



**Section D
Curriculum**

Revised February, 2020

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MATHEMATICS CURRICULUM MAP

The standards outlined in the Vista Meadows Mathematics Curriculum Map are represented by Domains. What students can learn at any particular grade level depends upon what they have learned before. Outlining our curriculum in Domains also allows for flexibility in the design of each student's individualized learning plan. This is especially important given that our Academy is an alternative high school that offers credit recovery.

As the students advance through the grades they are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the Common Core State Standards.

HIGH SCHOOL NUMBER & QUANTITY:	<p>THE REAL NUMBER SYSTEM</p> <p>Extend the properties of exponents to rational exponents. CCSS.MATH.CONTENT.HSN.RN.A.1 CCSS.MATH.CONTENT.HSN.RN.A.2</p> <p>Use properties of rational and irrational numbers. CCSS.MATH.CONTENT.HSN.RN.B.3</p> <p>QUANTITIES</p> <p>Reason quantitatively and use units to solve problems. CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3</p> <p>THE COMPLEX NUMBER SYSTEM</p> <p>Perform arithmetic operations with complex numbers. CCSS.MATH.CONTENT.HSN.CN.A.1 CCSS.MATH.CONTENT.HSN.CN.A.2 CCSS.MATH.CONTENT.HSN.CN.A.3</p> <p>Represent complex numbers and their operations on the complex plane. CCSS.MATH.CONTENT.HSN.CN.B.4 CCSS.MATH.CONTENT.HSN.CN.B.5 CCSS.MATH.CONTENT.HSN.CN.B.6</p> <p>Use complex numbers in polynomial identities and equations. CCSS.MATH.CONTENT.HSN.CN.C.7 CCSS.MATH.CONTENT.HSN.CN.C.8 CCSS.MATH.CONTENT.HSN.CN.C.9</p> <p>VECTOR & MATRIX QUANTITIES</p>
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	<p>Represent and model with vector quantities. CCSS.MATH.CONTENT.HSN.VM.A.1 CCSS.MATH.CONTENT.HSN.VM.A.2 CCSS.MATH.CONTENT.HSN.VM.A.3</p> <p>Perform operations on vectors. CCSS.MATH.CONTENT.HSN.VM.B.4 (A-C) CCSS.MATH.CONTENT.HSN.VM.B.5 (A-B)</p> <p>Perform operations on matrices and use matrices in applications. CCSS.MATH.CONTENT.HSN.VM.C.6 CCSS.MATH.CONTENT.HSN.VM.C.7 CCSS.MATH.CONTENT.HSN.VM.C.8 CCSS.MATH.CONTENT.HSN.VM.C.9 CCSS.MATH.CONTENT.HSN.VM.C.10 CCSS.MATH.CONTENT.HSN.VM.C.11 CCSS.MATH.CONTENT.HSN.VM.C.12</p>
<p>HIGH SCHOOL: ALGEBRA</p>	<p>SEEING STRUCTURES IN EXPRESSIONS Interpret the structure of expressions. CCSS.MATH.CONTENT.HSA.SSE.A.1 (A-B) CCSS.MATH.CONTENT.HSA.SSE.A.2</p> <p>Write expressions in equivalent forms to solve problems. CCSS.MATH.CONTENT.HSA.SSE.B.3 (A-C) CCSS.MATH.CONTENT.HSA.SSE.B.4</p> <p>ARITHMETIC WITH POLYNOMIALS & RATIONAL EXPRESSIONS Perform arithmetic operations on polynomials. CCSS.MATH.CONTENT.HSA.APR.A.1</p> <p>Understand the relationship between zeros and factors of polynomials. CCSS.MATH.CONTENT.HSA.APR.B.2 CCSS.MATH.CONTENT.HSA.APR.B.3</p> <p>Use polynomial identities to solve problems. CCSS.MATH.CONTENT.HSA.APR.C.4 CCSS.MATH.CONTENT.HSA.APR.C.5</p> <p>Rewrite rational expressions. CCSS.MATH.CONTENT.HSA.APR.D.6 CCSS.MATH.CONTENT.HSA.APR.D.7</p> <p>CREATING EQUATIONS Create equations that describe numbers or relationships.</p>

