



2018-19
Program of Studies
Trimester 3

March 11th-June 10th

School Year Terms

For scheduling purposes, the academic year is broken into 3 trimesters each with two 6-week terms. Core academic modules last the entire trimester while special modules last for a single 6 week term. Standards-based learning summaries issued at the end of each term will reflect student performance on specific learning outcomes. Progress in AES Core Values will be reported at the end of each trimester (November, March and June).

Building Your Schedule

In planning your new schedule, you will work with your Learning Advisor to analyze your electronic portfolio and identify learning outcomes in which you do not have evidence of mastery learning. This process will help you create a schedule that targets those learning outcomes.

General Guidelines

Learners interested in Band or Chorus should start the scheduling process with those modules and build the rest of the schedule around those set blocks of time. After scheduling Band and/or Chorus, learners will choose at least one module from each of the 4 core academic areas: English Language Arts, Math, Science and Social Studies. After core modules are scheduled, learners will choose special modules in the areas of Art, Guidance, Physical Education, and Guidance.

Additional Options

In addition to traditional classroom offerings, students can choose from a variety of off-site learning modules. These opportunities are available to students who have consistently exhibited several of our Core Value behaviors during their time in the Middle Tier (Honesty, Respect, Integrity, Responsibility) and are proven independent learners. As these options require staff approval, students must work directly with their Learning Advisor and content area teacher to schedule and coordinate supervision.

Online Learning

- iTunes U: a free app in the iTunes App Store, K-12+ modules of learning
- Khan Academy: Free online lectures and videos (www.khanacademy.org)
- CK-12.org: Modules of learning in several modalities (www.ck-12.org)
- VLACS: Virtual Learning Academy Charter School (<http://vlacs.org>)

Special Projects

Students may also participate in group and special projects. This allows learners to choose their own projects and work independently to complete all required components. This opportunity is limited to students who have successfully completed pre-requisite modules; interested students must make arrangements with a cooperating teacher and schedule with their Learning Advisors.

External Learning Opportunities

Off-site internships and career-shadowing opportunities will be made available to students who have consistently exhibited our Core Value behaviors during their time in the Middle Tier (Honesty, Respect, Integrity, Responsibility) and earned the trust of their Learning Advisor, AES Staff and peers. Students afforded this incredible opportunity are self-sufficient, independent learners. As ELOs require parent and staff approval, students must work directly with parent/guardian, Learning Advisor, teacher and off-site supervisor to schedule, plan and coordinate.

MASTER SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-8:15am Grade-Level Mtg	8-8:15am <i>ADVISORY</i>	8-8:15am Grade-Level Mtg	8-8:15am <i>ADVISORY</i>	8-8:15am Grade-Level Mtg
8:16-9:46am	8:16-9:46am	8:16-9:46am	8:16-9:46am	8:16-9:46am
A	E	D	C	B
9:47-10:24am	9:47-10:24am	9:47-10:24am	9:47-10:24am	9:47-10:24am
Y-1	X-1	Y-1	X-1	Y-1
10:25-11:05am	10:25-11:05am	10:25-11:05am	10:25-11:05am	10:25-11:05am
Y-2	X-2	Y-2	X-2	Y-2
LUNCH (11:05-11:25am)				
<i>FLEX-Y</i> (11:25am-12pm)	<i>Project Week</i> (11:25am-12:15pm)	<i>FLEX-Y</i> (11:25am-12pm)	<i>Project Week</i> (11:25am-12:15pm)	<i>FLEX-Y</i> (11:25am-12pm)
B (12-12:50pm)	<i>FLEX-X</i> (12:15-12:50pm)	E (12-12:50pm)	<i>FLEX-X</i> (12:15-12:50pm)	C (12-12:50pm)
12:50-1:40pm				
C	B	A	E	D
1:40-2:30pm				
D	C	B	A	E

ELA Modules (Terms 5 & 6)

Module	Description	Outcomes
Ugly (Block A)	Robert Hoge doesn't look like anyone else in the world. When Robert was born, he had a tumor the size of a tennis ball in the middle of his face and short, twisted legs. In this module, learners explore the topic of empathy by reading Hoge's memoir, <u>Ugly</u> .	W.7.1a-e RI.7.1 RI.7.6 RI.7.8
Convince Me! (Block B)	Do you know what it takes to convince someone you are right? Learners in this module are introduced to argument writing through a series of short articles presenting various arguments. Learners apply their knowledge of argument writing to create their own formal argument pieces.	W.6.1a-e RI.6.1 RI.6.2 RI.6.3 RI.6.8
Man vs. Food (Block C)	It's time to take charge of our national eating habits—and it starts with you! Learners in this module explore the young adult version of Michael Pollan's nonfiction work, <u>The Omnivore's Dilemma</u> , and consider the personal and global health implications of food choices. Learners then apply their knowledge to create a restaurant menu with sustainable food choices.	W.8.1a-e RI.8.2 RI.8.3 RI.8.8 SL.8.1 L.7.1
What Makes a Superhero? (Block D)	Who is your role model? What has this person done to change the world? If you could take all the best qualities of your role model and turn them into a superhero, what would that look like? Learners in this module explore heroism by creating their own superheroes based on leadership qualities. Also, learners read <u>Brown Girl Dreaming</u> , a verse memoir of a girl growing up amidst heroes in the Civil Rights Movement. **Learners in this module MUST take another ELA class**	SL.7.1 SL.7.3 SL.7.4 RL.7.9
Truman on Trial (Block E)	It's 1945. World War II has recently come to an end, now President Harry Truman is on trial. He has been accused of committing war crimes on Hiroshima and Nagasaki with his use of the atomic bomb. When is it acceptable to use weapons of mass destruction? Was Truman justified in dropping the atomic bomb? Students in this Social Studies and ELA module will explore these issues and participate in Harry Truman's trial by taking on a role in the defense, the prosecution, or as a witness.	W.8.1-e SL.8.3 SL.8.4

