skills for refusal, friendship skills, and how to be an ally to prevent bullying. Students will be able to recognize that respectful communication, including empathy for others, promotes healthy relationships. Students will demonstrate their interpersonal communication skills through various activities and role-play. Students will be introduced to the four communication styles and recognize why assertive communication is the most effective. Handouts will be read in class in addition to videos to explain passive, aggressive, passive-aggressive, and assertive communication. Students will practice using "I statements" using a situation with someone in their life with whom they need to be assertive. Students will watch video clips to evaluate different perspectives and discuss their responses. Discussing and videos will introduce active listening skills and then practiced with partners using various topics. A role-play assessment will allow students to demonstrate their understanding of effective interpersonal communication. Madison Youth Services will provide a 1-2 day anti-bullying program, "Who's Got the Power." **Profile of a Graduate Capacities:** Collective Intelligence, Alternate Perspectives
Unit 2 *Healthy Behaviors and Personal Responsibility*	These lessons focus on demonstrating and ultimately practicing healthy behaviors that enhance health and avoid or reduce health risks. Lessons will include topics related to self-management, such as understanding the changes that occur during puberty, body safety, and making healthy choices about drugs. Students will be introduced to self-management related to physical and psychological changes that occur during puberty. Becoming more responsible for themselves and their health will be discussed, and students will respond to questions about their responsibilities and health practices. Students will recognize that many changes during puberty happen to everyone, while some developmental changes occur specifically in just biological males or biological female bodies. Gender stereotypes and identity will also be discussed, and students will recognize that being emotionally and physically safe in school is every student's right. Students will be able to explain that self-management includes practicing good hygiene and taking on new responsibilities during adolescence as a part of growing up. Students will be able to explain how making healthy decisions about drugs can avoid and reduce risk. Students will identify how drugs can be both helpful and harmful, depending on whether it is legal, the purpose of use, the user, and how the drug is used. Common and accessible drugs for teens, such as alcohol, tobacco products, prescription drugs, and marijuana (cannabis), will all be included in this unit. The developing brain until twenty-five years old will be identified as a major reason that drugs can have a more harmful and lasting effect on teens. Students will recognize that many adults can use some drugs responsibly, such as alcohol, but many people abuse drugs, which interferes with their relationships and responsibilities. Some people become addicted to drugs, which changes how the brain functions. Managing one's health requires making good decisions to maintain health and safety, and there are many risks to using drugs underage. Various classroom activities will be interspersed between videos and worksheets to facilitate learning. Several resources are provided and can be selected to meet the objectives, and they should include the most common and accessible drugs currently. This unit should begin with introducing the skill of Self-Management and explaining what it means regarding personal responsibility as they grow up. Students will demonstrate learning to manage their health by engaging in positive behaviors that they represent in a visual presentation. **Profile of a Graduate Capacities:** Decision Making

Grade 7 Health Curriculum Overview

2023-2024

Unit 1 *Accessing Information & Resources for Health*	This unit focuses on the ability to access valid and reliable information, products, and services that can influence and determine behaviors and choices that impact one's health. Students will have opportunities to think thoughtfully and critically to analyze health-related information by evaluating the validity and reliability of the information, products, and services from multiple sources. Students will be introduced to the unit by drawing their favorite foods on paper plates, and they will complete a Google form about food and mood to identify what influences their food choices. We will also identify the influences that determine how various cultures eat, such as geography, economy, religion, climate, etc... using posters representing international families and their weekly food choices. The six essential nutrients will be introduced, as well as daily limits and requirements that include average calorie ranges for growing adolescents. Students will access nutrition information by reading labels, visiting fast food websites, and recognizing health claims and marketing gimmicks. Students will calculate an average day's worth of exercise and determine how many calories they use to explore the relationship between calories and exercise. Evaluating resources using the CRAAP acronym used at Polson and co-taught with the library media specialist will be included using a nutrition and fitness topic. The unit will include unhealthy eating habits and eating disorders before the PBA. Mental health will also be a part of this unit, and students will recognize the difference between mental health and a mental disorder and how to ask for help. Madison Youth Services counselors will co-teach a lesson using QPR training on how to recognize symptoms of suicide and how to respond and report concerns. **Profile of a Graduate Capacities:** Analyzing
Unit 2 *Influences on Health*	This unit focuses on the role of influences of family, friends, and media and their impact on health-related decisions. Students will be introduced to the lessons on drugs by reviewing what a drug is and identifying the benefits and potential harm of the most common drugs. Drug classification and schedules will be explored to categorize drugs for different medical and legal purposes. Students will identify the internal and external influences on their perception and decisions about drugs, including the influence of media messages received from various sources. Values that influence decisions about drugs will also be identified. Students will explore the harmful effects of commonly abused drugs through videos and websites and recognize the basic concepts of addiction. The basic human needs for survival, freedom, love & belonging, fun, and power will be explored to recognize how these needs influence some teens' decision to try/use drugs, and alternatives to drug use will be identified. Using the Natural High Drug Prevention program, videos and stories about successful individuals' natural highs will be used to encourage students to identify their own natural highs that meet their basic needs. Students will create a form of media depicting their natural highs while using media to positively influence and encourage their peers to find their own natural highs and make good decisions about drugs. **Profile of a Graduate Capacities:** Product Creation