	<p>CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.2 CCSS.MATH.CONTENT.HSA.CED.A.3 CCSS.MATH.CONTENT.HSA.CED.A.4</p> <p>REASONING WITH EQUATIONS & INEQUALITIES Understand solving equations as a process of reasoning and explain the reasoning. CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.2</p> <p>Solve equations and inequalities in one variable. CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.CONTENT.HSA.REI.B.4 (A-B)</p> <p>Solve systems of equations. CCSS.MATH.CONTENT.HSA.REI.C.5 CCSS.MATH.CONTENT.HSA.REI.C.6 CCSS.MATH.CONTENT.HSA.REI.C.7 CCSS.MATH.CONTENT.HSA.REI.C.8 CCSS.MATH.CONTENT.HSA.REI.C.9</p> <p>Represent and solve equations and inequalities graphically. CCSS.MATH.CONTENT.HSA.REI.D.10 CCSS.MATH.CONTENT.HSA.REI.D.11 CCSS.MATH.CONTENT.HSA.REI.D.12</p>
<p>HIGH SCHOOL: FUNCTIONS</p>	<p>INTERPRETING FUNCTIONS Understand the concept of a function and use function notation. CCSS.MATH.CONTENT.HSF.IF.A.1 CCSS.MATH.CONTENT.HSF.IF.A.2 CCSS.MATH.CONTENT.HSF.IF.A.3</p> <p>Interpret functions that arise in applications in terms of the context. CCSS.MATH.CONTENT.HSF.IF.B.4 CCSS.MATH.CONTENT.HSF.IF.B.5 CCSS.MATH.CONTENT.HSF.IF.B.6</p> <p>Analyze functions using different representations. CCSS.MATH.CONTENT.HSF.IF.C.7 (A-E) CCSS.MATH.CONTENT.HSF.IF.C.8 (A-B) CCSS.MATH.CONTENT.HSF.IF.C.9</p> <p>BUILDING FUNCTIONS</p>

	<p>Build a function that models a relationship between two quantities. CCSS.MATH.CONTENT.HSF.BF.A.1 (A-C) CCSS.MATH.CONTENT.HSF.BF.A.2</p> <p>Build new functions from existing functions. CCSS.MATH.CONTENT.HSF.BF.B.3 CCSS.MATH.CONTENT.HSF.BF.B.4 (A-D) CCSS.MATH.CONTENT.HSF.BF.B.5</p> <p>LINEAR, QUADRATIC, & EXPONENTIAL MODELS Construct and compare linear, quadratic, and exponential models and solve problems. CCSS.MATH.CONTENT.HSF.LE.A.1 (A-C) CCSS.MATH.CONTENT.HSF.LE.A.2 CCSS.MATH.CONTENT.HSF.LE.A.3 CCSS.MATH.CONTENT.HSF.LE.A.4</p> <p>Interpret expressions for functions in terms of the situation they model. CCSS.MATH.CONTENT.HSF.LE.B.5</p> <p>TRIGONOMETRIC FUNCTIONS Extend the domain of trigonometric functions using the unit circle. CCSS.MATH.CONTENT.HSF.TF.A.1 CCSS.MATH.CONTENT.HSF.TF.A.2 CCSS.MATH.CONTENT.HSF.TF.A.3 CCSS.MATH.CONTENT.HSF.TF.A.4</p> <p>Model periodic phenomena with trigonometric functions. CCSS.MATH.CONTENT.HSF.TF.B.5 CCSS.MATH.CONTENT.HSF.TF.B.6 CCSS.MATH.CONTENT.HSF.TF.B.7</p> <p>Prove and apply trigonometric identities. CCSS.MATH.CONTENT.HSF.TF.C.8 CCSS.MATH.CONTENT.HSF.TF.C.9</p>
<p>HIGH SCHOOL: MODELING</p>	<p><i>Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards.</i></p> <p>Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods.</p>

	<p>When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.</p>
<p>HIGH SCHOOL: GEOMETRY</p>	<p>CONGRUENCE</p> <p>Experiment with transformations in the plane CCSS.MATH.CONTENT.HSG.CO.A.1 CCSS.MATH.CONTENT.HSG.CO.A.2 CCSS.MATH.CONTENT.HSG.CO.A.3 CCSS.MATH.CONTENT.HSG.CO.A.4 CCSS.MATH.CONTENT.HSG.CO.A.5</p> <p>Understand congruence in terms of rigid motions CCSS.MATH.CONTENT.HSG.CO.B.6 CCSS.MATH.CONTENT.HSG.CO.B.7 CCSS.MATH.CONTENT.HSG.CO.B.8</p> <p>Prove geometric theorems CCSS.MATH.CONTENT.HSG.CO.C.9 CCSS.MATH.CONTENT.HSG.CO.C.10 CCSS.MATH.CONTENT.HSG.CO.C.11</p> <p>Make geometric constructions CCSS.MATH.CONTENT.HSG.CO.D.12 CCSS.MATH.CONTENT.HSG.CO.D.13</p> <p>SIMILARITY, RIGHT TRIANGLES, & TRIGONOMETRY</p> <p>Understand similarity in terms of similarity transformations CCSS.MATH.CONTENT.HSG.SRT.A.1 (A-B) CCSS.MATH.CONTENT.HSG.SRT.A.2 CCSS.MATH.CONTENT.HSG.SRT.A.3</p> <p>Prove theorems involving similarity CCSS.MATH.CONTENT.HSG.SRT.B.4 CCSS.MATH.CONTENT.HSG.SRT.B.5</p> <p>Define trigonometric ratios and solve problems involving right triangles CCSS.MATH.CONTENT.HSG.SRT.C.6 CCSS.MATH.CONTENT.HSG.SRT.C.7 CCSS.MATH.CONTENT.HSG.SRT.C.8</p> <p>Apply trigonometry to general triangles CCSS.MATH.CONTENT.HSG.SRT.D.9 CCSS.MATH.CONTENT.HSG.SRT.D.10 CCSS.MATH.CONTENT.HSG.SRT.D.11</p>

