Grade \_\_9th\_\_Horizontal Planning: Approaches to Learning Skills

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|  | **Literature** | **Language Acquisition** | **Individuals and Societies** | **Sciences** | **Math** | **Arts** | **PE** |
| **Organization**  Self-Management  Time Management | -Students receive  Unit Overviews with a calendar.  -Students can locate homework posted in the classroom and on School Space. | Classwork/  Homework/  Criteria/  Personal Organizational Plan  Keeping a notebook | Interactive Notebook  Managebac | Used throughout the year. Examples- use google docs/Power School/SS to record assignements/due dates/etc.  Lessons- HeLa- book is divided into sections to read with due dates and assignments staggered throughout the year. | Presumed Knowledge (Ch 1-2)  Notebook Quizzes – find material  Alg II –  Car Price Assessment – October  Time Management – All Units (Late Penalties)  Geometry – Slopes, Lines, and Transversals | **Criteria C: Demonstrate the exploration of ideas to shape artistic intent to the point of realization.**  -Detail/outline unit expectations beginning with guiding questions, statement of inquire, key concept, related concept and global concept.  -Identify due dates and criteria with expectation for assessments.  2013/14-(TofC,-Periodic/timely, Number and Label Pages w/ Criteria A,B,C,D, Mapping Project and Project Plans, Label w/ learner profile) | Fitness and Nutrition units during Project |
| **Collaboration**  Working in Groups  Accepting and analyzing others’ viewpoints  Negotiating differences with respect | -Students complete partner and small group research projects in the fall and winter. | Sharing ideas  Group projects  Group activities where students choose their own jobs | Working in groups to  Compare/contrast  Renaissance v. Medieval art  -opening discussion on the diff.  Between major religions | Used throughout the year through various projects/lab based inquiries.  Examples-  Lessons- Inquiry based Labs and assessments; Discussions of ethical and moral content (mainly focused during DNA/Genetics lesson and tie in with HeLa Lesson); Science Fairs (VJAS and Metro Richmond) | Alg II  Hand Span Assessment – September  Geometry – working in groups periodically on activities; Tri Tri Again assessment | Criteria D: Peer Review  Presents an excellent critique of the artwork of self and **others.** Students not only document communication with peers, but also maintain positive peer, group, and class interactions.  2013-14-(Positive working environment, peer review Equal Distribution of task, progress evaluation of group) | Group projects or group work in various units |
| **Communication**  Expressing ideas clearly  Awareness of type of medium/audience  Expressive use of Language | -Students complete a summative writing assignment at the end of each unit.  -Students take part in Poetry Out Loud in the fall.  -Students write and give a speech in the winter. | Focused communication  Written and oral communication activities throughout the year | -Presentation on  Protestant Reformation | Used at least once per marking period through project/assessments.  Examples- PSA projects- Safety, HeLa; Cellular Modeling project | Alg II  Solving equations and inequalities - September Assessments (criteria C)-Other ways of presenting ideas  Geometry – Fundamentals (September) | Criteria D: giving, receiving and **documenting** meaningful feedback.  **Criteria A: Use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.**  -Read critically and for comprehension  (artist interviews, museum/gallery statements)  -read a variety of sources for information and pleasure  -Paraphrase accurately and concisely  -Take effect notes in class  (lectures, video, demonstrations)  -Organize and depict information logically  (artist research in chronological order to show growth and development of artistic intent)  (Using proper vocabulary in the classroom environment) | All units but specifically in Communication lesson  and during game play as strategy to make games more competitive |
| **Information Literacy**  Accessing information  Selecting and organizing information  Referencing | -Students work with partners and small groups on their research projects in the fall and winter.  -Later, students work individually on Personal Project research in the spring. | Structural content and information | -Creating an information  Pamphlet on innovators during  Scientific Revolution | First given the opportunity in the fall by meeting with the librarians and Ms. Lancaster regarding researching and utilizing the internet for appropriate scientific research, images, and music.  These skills are then utilized and applied throughout the year, for example with the various PSA projects. | Alg II  Assessments (out of class investigation) including  Car Price Assessment – October  Geometry – Triangles – November - January | **Criteria C: Demonstrate the exploration of ideas to shape artistic intent to the point of realization.**  -Detail/outline unit expectations beginning with guiding questions, statement of inquire, key concept, related concept and global concept.  -Identify due dates and criteria with expectation for assessments.  2013/14-(TofC,-Periodic/timely, Number and Label Pages w/ Criteria A,B,C,D, Mapping Project and Project Plans, Label w/ learner profile) | Nutrition and fitness unit/project/assessment |