Grade 8 Health Curriculum Overview

2023-2024

Unit 1 *Decision Making for Health*	This unit focuses on the role of decision-making in maintaining and enhancing one's health. Students will learn to think critically about the process and the impact of decision making on their own health. Students will begin this unit by exploring the eight dimensions of their health and recognizing the importance of making good decisions that support their health. Students will identify the types of decisions that teens make and recognize that there are many external and internal influences on their decisions. Students will be familiar with the topic of internal and external influences from 7th-grade Health, which will be revisited in relation to decision making. The fact that the brain continues to develop until age twenty-five will be discussed, and that teens need to train their brains to make healthy decisions. Students will be introduced to the DECIDE Skill model, which can be useful in making decisions that enhance and protect health. They will practice the skill with a group using a fictional situation, and then, they will use their own authentic decision and apply the skill as the PBA. Students will work with partners to research a drug of their choice to discover its short and long-term effects and dangers, and they will reflect on the impact of deciding to try/use drugs on themselves and others. The dangers of opioids and the stages of addiction will be part of this unit, including resources for help and support. The topic of drug use will be connected to mental health lessons in Unit 2 when discussing that some teens will "self-medicate" in an attempt to deal with a mental health problem or deal with stress. **Profile of a Graduate Capacities:** Decision Making
Unit 2 *Advocating for Health Awareness*	This unit focuses on the ability to advocate for personal, family, and community health. At the end of this unit, students will demonstrate their advocacy skills by creating presentations that advocate for and promote healthy behaviors related to any of the eighth-grade Health topics covered. These topics include topics from Unit 1, such as substance abuse issues and drug-free teens, mental health awareness & asking for help, gender equality, disease prevention, and staying safe on devices and social media. The unit will begin with the topic of mental health after bridging the drug lessons from Unit One with the mental health lessons in Unit Two. Students will first recognize the difference between mental health that everyone has and mental health disorders that some people have. Mental health disorders will be identified, and the steps for asking for help will be discussed. Trusted adults will be identified both in and out of school, and the importance of reporting concerns about someone who might hurt themselves or others will be communicated. Students will learn that the biological response to stress is fight, flight, or freeze, and they will reflect on how they manage their mental health and stress. Lessons on sexual health and safety will follow these lessons. Students will review the function of the reproductive systems, pregnancy, and gender concepts and explain how gender stereotypes can be hurtful. An overview of the differences between infectious and non-infectious diseases will follow, and practices that can prevent diseases such as HIV/AIDS will be included after discussing how HIV/AIDS is transmitted. Students will then explore teens' rights, learn about the laws pertaining to sexual behavior, and recognize the difference between sexual harassment and sexual abuse. The importance of consent in any relationship and knowing the laws regarding sexting and exploitation of minors on social media platforms will be included. Students will explore resources for support, and they are encouraged to report any concerns to trusted adults. Once these lessons are complete, students will choose a topic for their Advocacy PBA and work with a partner to create a product that heightens awareness for an issue. **Profile of a Graduate Capacities:** Citizenship