	<p>CIRCLES Understand and apply theorems about circles CCSS.MATH.CONTENT.HSG.C.A.1 CCSS.MATH.CONTENT.HSG.C.A.2 CCSS.MATH.CONTENT.HSG.C.A.3 CCSS.MATH.CONTENT.HSG.C.A.4</p> <p>Find arc lengths and areas of sectors of circles CCSS.MATH.CONTENT.HSG.C.B.5</p> <p>EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS Translate between the geometric description and the equation for a conic section CCSS.MATH.CONTENT.HSG.GPE.A.1 CCSS.MATH.CONTENT.HSG.GPE.A.2 CCSS.MATH.CONTENT.HSG.GPE.A.3</p> <p>Use coordinates to prove simple geometric theorems algebraically CCSS.MATH.CONTENT.HSG.GPE.B.4 CCSS.MATH.CONTENT.HSG.GPE.B.5 CCSS.MATH.CONTENT.HSG.GPE.B.6 CCSS.MATH.CONTENT.HSG.GPE.B.7</p> <p>GEOMETRIC MEASUREMENT & DIMENSION Explain volume formulas and use them to solve problems CCSS.MATH.CONTENT.HSG.GMD.A.1 CCSS.MATH.CONTENT.HSG.GMD.A.2 CCSS.MATH.CONTENT.HSG.GMD.A.3</p> <p>Visualize relationships between two-dimensional and three-dimensional objects CCSS.MATH.CONTENT.HSG.GMD.B.4</p> <p>MODELING WITH GEOMETRY Apply geometric concepts in modeling situations CCSS.MATH.CONTENT.HSG.MG.A.1 CCSS.MATH.CONTENT.HSG.MG.A.2 CCSS.MATH.CONTENT.HSG.MG.A.3</p>
<p>HIGH SCHOOL: STATISTICS & PROBABILITY</p>	<p>INTERPRETING CATEGORICAL & QUANTITATIVE DATA Summarize, represent, and interpret data on a single count or measurement variable CCSS.MATH.CONTENT.HSS.ID.A.1 CCSS.MATH.CONTENT.HSS.ID.A.2</p>

CCSS.MATH.CONTENT.HSS.ID.A.3
CCSS.MATH.CONTENT.HSS.ID.A.4

Summarize, represent, and interpret data on two categorical and quantitative variables

CCSS.MATH.CONTENT.HSS.ID.B.5
CCSS.MATH.CONTENT.HSS.ID.B.6 (A-C)

Interpret linear models

CCSS.MATH.CONTENT.HSS.ID.C.7
CCSS.MATH.CONTENT.HSS.ID.C.8
CCSS.MATH.CONTENT.HSS.ID.C.9

MAKING INFERENCES & JUSTIFYING CONCLUSIONS

Understand and evaluate random processes underlying statistical experiments

CCSS.MATH.CONTENT.HSS.IC.A.1
CCSS.MATH.CONTENT.HSS.IC.A.2

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

CCSS.MATH.CONTENT.HSS.IC.B.3
CCSS.MATH.CONTENT.HSS.IC.B.4
CCSS.MATH.CONTENT.HSS.IC.B.5
CCSS.MATH.CONTENT.HSS.IC.B.6

CONDITIONAL PROBABILITY & THE RULES OF PROBABILITY

Understand independence and conditional probability and use them to interpret data

CCSS.MATH.CONTENT.HSS.CP.A.1
CCSS.MATH.CONTENT.HSS.CP.A.2
CCSS.MATH.CONTENT.HSS.CP.A.3
CCSS.MATH.CONTENT.HSS.CP.A.4
CCSS.MATH.CONTENT.HSS.CP.A.5

Use the rules of probability to compute probabilities of compound events.

CCSS.MATH.CONTENT.HSS.CP.B.6
CCSS.MATH.CONTENT.HSS.CP.B.7
CCSS.MATH.CONTENT.HSS.CP.B.8
CCSS.MATH.CONTENT.HSS.CP.B.9

USING PROBABILITY TO MAKE DECISIONS

Calculate expected values and use them to solve problems

CCSS.MATH.CONTENT.HSS.MD.A.1
CCSS.MATH.CONTENT.HSS.MD.A.2

CCSS.MATH.CONTENT.HSS.MD.A.3

CCSS.MATH.CONTENT.HSS.MD.A.4

Use probability to evaluate outcomes of decisions

CCSS.MATH.CONTENT.HSS.MD.B.5 (A-B)

CCSS.MATH.CONTENT.HSS.MD.B.6

CCSS.MATH.CONTENT.HSS.MD.B.7

ENGLISH LANGUAGE ARTS CURRICULUM MAP

The standards outlined in the Vista Meadows English Language Arts Curriculum Map utilize a two-year band in grades 9-12 to allow for flexibility in the design of each student's individualized learning plan. This is especially important given that our Academy is an alternative high school that offers credit recovery.