| **Reflection**  Self-Awareness  Self-Evaluation | -Students self-reflect on their summative writing for each unit.  -Students reflect on the course generally at the end of the first and second semesters. | Self-reflection/ What did I learn about myself?  Reflection piece added to projects each nine weeks. | -Journaling  -Post Project, Group-work  Reflections | The students are tasked with reflecting on their knowledge of various concepts that have been learned throughout the year by analyzing their understanding of the information.  Examples- given inquiry questions and various growth measures. Students reflect to see how they have grown from the beginning until the culmination of the year. | Alg II  “Post-It” Reflection - ongoing  Assessments (criteria D)- What are sources of error, what other ways to solve, what are applications to other areas.  Presumed Knowledge (Ch 1-2)- what do I know, what do I need to review | **Criteria A: Demonstrate knowledge and understanding of art form studied, including concepts, processes and the use of subject-specific terminology.**  -collect, record and verify data  -make connections between various sources of information.  **Criteria C: Demonstrate a range and depth of creative-thinking behaviors.**  -Use critical-literacy skills to analyze and interpret media communications.  -create references and citations, use footnotes / endnotes and construct a bibliography according to recognized conventions.  (Site Sources and using a variety of appropriate sources, contact and interview with a professional in the area)  Drama- Student should engage in an ongoing dialogue in the DW including the development of ideas and their connection to the theatre pieces and critical observation of their creative process. | All units utilize verbal self and collective reflection  Specific units/assessments require written reflection. Fitness and nutrition and choreographed movement will require longterm and indepepth reflection |
| **Thinking**  Creative thinking  Critical thinking  Analytical  Generating Ideas  Planning  Identifying problems/Problem Solving  Creating novel solutions  Applying knowledge | -Students complete a summative writing assignment at the end of each unit (personal epic, speech, fairy tale, analytical paper, and poetry) covering these skills. | Creating original work by using the language and applying the proper forms depending on the situation chosen.  Come up with situations/ideas when given an authentic problem | -Analyzing primary source doc  From various historical  periods | Used throughout the year demonstrated by various projects/assessments.  Examples- Students are given the opportunity to use creative thinking in the spring with the culminating HeLa project.  Students must identify problems and utilize problem solving skills, as well as plan out the methods to be used in all laboratory activities. | Alg II  Perm & Comb. - Sept  Projectiles Assessment (real world problem– March  Geometry – circles – February/March | Art- Grouped with Transfer.  Drama -How do you plan/make your piece original and successful  -Bring unique ideas and personal aspect into the project and performance | -Mental and Fitness and nutritional units.  -Game play working on strategies. |
| **Transfer**  Making connections  Inquiring in different contexts | Students consider statements of inquiry for each unit which connect course content to the  IB Learner Profile,  principles, traits of a good  friend, etc…). | Language and culture  Making connections to other cultures and practices with personal life. | Correlating trade routes  With the dissemination of  World religions | Demonstrated specifically with the HeLa project where students must draw the connections between the scientific concepts that are taught throughout the year and those that are presented in “The Immortal Life of Henrietta Lacks.” | Alg II  Polynomials Assessment - February  Normal Distribution – April | **Thinking/Transfer**  **Criteria C: demonstrate a range and depth of creative-thinking behaviors**  Analysis/evaluating issues and ideas  -practice observing carefully  -gather and organize relevant information to formulate and argument  -propose and evaluate a variety of solutions  -identify obstacles and challenges  Generating novel ideas and considering new perspectives  -Use brainstorming and visual diagrams to generate new ideas and inquiries  -Consider multiple alternatives, including those that might be unlikely or impossible  -Create original works and ideas; use existing works and ideas in new ways.  (How do you plan/make your piece original and successful? Bring unique ideas and personal aspect into the project and performance)  **Transfer**  **Criteria D: Construct meaning and transfer learning to new settings**  -apply skills and knowledge in unfamiliar situations  -make connections between subject groups and disciplines.  -inquire in different contexts to gain a different perspective  **Criteria D: Create an artistic response which intends to reflect or impact on the world around them.**  -combine knowledge, understanding and skills to create products or solutions  -change context of an inquiry to gain different perspective  (Making cultural and global connection through artist and focus research. Connecting knowledge from other subject areas and units.) Making cultural and global connection through artist and focus research. Connecting knowledge from other subject areas and units. | Game play and how strategies transfer from game to game. |

**Notes:**