Grade 9 Health I Curriculum Overview

2023-2024

Unit 1 *Interpersonal Communication*	Students will demonstrate the ability to use interpersonal communication skills to enhance, rather than compromise, health. Students will have the opportunity to practice and reflect on their interactions with others. The content to achieve these goals will include healthy relationships, violence prevention, and stress management. Students will also be trained in QPR suicide prevention strategy during this unit by a Madison Youth and Family Services staff member. **Profile of a Graduate Capacities:** Collective Intelligence
Unit 2 *Goal Setting*	Students will understand how goal setting empowers them to strive for self-improvement by creating short and long-term goals with clear plans to enhance health. Through the lens of healthy eating and physical activity, students will learn the importance of macronutrients in maximizing their nutrition. Students will apply their understanding of nutrition and physical activity as they act as nutritionists to analyze client characteristics and develop a goal and action plan to improve their overall health. **Profile of a Graduate Capacities:** Analyzing
Unit 3 *Decision Making and Analyzing Influences*	In order to make informed health decisions, students will need to be able to think critically about personal and societal influences. This unit will teach students the skills to help them navigate challenging situations. Acronyms such as DECIDE, for decision making, and I CARE for analyzing influences are skill-based acronyms that students will apply to various content and mock scenarios. Decision making and analyzing influences will be explored through content revolving around drugs, alcohol, sexual abuse, and sexual health. **Profile of a Graduate Capacities:** Decision Making
Unit 4 *CPR/AED Certification*	Our Red Cross-certified PE teachers will lead students through training to become Red Cross CPR/AED certified during this unit. The training will include instruction on communicable diseases, safety, and injury prevention. Students will examine preventative measures and safety measures to reduce injuries as well as how to protect themselves from communicable diseases when administering life-saving protocols. **Profile of a Graduate Capacities:** Decision Making

Grade 11/12 Health II Curriculum Overview

2023-2024

Unit 1 *Accessing Information*	Students will demonstrate the ability to access valid information, products, and services to either accept or reject the information they have found to enhance health. Within the unit, students will explore the USDA guidelines, understand the value of the six macronutrients, and understand the importance of physical activity in maintaining health. Students will explore how to plan a healthy diet and, ultimately, create a shopping list that reflects the lifestyle they want to achieve by demonstrating their understanding of nutrition. **Profile of a Graduate Capacities:** Analyzing
Unit 2 *Advocacy*	Students will demonstrate the ability to promote healthy behaviors and encourage peers to develop and maintain their health behaviors. Within the unit, students will examine peer and societal norms based on accurate health information to formulate health-enhancing messages to persuade and support others to make positive health choices. Students will examine various challenging social situations and "Flip the Script" as they rewrite the interactions in a way that models positive interpersonal communication and respect for others and their differences. **Profile of a Graduate Capacities:** Citizenship
Unit 3 *Self-Management*	Students will gain confidence in their abilities to set and achieve goals by following clear steps that incorporate identifying growth areas to encourage personal responsibility to enhance health and avoid or reduce health risks. Within the unit, students will examine the impact of positive and negative physical, mental, and emotional characteristics on one's health. Students will explore controllable factors to promote and foster a healthy lifestyle. Students will be asked to be introspective as they imagine their future. Using this exercise, students will take a practical approach to managing their lifelong health and well-being as they identify health resources they may need to access in their future in a new location. In doing so, students will need to identify an area to live in relation to work, health, and stress management and justify how their choices contribute to the pursuit of wellness. **Profile of a Graduate Capacities:** Self-Awareness
Unit 4 *Decision Making*	Students will demonstrate the ability to use a thoughtful decision-making process to increase the likelihood of making health-enhancing choices, especially when faced with potentially unhealthy situations. Within the unit, students will examine constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social. Students will be presented with scenarios that require a health-enhancing decision and asked to draw upon prior knowledge from this course to come to a decision that supports health and well-being, demonstrates positive communication, and gives respect to others.