As the students advance through the grades they are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the Common Core State Standards.

Grade 9	Grade 10	Grade 11	Grade 12
<p>LITERATURE & INFORMATIONAL TEXT</p> <p><u>Key Ideas and Details:</u> CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3</p> <p><u>Craft and Structure:</u> CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.6</p> <p><u>Integration of Knowledge and Ideas:</u> CCSS.ELA-LITERACY.RL.9-10.7 CCSS.ELA-LITERACY.RI.9-10.8 (Info. Text) CCSS.ELA-LITERACY.RL.9-10.9</p> <p><u>Range of Reading and Level of Text Complexity:</u> CCSS.ELA-LITERACY.RL.9-10.10</p>		<p>LITERATURE & INFORMATIONAL TEXT</p> <p><u>Key Ideas and Details:</u> CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.3</p> <p><u>Craft and Structure:</u> CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RL.11-12.6</p> <p><u>Integration of Knowledge and Ideas:</u> CCSS.ELA-LITERACY.RL.11-12.7 CCSS.ELA-LITERACY.RL.11-12.9</p> <p><u>Range of Reading and Level of Text Complexity:</u> CCSS.ELA-LITERACY.RL.11-12.10</p>	
<p>WRITING:</p> <p><u>Text Types and Purposes:</u> CCSS.ELA-LITERACY.W.9-10.1 (A-E) CCSS.ELA-LITERACY.W.9-10.2 (A-F) CCSS.ELA-LITERACY.W.9-10.3 (A-E)</p> <p><u>Production and Distribution of Writing:</u> CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6</p>		<p>WRITING:</p> <p><u>Text Types and Purposes:</u> CCSS.ELA-LITERACY.W.11-12.1 (A-E) CCSS.ELA-LITERACY.W.11-12.2 (A-F) CCSS.ELA-LITERACY.W.11-12.3 (A-E)</p> <p><u>Production and Distribution of Writing:</u> CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6</p>	

<p><u>Research to Build and Present Knowledge:</u> CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.W.9-10.9 (A-B)</p> <p><u>Range of Writing:</u> CCSS.ELA-LITERACY.W.9-10.10</p>	<p><u>Research to Build and Present Knowledge:</u> CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9 (A-B)</p> <p><u>Range of Writing:</u> CCSS.ELA-LITERACY.W.11-12.10</p>
<p>SPEAKING & LISTENING <u>Comprehension and Collaboration:</u> CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 (A-D) CCSS.ELA-LITERACY.SL.9-10.3</p> <p><u>Presentation of Knowledge and Ideas:</u> CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6</p>	<p>SPEAKING & LISTENING <u>Comprehension and Collaboration:</u> CCSS.ELA-LITERACY.SL.11-12.1 (A-D) CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.SL.11-12.3</p> <p><u>Presentation of Knowledge and Ideas:</u> CCSS.ELA-LITERACY.SL.11-12.4 CCSS.ELA-LITERACY.SL.11-12.5 CCSS.ELA-LITERACY.SL.11-12.6</p>
<p>LANGUAGE <u>Conventions of Standard English:</u> CCSS.ELA-LITERACY.L.9-10.1 (A-B) CCSS.ELA-LITERACY.L.9-10.2 (A-C)</p> <p><u>Knowledge of Language:</u> CCSS.ELA-LITERACY.L.9-10.3 (A)</p> <p><u>Vocabulary Acquisition and Use:</u> CCSS.ELA-LITERACY.L.9-10.4 (A-D) CCSS.ELA-LITERACY.L.9-10.5 (A-B) CCSS.ELA-LITERACY.L.9-10.6</p>	<p>LANGUAGE <u>Conventions of Standard English:</u> CCSS.ELA-LITERACY.L.11-12.1 (A-B) CCSS.ELA-LITERACY.L.11-12.2 (A-B)</p> <p><u>Knowledge of Language:</u> CCSS.ELA-LITERACY.L.11-12.3 (A)</p> <p><u>Vocabulary Acquisition and Use:</u> CCSS.ELA-LITERACY.L.11-12.4 (A-D) CCSS.ELA-LITERACY.L.11-12.5 (A-B) CCSS.ELA-LITERACY.L.11-12.6</p>

SCIENCE CURRICULUM MAP

The academy has adopted the Next Generation Science Standards (NGSS). The NGSS incorporates the Common Core Standards in Mathematics by focusing on how math practices line up with what you need to know to perform work in each scientific discipline. The disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

