

	writing arguments with evidence				speaking and listening				reading complex text				implementing scientific method (hypothesis, test, analyze data)			
	Grade 9/Year II	Grade 10/Year III	Grade 11/Year IV	Grade 12/Year V	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9	Grade 10	Grade 11	Grade 12
ELA	Finding good evidence breaking down the difference between general and specific. Evaluating good evidence.	Help them to make good claims. Refine their sense of what a claim is. More comprehensive. More subtle. Can begin to gather evidence with from multiple sources.	Developing the argument. Looking at both sides - claim and counter claim. At AP and SAT absolute necessity.	Refining what has come about in 9 - 11.					High level text; supplementary text which are essays and prose, not teaching text structures, vocabulary instruction within text, about making sense of the book itself, looking at actual sentences - language analysis. Clauses	all in 9th but complex sentence structure.	everything including literary AP Language how language works to reflect meaning.					
Science	Focus on the use of evidence from within mentor text as it appears in the MCAS	Students are expected to read three outside sources that may differ or be the same in professional articles and synthesize the text. Start with sample articles of teachers choosing to model this. Different levels of sophistication. P	Content changes, include mis-conceptions. How to discriminate between ideas that are not backed by evidence and those that are.	At AP levels kids are given scenarios and have to support conclusion that they have draw from data.												
Social Studies	Making transition from informative writing to argumentative writing. Secondary sources. Building argument.	Making more sophisticated claims. Heavily focused on the analysis of the evidence. Shift to primary sources from secondary sources. Pre-teaching vocab, chunking of reading, partner reading, shadow reading, challenge teachers are still trying to wrap heads around.	Counter arguments, anticipating counter-arguments, validate primary sources, different perspectives, soph. reading skills, author's attention, variety of primary sources, diaries, photographs, charts and stats. DEQ's. Students need to curate the sources themselves. Everyone does a research paper.	More skilled at the 11th grade thing.					Understanding the basics about primary sources. Purpose was etc.	Understanding perspectives. Why use words, metaphors, connecting word choice in reading vs. word choice in writing.	How author's perspective advances throughout the writing. Shifts over the course of a long piece. Compare and contrast over time.					
Mathematics																
World Language	Produce written messages such as short notes, messages, stories or reports about people and things in their environment using a variety of media, including print and digital tools. Some drawing on authentic text. Early development stages. More about develop basic language skills.	Produce written messages such as reports, articles, summaries or original stories on topics related to personal interest or study. Draw on authentic resources.	Produce written messages such as reports, articles, summaries or original stories on topics related to personal interest or study. Starting to develop ability to draw on multiple authentic sources.	Produce analyses of expressive products of the culture from a variety of sources and genres. Pull on multiple sources and pull it together.	Interpretive Listening Presentational Speaking Interpersonal Speaking & Listening				Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with text features that support meaning visually or graphically.	Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing). More inference strategies.	Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing). More inference strategies.	Interpret the meaning of technical, informational and literary texts by using background knowledge and contextual clues. Inference.				
Visual Arts	Explain (in writing) concepts behind students' own art works and defend a work's success based on a rubric as well as showing how the work exceeds or challenge the expectations.	Same as grade 9	Same as grade 9	Same as grade 9	Participate in verbal formative and summative group critiques when students present explanations of their personal choices regarding problem solving, thematic relevance, material choices, and all aesthetic decisions especially those being emphasized on the specific project learning goals. Students also critique each others' work using both "warm" and "cool" language and vocabulary.	Same as grade 9	Same as grade 9	Same as grade 9	Increase understanding of contemporary and historical art forms by reading internet and other written material in museum, gallery and school exhibits.	Same as grade 9	Same as grade 9	Same as grade 9				
Performing Arts	Students attend 2 concerts over the course of the year. The write critiques based on guiding questions provided by the teacher and write critiques backed by evidence based on the guiding questions. Students respond to open-ended questions in response to prompts, specifically about a film. Students also write character analyses based on supporting evidence in the script. Through Google Classroom, students write critical analyses of rehearsal recordings.				Students present in-class dramatic performances; peers respond with verbal critical feedback. Students present musical compositions with an in-class presentation. Peers listen to the composition and respond with verbal critical feedback.				Students in Music Technology propose ideas for a composition or performance. Students propose solutions to anticipated problems and test them out. Based on outcomes, students make new adjustments and develop appropriate solutions and protocols to share with other students.							