Grade 9 Personal Fitness Curriculum Overview 2023-2024

Unit 1 *Benchmark Data (Launch)*	The personal fitness class aims to teach students how to improve their individual fitness levels by creating workout plans, setting and monitoring goals, and exposing them to various exercises that can be done independently. During this first unit, students will gather benchmark data from participating in a trial run of the Connecticut State Fitness Tests and through circuit training to establish their baseline measurements for the health-related and skill-related components of fitness. Using this data, they will learn to set realistic goals and monitor their fitness. In each subsequent unit, students will retest their performance in one or more of the health and skill-related components of fitness and compare their performance to the benchmark data established in this launch unit. Ultimately, students will use the knowledge from this course to develop a program they can use beyond the classroom to reach their personal fitness and health goals. **Profile of a Graduate Capacities:** Analyzing
Unit 2 *Cardiorespiratory Endurance*	Students will explore different ways to engage in cardiorespiratory fitness during this unit. Students will learn about the health benefits of an active lifestyle that promotes cardiorespiratory wellness and the risk factors associated with poor heart health. By participating in various cardio experiences, students will be exposed to ways to incorporate more cardiorespiratory activity into their daily lifestyle in pursuit of health. Lessons will include steady-state cardio exercises such as jogging, hiking, rowing, high-intensity interval training such as circuit training, bodyweight exercises, and jumping rope. The unit aims to encourage students to find an activity they enjoy and provide stress relief so that they are more likely to continue improving their cardiorespiratory fitness outside of the classroom. Students will complete the official PACER test for the CT State Fitness Assessment and compare the newest data set to their benchmark data as they monitor and adjust their fitness goals. **Profile of a Graduate Capacities:** Self-Awareness
Unit 3 *Dynamic Movements*	Students will engage in activities that reinforce the skill-related components of fitness that ultimately support their pursuit of the health-related components of fitness. Students will experience physical activities that improve their dynamic movements, range of motion, and flexibility, such as yoga, tai chi, reaction time games, and weight training using body weight and machine training. Students will learn the importance of these movements for injury prevention, stress relief, and improved flexibility and range of motion that can translate into many other physical activities. Students will once again compare data from this unit, including the state Sit and Reach Connecticut Fitness Test to their baseline data and set a goal to continue to improve their fitness. **Profile of a Graduate Capacities:** Design
Unit 4 *Muscular Strength and Endurance*	Students will learn the difference between muscular strength and endurance and how to improve each fitness component. Students will consider their fitness test data, interests, and accessibility to equipment and fitness locations as well as their interests and goals as they create a fitness plan to continue beyond this course. Students will also complete the curl-up and push-up test for the CT State Fitness Assessment and compare their new results to those from the beginning of the year. Ultimately, students will synthesize and apply this year's learning and experiences to develop their “Tabata” routine. The Tabata routine is developed by reviewing their goals and performance from this course as they create a multi-faceted fitness routine that can be completed beyond this class as a regular fitness program. **Profile of a Graduate Capacities:** Analyzing, Idea Generation

Grade 9 Recreational Games Curriculum Overview 2023-2024

Unit 1 *Team-Building (Launch)*	The launch unit for Recreational Games will focus on the theme of the course: Developing lifelong personal fitness through social and collaborative activities and skills. During the first unit, students will learn about and experience the importance of collaboration and positive peer relations in team-building activities. Emphasis will also be placed on the importance of physical activity and how group activities promote positive social interaction and overall physical health. Additionally, students will regularly engage in games played in other countries as they learn about these games' history, traditions, and social interactions. Students will also participate in practice rounds of the required state fitness test to establish benchmark data. Students will then engage in physical activities to improve their benchmark data before taking the official tests later in the course. Students will then reflect on this data to determine if and how their participation in recreational games improved their performance. **Profile of a Graduate Capacities:** Self-Awareness
Precision Games Unit	Precision Games is a unit based around sending an object to a specific target area in various ways. The skills focused on during this unit are aiming, throwing (frisbee), and striking with a long-handled implement (golf club). Students will challenge themselves to improve the skills required to participate in these activities. The unit is centered around three lifelong activities, archery, golf, and disc golf. These activities are very common in the community and are open to people of all ages and skill levels. These were chosen as the focus activities because of their commonality and accessibility in the community and internationally. These activities are common in work settings, family settings, and social events. Games such as archery, golf, and disc golf can be organized as group, partner, or individual events. This unit allows students to learn lifelong skills, encourages social interaction through movement and challenge, and opens pathways for students to lead a physically active lifestyle throughout their lifespan. Student choice will drive some of the games that students will play. Students will complete the Sit and Reach State Fitness Test during this unit and compare their current performance to their baseline data. **Profile of a Graduate Capacities:** Analyzing, Self-Awareness
Net and Wall Games Unit	In this unit, students will work in cooperative groups in various roles. The aim is to generate positive group dynamics and give each student leadership opportunities in their specified role. All students will participate in all of the physical activities, regardless of their role. Ultimately, each student will be a coach as they provide constructive, positive feedback to a player. Students will participate in pickleball, badminton, and other net games as determined by student input. Students will complete the Curl-up and Push-up State Fitness Tests during this unit and compare their current performance to their baseline data. **Profile of a Graduate Capacities:** Analyzing, Collective Intelligence
Invasion Games Unit	Invasion games involve two teams competing against each other to score points by invading each other's territory or defending their own. These games require a combination of physical skills, such as coordination, agility and speed, offensive and defensive strategies, and teamwork. Students will be able to engage in leadership development as they assume different roles in their games, including Tchoukball, Ultimate Frisbee, and other invasion games, as determined by student input. Ultimately, student groups must work together to apply their understanding of offensive and defensive strategies to develop a plan to help the team succeed in an unfamiliar game. Students will complete the PACER State Fitness Test during this unit and analyze their new data against their benchmark data from the launch unit. **Profile of a Graduate Capacities:** Idea Generation, Collective Intelligence