Sources: NGS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

PHYSICAL SCIENCES	<u>Matter and Its Interactions</u>
	HS-PS1-1
	HS-PS1-2
	HS-PS1-3
	HS-PS1-4
	HS-PS1-5
	HS-PS1-6
	HS-PS1-7
	HS-PS1-8
	<u>Energy</u>
	HS-PS3-1
	HS-PS3-2
	HS-PS3-3
	HS-PS3-4
HS-PS3-5	
<u>Motion and Stability: Forces and Interactions</u>	
HS-PS2-1	
HS-PS2-2	
HS-PS2-3	
HS-PS2-4	
HS-PS2-5	
HS-PS2-6	
<u>Waves and Their Applications in Technologies for Information Transfer</u>	
HS-PS4-1	
HS-PS4-2	
HS-PS4-3	
HS-PS4-4	
HS-PS4-5	
LIFE SCIENCES	<u>From Molecules to Organisms: Structures and Processes</u>

	<p>HS-LS1-1 HS-LS1-2 HS-LS1-3 HS-LS1-4 HS-LS1-5 HS-LS1-6 HS-LS1-7</p> <p><u>Ecosystems: Interactions, Energy, and Dynamics</u></p> <p>HS-LS2-1 HS-LS2-2 HS-LS2-3 HS-LS2-4 HS-LS2-5 HS-LS2-6 HS-LS2-7 HS-LS2-8</p> <p><u>Heredity: Inheritance and Variation of Traits</u></p> <p>HS-LS3-1 HS-LS3-2 HS-LS3-3</p> <p><u>Biological Evolution: Unity and Diversity</u></p> <p>HS-LS4-1 HS-LS4-2 HS-LS4-3 HS-LS4-4 HS-LS4-5 HS-LS4-6</p>
<p>EARTH & SPACE SCIENCES</p>	<p><u>Earth's Place in the Universe</u></p> <p>HS-ESS1-1 HS-ESS1-2 HS-ESS1-3 HS-ESS1-4 HS-ESS1-5 HS-ESS1-6</p> <p><u>Earth's Systems</u></p> <p>HS-ESS2-1 HS-ESS2-2 HS-ESS2-3 HS-ESS2-4 HS-ESS2-5</p>

	<p>HS-ESS2-6 HS-ESS2-7</p> <p><u>Earth and Human Activity</u></p> <p>HS-ESS3-1 HS-ESS3-2 HS-ESS3-3 HS-ESS3-4 HS-ESS3-5 HS-ESS3-6</p>
<p>ENGINEERING, TECHNOLOGY, & APPLICATIONS OF SCIENCE.</p>	<p><u>Engineering Design</u></p> <p>HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-ETS1-4</p>

SOCIAL STUDIES CURRICULUM MAP

“In the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know their past; read, write, and think deeply; and act in ways that promote the common good”.

Vista Meadows Academy understand “students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary”. Students will need strong tools for, and methods of, clear and disciplined thinking in order to navigate successfully through the worlds of college, career, and civic life.”

Source: From the National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

<p>World Historical and Geography Inquiry and Literacy Practices</p> <p>(Eras 4-7)</p> <p>1 credit required</p>	<p>ERA 4 – EXPANDING AND INTEENSIFIED HEMISPHERIC INTERACTIONS, 300-1500 CE</p> <p>4.1 Growth and Interactions of World Religions, and Intensifying Trade Networks and Contacts</p> <p>4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, and Spheres of Interaction and Influence in the Americas</p> <p>ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES</p> <p>5.1 Emerging Global System and Diffusion of World Religions</p> <p>5.2 Cultural Encounters and the Columbian Exchange, the Trans-Atlantic Slave Trade, and Afro- Eurasian Empires</p> <p>AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914</p> <p>6.1 Global Revolutions, Worldwide Migrations and Population Changes, and Increasing Global Interconnections</p>
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	<p>6.2 Comparing Political Revolutions and/or Independence Movements, Growth of Nationalism and Nation-States, Industrialization, and Imperialism</p> <p>ERA 7 – GLOBAL CRISIS AND ACHIEVMENT, 1900-PRESENT DAY</p> <p>7.1 Power and Resistance, Global Conflict, Genocide in the 20th Century, and Technological, Scientific, and Cultural Exchanges</p> <p>7.2 World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide</p> <p>CONTEMPORARY GLOBAL ISSUES 1-4 (Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)</p> <p><i>Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.</i></p>
<p>United States History and Geography</p> <p>(Eras 6-9)</p> <p>1 credit required</p>	<p>Political and Intellectual Transformations of America to 1877</p> <p>ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)</p> <p>6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)</p> <p>6.2 Becoming a World Power</p> <p>6.3 Progressive Era</p> <p>ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)</p> <p>7.1 Growing Crisis of Industrial Capitalism and Responses</p> <p>7.2 World War II</p> <p>ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)</p> <p>8.1 Cold War and the United States</p> <p>8.2 Domestic Changes and Policies</p> <p>8.3 Civil Rights in the Post-World War II Era</p>