Grade 9 Recreational Games Curriculum Overview

2023-2024

Grade 7 Mathematics Curriculum Overview 2023-2024

Unit A *Proportional Drawings and Relationships*	In this unit, students study scaled copies of pictures and plane figures, then apply what they have learned to scale drawings, e.g., maps and floor plans. Students begin by looking at copies of pictures and use their own words to describe what differentiates scaled and non-scaled copies of a picture. As the unit progresses, students learn that all lengths in a scaled copy are multiplied by a scale factor and all angles stay the same. They draw scaled copies of figures. They learn that if the scale factor is greater than 1, the copy will be larger, and if the scale factor is less than 1, the copy will be smaller. Next, students see that the principles and strategies that they used to reason about scaled copies of figures can be used with scale drawings. They work with scales that involve units (e.g., "1 cm represents 10 km"), and scales that do not include units (e.g., "the scale is 1 to 100"). They understand that actual lengths are products of a scale factor and corresponding lengths in the scale drawing, thus lengths in the drawing are the product of the actual lengths and the reciprocal of that scale factor. The second portion of this unit focuses on understanding what a proportional relationship is, how it is represented, and what types of contexts give rise to proportional relationships. In a table of equivalent ratios, a multiplicative relationship between the pair of rows is given by a scale factor. By contrast, the multiplicative relationship between the columns is given by a unit rate. The relationship between pairs of values in the two columns is called a *proportional relationship*, the unit rate that describes this relationship is called a *constant of proportionality,* and the quantity represented by the right column is said to be *proportional to* the quantity represented by the left. Students learn that any proportional relationship can be represented by an equation of the form y=kx where k is the constant of proportionality, that its graph lies on a line through the origin and that the constant of proportionality indicates the steepness of the line. By the end of the unit, students should be able to easily work with common contexts associated with proportional relationships (such as constant speed, unit pricing, and measurement conversions) and be able to determine whether a relationship is proportional or not. Throughout the unit, they discuss their mathematical ideas and respond to the ideas of others. In the culminating PBA of this unit, students make a floor plan of a room of their choice. This is an opportunity for them to apply what they have learned in the unit to everyday life. **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation
Unit B *Measuring Circles*	In this brief unit students apply their knowledge of proportional relationships to the study of circles. The unit begins with activities designed to help students come to a more precise understanding of the characteristics of a circle. Students measure circular objects, investigating the relationship between measurements of circumference and diameter by making tables and graphs. Next, students encounter at least one informal derivation of the fact that the area of a circle is equal to times the square of its radius. Finally, students select and use formulas for the area and circumference of a circle to solve abstract and real-world problems that involve calculating lengths and areas. They express measurements in terms of pi or using appropriate approximations of pi to express them numerically.

	The PBA about stained glass windows gives students an opportunity to once again use their collective intelligence to inform their solution. They are asked to create a design with specific criteria and support their choices through mathematics. **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation
Unit C *Proportional Relationships and Percents*	In this unit, students deepen their understanding of ratios, scale factors, unit rates (constants of proportionality), and proportional relationships, using them to solve multi-step problems that are set in a wide variety of contexts that involve fractions,decimals and percentages. Throughout the unit students work together to make sense of problems and create solutions. The unit begins by revisiting scale factors and proportional relationships, each of which has been the focus of a previous unit. Both of these concepts can be used to solve problems that involve equivalent ratios. However, it is often more efficient to view equivalent ratios as pairs that are in the same proportional relationship rather than seeing one pair as obtained by multiplying both entries of the other by a scale factor. From the proportional relationship perspective, all that is needed is the constant of proportionality—which is the same for every ratio in the proportional relationship. Next students learn about percent increase and decrease. Students consider situations for which percentages can be used to describe a change relative to an initial amount, e.g., prices before and after a 25% increase. They begin by considering situations with unspecified amounts. They next consider situations with a specified amount and percent change, or with initial and final amounts, using double number line diagrams to find the unknown amount or percent change. Next, they use equations to represent such situations, using the distributive property to show that different expressions for the same amount are equivalent. Students then use their abilities to find percentages and percent rates to solve problems that involve sales tax, tip, discount, markup, markdown, and commission and percent error. The PBA, In the News, gives students an opportunity to examine current news using new skills involving percents especially those using percent increase/decrease. They will work with a partner to pose and solve questions creating a visual display of their solution as they have throughout the unit. **Profile of a Graduate Capacities:** Collective Intelligence, Product Creation
Unit D *Rational Number Arithmetic*	This unit begins by revisiting ideas familiar from grade 6: how signed numbers are used to represent quantities such as measurements of temperature and elevation, opposites (pairs of numbers on the number line that are the same distance from zero), and absolute value. Next, students extend addition and subtraction from fractions to all rational numbers. They begin by considering how changes in temperature and elevation can be represented—first with tables and number line diagrams, then with addition and subtraction expressions and equations. Initially, physical contexts provide meanings for sums and differences that include negative numbers. Students work with numerical addition and subtraction expressions and equations, becoming more fluent in computing sums and differences of signed numbers. Using the meanings that they have developed for addition and subtraction of signed numbers, they

	write equivalent numerical addition and subtraction expressions, e.g., -8 + (-3) and -8 - 3 ; and they write different equations that express the same relationship. Next students study multiplication and division. They build understanding of these operations through repeated addition of signed numbers and by examining patterns. Later, in the process of solving problems set in contexts , they write and solve multiplication and division equations. By this point students will need practice using all four operations on rational numbers, making use of structure, e.g., to see without calculating that the product of two factors is positive because the values of the factors are both negative. They solve problems that involve interpreting negative numbers in context, for instance, when a negative number represents a rate at which water is flowing . They begin working with linear equations in one variable that have rational number coefficients. At first the focus is representing situations with equations and what it means for a number to be a solution for an equation, rather than methods for solving equations. Such methods are the focus of a later unit. During the Stock Market PBA students select a group of stocks, track their value and then compare the percent increase/decrease in value to that of their peers to determine a winner. **Profile of a Graduate Capacities:** Analyzing
Unit E *Expressions, Equations and Inequalities*	Students begin by representing relationships of two quantities with tape diagrams and with equations noticing that one tape diagram can be described by different (but related) equations. The two main types of situations examined can be modeled with the equations of the form px +q = r and p(x +q) = r, where p, q, and r are rational numbers. Next, students solve equations of the forms px +q = r and p(x +q) = r,, then solve problems that can be represented by such equations. They begin by considering balanced and unbalanced “hanger diagrams,” matching hanger diagrams with equations, and using the diagrams to understand two algebraic steps in solving equations of the form px +q = r: subtract the same number from both sides, then divide both sides by the same number. Like a tape diagram, the same balanced hanger diagram can be described by different (but related) equations, e.g. 2(x + 3)= 18, and 2x + 6=18 . They use the distributive property to transform an equation of one form into the other and note how such transformations can be used strategically in solving an equation . Students also work with inequalities. They begin by examining values that make an inequality true or false, and using the number line to represent values that make an inequality true. They solve equations, examine values to the left and right of a solution, and use those values in considering the solution of a related inequality. Finally, students solve inequalities that represent real-world situations. Students also work with equivalent linear expressions, using properties of operations to explain equivalence . They represent expressions with area diagrams, and use the distributive property to justify factoring or expanding an expression.