	<p>USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE</p> <p>9.1 Impact of Globalization on the United States</p> <p>9.2 Changes in America’s Role in the World</p> <p>9.3 Policy Debates</p> <p><i>Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.</i></p>
<p>Civics</p> <p>.5 credit required</p>	<p>Philosophical Foundations of Civic Society and Government</p> <p>ORIGINS AND FOUNDATIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA</p> <p>2.1 Origins of American Constitutional Government</p> <p>2.2 Democratic Values and Constitutional Principles</p> <p>STRUCTURE AND FUNCTION OF GOVERNMENTS IN THE UNITED STATES OF AMERICA</p> <p>3.1 Structures, Functions, Powers, and Limits of the Federal Government</p> <p>3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments</p> <p>RIGHTS AND LIBERTIES IN THE UNITED STATES OF AMERICA</p> <p>4.1 Application of the Bill of Rights</p> <p>4.2 The Extension of Civil Rights and Liberties</p> <p>4.3 Examining Tensions and Limits on Rights and Liberties</p> <p>THE UNITED STATES OF AMERICA AND WORLD AFFAIRS</p> <p>5.1 Formation and Implementation of U.S. Foreign Policy</p>

	<p>5.2 U.S. Role in International Institutions and Affairs</p> <p>CITIZENSHIP AND CIVIC PARTICIPATION IN THE UNITED STATES OF AMERICA</p> <p>6.1 Citizenship in the United States of America</p> <p>6.2 Rights and Responsibilities in Civic Society</p> <p>6.3 Dispositions for Civic Participation</p> <p>6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse</p> <p><i>Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.</i></p>
<p>Economics</p> <p>.5 credit required</p>	<p>E1 – THE MARKET ECONOMY</p> <p>1.1 Individual and Business Decision Making</p> <p>1.2 Competitive Markets</p> <p>1.3 Prices, Supply, and Demand</p> <p>1.4 Government Impact on Households and Businesses</p> <p>E2 – THE NATIONAL ECONOMY</p> <p>2.1 Economic indicators in the Economy</p> <p>2.2 Role of Government in the U.S. Economy</p> <p>E3 – THE INTERNATIONAL ECONOMY</p> <p>3.1 Economic Systems</p> <p>3.2 Economic Interdependence – Trade</p> <p>E4 – PERSONAL FINANCE</p> <p>4.1 Decision Making</p> <p><i>Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.</i></p>

World Language

The Academy follows *The Michigan World Language Standards and Benchmarks*, which define what students should know and be able to do to communicate effectively in a language other than English. The standards are met at the academy through Edgeunity.

<p>Michigan World Language Standards</p> <p>2 credits</p>	<p>1 - Communication: Communicate in Languages Other than English</p> <p>1 .1 Interpersonal Communication</p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions .</p> <p>1.2 Interpretive Communication</p> <p>Students understand and interpret written and spoken language on a variety of topics.</p> <p>1 .3 Presentational Communication</p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics .</p> <p>2 - Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>2.1 Practices and Perspectives</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied .</p> <p>2.2 Products and Perspectives</p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied .</p> <p>3 - Connections: Connect with Other Disciplines and Acquire Information</p> <p>3.1 Knowledge</p> <p>Students reinforce and further their knowledge of other disciplines through the world language .</p> <p>3.2 Point of View</p>
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Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures .

4 - Comparisons: Develop Insight into the Nature of Language and Culture

4 .1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own .

4 .2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own .

5 - Communities: Participate in Multilingual Communities at Home and Around the World

5 .1 Use of Language

Students use the language both within and beyond the school setting.

5 .2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment .

Visual, Performance and Applied Arts Curriculum Map

The Academy follows the Michigan Merit Curriculum *Standards, Benchmarks, and Grade Level Content Expectations* for Visual Arts, Music, Dance and Theatre. The standards are met at the academy through Edgeunity.

PERFORM	<p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>Apply acquired knowledge and skills to the creative problem-solving process . (21st Century Skills: I .4, II .2)</p> <p>Intentionally use art materials and tools when applying techniques and skills to communicate ideas . (21st Century Skills: I .6, III .3, III .6)</p> <p>Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3)</p> <p>Exhibit, present, and publish quality works of art . (21st Century Skills: I .4, I .6, III .3, III .6)</p> <p>Responsibly and safely manage materials and tools . (21st Century Skills: III .4, III .6, III .8)</p>
CREATE	<p>Standard 2: Apply skills and knowledge to create in the arts.</p> <p>Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I .2, I .3, I .4)</p> <p>Create artwork using materials and techniques with skill so that personal intentions are carried out . (21st Century Skills: I .1, I .2, II .7, III .3)</p> <p>Apply organizational principles and methods to create innovative works of art and design products . (21st Century Skills: I .1, I .2, III .3)</p> <p>Apply knowledge and skill to symbolize the essence of an idea . (21st Century Skills: I .1, I .6)</p> <p>Reflect, articulate, and edit the development of artwork throughout the creative process . (21st Century Skills: I .4, II .7, III .3, III .4)</p>