	The PBA is an error analysis where students identify common errors and communicate the error to the reader. **Profile of a Graduate Capacities:** Analyzing
Unit F *Angles Triangles and Prisms*	In this unit students briefly investigate whether sets of angle and side length measurements determine unique triangles or multiple triangles, or fail to determine triangles. Students also study and apply angle relationships, learning to understand and use the terms "complementary," "supplementary," "vertical angles". The work gives them practice working with rational numbers and equations for angle relationships. Students analyze and describe cross-sections of prisms, pyramids, and polyhedra. They understand and use the formula for the volume of a right rectangular prism, and solve problems involving area, surface area, and volume. The students will use their geometry skills in the Poster Packaging PBA where they analyze a given box and improve upon it based on their own criteria. **Profile of a Graduate Capacities:** Analyzing
Unit G *Probability and Sampling*	In this unit, students design and use simulations to estimate probabilities of outcomes of chance experiments and understand the probability of an outcome as its long-run relative frequency. They represent sample spaces in tables and tree diagrams and as lists. They calculate the number of outcomes in a given sample space to find the probability of a given event. They consider the strengths and weaknesses of different methods for obtaining a representative sample from a given population. They generate samples from a given population and examine the distributions of the samples, comparing these to the distribution of the population. They compare two populations by comparing samples from each population. The PBA, Kitten Simulation, offers students a chance to develop their own model for a simulation. They will run their simulation and then compare their results with that of their classmates. **Profile of a Graduate Capacities:** Analyzing

Grade 8 Pre-Algebra Curriculum Overview 2023-2024

Unit A *Transformations*	In this unit, students continue their study of geometry and geometric measurement. Students will extend their reasoning of plane figures with different rotation and mirror orientations. Students first encounter examples of transformations in the plane, without the added structure of a grid or coordinates and then extend this reasoning to transforming shapes on a square grid. Students identify and describe translations, rotations, and reflections, and sequences of these. Students learn that angles and distances are preserved by any sequence of translations, rotations, and reflections, and that such a sequence is called a "rigid transformation." Students experimentally verify the properties of translations, rotations, and reflections, and use these properties to reason about plane figures, understanding informal arguments showing that the alternate interior angles cut by a transversal have the same measure and that the sum of the angles in a triangle is 180 degrees. Students further their knowledge of transformations by comparing figures visually to determine if they are scaled copies of each other, then representing the figures in a diagram, and finally representing them on a circular grid with radial lines. Students draw images of figures under dilations on and off square grids and the coordinate plane. Students learn that angle measures are preserved under a dilation, but lengths in the image are multiplied by the scale factor. **Profile of a Graduate Capacities:** Analyzing
Unit B *Linear Relationships, Equations and Systems*	In this unit, students learn the terms "slope" and "slope triangle," and use the similarity of slope triangles on the same line to understand that two distinct points on a line determine the same slope. Students gain experience with linear relationships and their representations as graphs, tables, and equations. After a brief review of proportional relationships students move to those that are linear but not proportional. Students are introduced to “rate of change” as a way to describe the rate per 1 in a linear relationship and note that its numerical value is the same as that of the slope of the line that represents the relationship. Students analyze several linear relationships and establish ways to compute the slope of a line from any two distinct points on the line via repeated reasoning. Students consider situations with negative y-intercepts and/or slopes and interpret these graphs in context. Next, students write and solve equations to represent a problem situation. In doing so, they state the meaning of symbols that represent unknowns, identify assumptions such as constant rate, select methods and representations to use in obtaining a solution, and reason to obtain a solution. Additionally, students interpret solutions in the contexts from which they arose and write them with appropriate units, communicating their reasoning to others, and identifying correspondence between verbal descriptions, tables, diagrams, equations, and graphs, and between different solution approaches. Students analyze groups of linear equations in one unknown, noting that they fall into three categories: no solution, exactly one solution, and infinitely many solutions. Given descriptions of real-world situations, students write and solve linear equations in one variable, interpreting solutions in the contexts from which the equations arose. Finally, students learn to use algebraic methods to solve systems of linear equations in two variables. Given descriptions of two linear relationships students interpret points on their graphs, including points on both graphs. Students categorize pairs of linear equations graphed on the same axes, noting that there are three categories: no intersection, exactly one point of intersection, and the same line. **Profile of a Graduate Capacities:** Analyzing
Unit C *Functions and Volume*	In this unit, students are introduced to the concept of a function as a relationship between "inputs" and "outputs" in which each allowable input determines exactly one output. Students connect the terms "dependent" and "independent variable" with the inputs and outputs of a function. They use equations to express a dependent variable as a function of an independent variable. They work with tables, graphs, and equations of functions, learning the convention that the independent variable is generally shown on the horizontal axis. They work with