	<p>Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.</p>
<p>ANALYZE</p>	<p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>Analyze and describe the formal characteristics of a work of art or design . (21st Century Skills: I .3, II .1, III .1)</p> <p>Describe how organizational principles are used to elicit emotional responses . (21st Century Skills: I .3, II .1, III .1)</p> <p>Critically observe a work of art to evaluate and respond to the artist’s intent using art vocabulary and terminology . (21st Century Skills: I .2, I .3, I .6, II .1)</p> <p>Evaluate the quality and effectiveness of one’s artwork . (21st Century Skills: I .3, II .1, III .4)</p> <p>Recognize and understand the relationships between personal experiences and the development of artwork . (21st Century Skills: I .3)</p>
<p>ANALYZE IN CONTEXT</p>	<p>Standard 5: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>Observe and describe artwork with respect to history and culture . (21st Century Skills: I .6, II .1, III .1, III .2, III .7, III .8, III .9, III .10)</p> <p>Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places . (21ST Century Skills: I .3, I .6, III .2, III .7)</p> <p>Analyze the correlation between art, history, and culture throughout time . (21st Century Skills: I .6, III .1, III .2, III .7, III .8, III .9, III .10)</p> <p>Use knowledge of art and design history to inform personal artwork . (21st Century Skills: I .1, I .3, II .5, II .7, III .3, III .7)</p>
<p>ANALYZE & MAKE CONNECTIONS</p>	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>

	<p>Design creative solutions that impact everyday life. (21st Century Skills: I .1, I .2, I .4, III .3, III .4, III .6)</p> <p>Explore and understand the variety of art and design careers. (21st Century Skills: II .2, II .3, II .5, III .7)</p> <p>Explore and understand the application of the creative process throughout career pathways. (21st Century Skills: II .1, II .2, II .3, II .5, III .2, III .7, III .8 . III .9, III .10)</p> <p>Identify commonalities, differences, and connections between the art disciplines. (21st Century Skills: I .3)</p> <p>Recognize the role of art across the academic curriculum. (21st Century Skills: I .3)</p> <p>Understand artistic knowledge as an important tool for successful living in the 21st century . (21st Century Skills: II .1, II .5, III .7)</p> <p>Analyze the impact of visual culture on society . (21st Century Skills: I .3, III .2, III .7)</p> <p>Identify the role visual arts play in enhancing civic responsibility and community . (21st Century Skills: I .3, I .6, III .2, III .4, III .7, III .9)</p>
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PHYSICAL EDUCATION CURRICULUM MAP

The Academy follows the May, 2017 Michigan Department of Education Physical Education Standards for Physical Education.

Grades 9-12
High School Outcomes have been organized into two levels. Level 1 indicates the minimal knowledge and skills necessary for students to be career and college ready. Level 2 builds on Level 1 skills and competencies.
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Level 1	Level 2
<p>1. Lifetime activities:</p> <p>Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L1)</p>	<p>Refines activity-specific movement skills in 1 or more lifetime activities</p> <p>(outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L2)</p>
<p>2. Dance and rhythms:</p> <p>Demonstrates competency in dance forms used in cultural and social occasions (e.g. weddings, parties) or demonstrates competency in 1 form of dance (e.g. ballet, modern, hip hop, tap). (S1.2.L1)</p>	<p>Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.2.L2)</p>
<p>3. Fitness activities:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.3.L1)</p>	<p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.3.L2)</p>
Standard 2: Applies knowledge of concepts, principals, strategies and tactics related to movement and performance.	
Level 1	Level 2
<p>1. Movement concepts, principles and knowledge:</p>	<p>Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.1.L2)</p>

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1)	
2. Movement concepts, principles and knowledge: Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. (S2.2.L2)
3. Movement concepts, principles and knowledge: Creates a practice plan to improve performance for a self-selected skill. (S2.3.L1)	Identifies the stages of learning a motor skill. (S2.3.L2)
4. Movement concepts, principles and knowledge: Identifies examples of social and technical dance forms. (S2.4.L1)	Compares similarities and difference in various dance forms. (S2.4.L2)
Standard 3: Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	
1. Physical activity knowledge: Discusses the benefits of a physical activity active lifestyle as it relates to college or career productivity. (S3.1.L1)	Investigates the relationships among physical activity, nutrition, and body composition. (S3.1.L2)
2. Physical activity knowledge: Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.2.L2)

FUSION PROGRAM

Our Fusion Program serves students through an online platform using Edgenuity as the curriculum. It is designed for students that choose to follow a non-traditional pathway to their diploma. Students do 90% of their coursework online, while meeting with their mentor teacher for assistance to keep them on track to graduation. The Academy's credit recovery courses are designed to help students learn at their own pace and on their own time. The flexibility and design of the courses within the Fusion Program empower students to focus on exactly the content they need in order to catch up to their peers, recover lost credits, and graduate on time.