	verbal descriptions of a function arising from a real-world situation, identifying tables, equations, and graphs that represent the function, and interpreting information from these representations in terms of the real-world situation. Students use linear and piecewise linear functions to model relationships of quantities in real-world situations. Finally, students work with volume, using abilities developed in earlier work with geometry and geometric measurement to calculate the volume of a sphere, a cylinder, and a cone. **Profile of a Graduate Capacities:** Analyzing
Unit D *Exploring Number Systems*	After an initial review of exponential expressions, students will examine powers of 10, formulating the rules $10^n \cdot 10^m = 10^{n+m}$, $(10^n)^m = 10^{n \cdot m}$, and, for $n > m$, $\frac{10^n}{10^m} = 10^{n-m}$ where *n* and *m* are positive integers. After working with these powers of 10, they consider what the value of 10^0 should be and define 10^0 to be 1. Students consider what happens when the exponent rules are used on exponential expressions with base 10 and negative integer exponents and define 10^{-n} to be $\frac{1}{10^n}$. Next, students return to powers of 10 as a prelude to the introduction of scientific notation. Students consider differences in magnitude of powers of 10 and use powers of 10 and multiples of powers of 10 to describe magnitudes of quantities as well as very small quantities. Students discover the rules for multiplying and dividing numbers written in scientific notation as well as adding and subtracting numbers in scientific notation. This type of reasoning appears again in high school when students extend the rules of exponents to make sense of exponents that are not integers. Students learn and use definitions for "rational number" and "irrational number." They plot rational numbers, square roots, and cube roots on the number line. They use the meaning of "square root," understanding that if a given number *p* is the square root of *n*, then $x^2 = n$. Additionally, they understand that if a given number x is the square root of n and n is between m and p, then x2 is between the square root of m and p. This thought process extends itself to cube roots as well. Students learn (without proof) that the *square root of 2* is irrational. They use the Pythagorean Theorem in two and three dimensions, e.g., to determine lengths of diagonals of rectangles and right rectangular prisms and to estimate distances between points in the coordinate plane. Students work with decimal representations of rational numbers and decimal approximations of irrational numbers. **Profile of a Graduate Capacities:** Analyzing
Unit E *Associations in Data*	In this unit, students analyze bivariate data - using scatter plots and fitted lines to analyze numerical data, and using two-way tables to analyze categorical data. Students make and examine scatter plots, interpreting points in terms of the quantities represented and identifying scatter plots that could represent verbal descriptions of associations between two numerical variables. Students see examples of how a line can be used to model an association between measurements displayed in a scatter plot and they compare values predicted by a linear model with the actual values given in the scatter plot (MP4). They draw lines to fit data displayed in scatter plots and informally assess how well the line fits by judging the closeness of the data points to the lines (MP4). Students compare scatter plots that show different types of associations (MP7) and learn to identify these types. They make connections between the overall shape of a cloud of points, the slope of a fitted line, and trends in the data, e.g., "a line fit to the data has a negative slope and the scatter plot shows a negative association between price of a used car and its mileage." Outliers are informally identified based on their relative distance from other points in a scatter plot. Students examine

	scatter plots that show linear and non-linear associations as well as some sets of data that show clustering, describing their differences (MP7). Lastly, students use two-way tables to analyze categorical data. **Profile of a Graduate Capacities:** Analyzing