Curriculum Standards

What is a Standard?

For every high school course there is a list of standards that a student needs to complete in order to earn credit. *A standard is a learning target that describes the content a student needs to master in order to earn credit for that unit of study.* Standard totals for each course range between 5 and 14, depending on the length of the class and the amount of specifics that each content area requires for success as well as to progress on to the next level, or to be successful post high-school,

Standards can be completed out of sequence or in combination with standards from other courses through projects that are approved by the advisor and evaluated by certified content area teachers as appropriate.

Earning Credit with Standards

Partial credit is earned for a course each time a student demonstrates mastery of a Standard for that class. For example, if a class had 12 Standards, then every Standard in that class is worth $1/12$ (.083) credits.

Students can repeat Standards as many times as they wish in order to improve comprehension or their grade. **Credit for each Standard is only awarded once**, although grades can be awarded multiple times (which can improve a student's GPA for the course as well as overall).

Demonstrating mastery of a Standard means earning a 2.0 or higher on the project/assessment for each Standard. The scale for earning credit is provided below for each standard. In each case, the assessment may vary according to the student's needs or interests but always with pre-approval of the advisor and will be evaluated according to the scale. Students who do not meet minimum mastery levels will be required to revise or retake. Staff and students have access to all of the Standards needed to complete in order to graduate which are monitored in advisory class.

SCHOOL-WIDE SCALE STANDARDS

Grade	What it Means	Cognitive Processes	What It Might Look Like and/or Include
4.0	I can teach it & apply it	Analyzing Evaluating Creating Differentiating Attributing Critiquing Generating Producing Predicting	<p>Able to not only understand and explain information, but be able to break it down and communicate it to someone else.</p> <p>Being able to take information that you understand and can explain, and apply it to a new or different situation in a clear and coherent manner</p> <p>Breaking material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</p> <p>An in-depth project/paper/presentation in which the final product is entirely student created and driven</p>
3.5	I can teach & apply part of it		<p>More than being able to explain the material, the student displays partial success at applying information or is able to teach some elements of the material to someone else, but falls short of a 4.0</p>
3.0	I can explain it	Explaining Summarizing Comparing Contrasting Applying Interpreting Classifying Implementing Executing	<p>Explaining material beyond defining it, adding information and being able to construct a more complete picture of the concept</p> <p>Understanding concepts in a more complex way and being able to see and explain how they fit together to form the "big picture"</p> <p>A project/paper/presentation that covers major concepts with beginning levels of complexity</p>
2.5	I can discuss it		<p>More than being able to define or recognize material, the student is able to carry out a conversation with another individual of similar or greater knowledge, but falls short of a 3.0</p>
2.0	I get it	Identifying Remembering Recalling Recognizing Defining Describing Distinguishing	<p>Retrieve relevant knowledge from long-term memory</p> <p>Identify and categorize information and the connections between information when presented</p> <p>Matching; True/False; Multiple Choice; Fill in the Blank; Short response/descriptions</p>
1.0	I've got some questions		<p>The student recognizes and remembers some concepts with vagueness, but falls short of a 2.0</p>

Grade	What it Means	Psycho motor (skill) Processes	What It Might Look Like and/or Include
4.0	I can teach skill & apply skill	Integrate Combine Refine Create Adapt Formulate Invent Assemble	kill involves a higher level of precision as its so well developed that the student can modify movement patterns to fit special a special physical requirement or to meet a creative problem. Coordinating a series of actions or skills, achieving hannony and internal consistency. The individual begins to experiment, creating new motor acts or way of manipulating materials out of understandings, abilities, and skills developed. Having high level performance while thinking more about the end goaJ then the process required to complete the needed skill. Relate and combine associated activities to develop methods to meet varying requirements. Develops skills beyond what is taught in the classroom.
3.5	I can teach & apply part of it		More than being able to demonstrate the skill, the student displays the beginning step to combining skills to create a piece or perfonnance, or is able to teach some elements of the skm to someone else but falls short of a 4.0
3.0	I can use and apply skill to create or perform.	Demon trate Display Show Control Construct Build Arrange Coordinate	Individual continues to practice a particular skill or sequence until it becomes habitual and the skill has been attained. Action can be performed with some confidence and proficiency. Physical perfonnance is quick, smooth, and perfonned without hesitation. Skills are applied to a cognitive process.
2.5	I can perform parts of the skill without guidance		The response is more complex than at the previous level, but the student still isn't sure of him/herself and falls short of a 3.0.
2.0	I can copy the skill	Attempt Begin Duplicate Try Repeat Follow Mimic Reproduce Move Proceed	Early stages in leamjng a complex skill. It includes repeating an act that has been demonstrated or explained, and trial and error until an appropriate re ponse is achieved.
1.0	I've got some questions		The student recognizes and remembers some concepts with vagueness, but fa)ls short of a 2.0