MATH Modules (Terms 5 & 6)

Module	Description	Outcome
Functions, Statistics, & Probability (Block A)	Learners in this module will define, evaluate and compare functions. Learners will compare properties of two functions each represented in a different way. Learners will also construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.	8.F.A.1 8.F.A.2 8.SP.A.1 8.SP.A.2
Makes Perfect Sense! (Block B)	Learners in this module will focus on areas of mathematics that have been identified as needing attention. This is a very individualized approach to teaching and learning. Very specific math concepts will be addressed and mastered before moving on to additional math practices.	T.B.D.
Just a Slice (Block C)	Learners in this module will apply and extend previous understandings of multiplication and division to divide fractions by fractions. Learners will see the purpose that fractions serve in our day-to-day lives.	6.NS.A.1 6.NS.B.2 6.NS.B.3
Balancing Act (Block D)	Learners in this module will use properties of operations to generate equivalent expressions. Further, learners will work with radicals and integer exponents.	7.EE.A.2 8.EE.A.1 8.EE.A.1
Where is "X"? (Block E)	Learners in this module will continue on their path of algebraic equations. The focus of this module will include problems that will require multiple steps to solve successfully. Further, learners will solve real-life mathematical problems using numerical and algebraic expression and equations.	7.EE.B.3 7.EE.B.4

SCIENCE Modules (Terms 5 & 6)

Module	Description	Outcome
Earth and Human Activity (Block A)	What we do has a cascading effect on the world around us. In this module we will investigate the impact we have on our environment and the things we can do to influence it in a positive way.	MS-ESS 3-1 Thru 3-5
Are You Smarter Than an 8th Grader? (B)	This module is for eighth graders only. We will be looking into the 3 years of science modules offered at AES and reinforce what was learned in preparation for state testing.	All
Ethics (Block C)	Advancement in science yields many questions: What is the goal of enlightenment? Should we be controlling life and nature's process? Is advancement in science always appropriate. This module attacks these questions and more.	MS-LS4-5 & more
PassionProject (Block D)	We all have interests, hobbies, and other things that brighten our lives. This module takes your hobbies and interests and puts a scientific spin on them.	Any
Tut, Tut, Looks Like Rain (Block E)	This module breaks down the key principles of weather and climate. We will look at geographical impacts as well as atmospheric conditions influencing the weather we experience.	MS-ESS 2-4 To 2-6

SOCIAL STUDIES Modules (Terms 5 & 6)

Module	Description	Outcomes
Family Fun Time (Block A)	Are people and families all around the world the same? Do they live the same way? Are they entertained by the same things? Learners in this module will study different types of families from around the globe and find out what they do for fun!	MN-WH-5e MN-HI-5c MN-WH-5d MN-CV-2b
Human Habitat (Block B)	Do we impact the environment or does the environment impact us? Maybe the answer is both...In this Social Studies module learners explore the physical geography of our planet and analyze our relationship with it.	MN-GE-3a to MN-GE-3d MN-GE-5a
Ancient Rome (Block C)	How did a swampy village turn into one of the greatest empires in all of history? Learners in this module explore the rise of ancient Rome, its greatest conquests, and its tragic ending.	MN-WH-5a MN-WH-2b MN-WH-2a MX-WH-1c MN-WH-5c MX-WH-1b
Role Models (Block D)	What historical figure is your role model? Learners in this module will learn about historic events and the people who influenced them in order to have discussions and debates from the perspectives of the key players. This module is for highly motivated learners! Outcomes to be determined based on the Historical Figures/Events the group chooses!	T.B.D.
Truman on Trial (Block E)	It's 1945. World War II has recently come to an end, now President Harry Truman is on trial. He has been accused of committing war crimes on Hiroshima and Nagasaki with his use of the atomic bomb. When is it acceptable to use weapons of mass destruction? Was Truman justified in dropping the atomic bomb? Students in this Social Studies and ELA module will explore these issues and participate in Harry Truman's trial by taking on a role in the defense, the prosecution, or as a witness.	MX-CV-3b MX-WH-1c MX-WH-1a MX-HI-2c

ART/FCS Modules (Term 5)

Module	Description & Outcomes	Outcomes
Floor Cloth Painting (Blocks X-1 & X-2)	Students will design and paint a floor cloth, describing and demonstrating specific elements and principles of design.	Cr1.1.8a Cr2.1.8a Cr2.3.8a
Studio Time- Circulus Arts Mentoring (Block Y-1)	Students will work as art assistants helping to prep and create aspects of classroom displays in various classrooms.	Cr1.2.8a Cr2.1.8a Cn10.1.8a
Ashland Test Kitchen (Block Y-2)	Students will explore the elements of a recipe, then innovate and experiment with traditional recipes to create new variations. The students will prepare their recipe creation, then write a recipe to accompany.	MX-FPS-1 MX-FPS-7 MX-FPS-9 MX-AE-3 MX-AE-5

Term 6

Module	Description & Outcomes	Outcomes
Watercolor Painting (Block X-1)	Students will explore various watercolor techniques while creating a portrait, still life, or landscape painting. Students will research a famous watercolor artist and use their style in their work of art.	Cr1.1.8a Cr3.1.8a
Studio Time/ Make your Mark (Block X-2)	Make your mark! What will you leave behind when you graduate from AES? Create a large scale work of art that will remain part of the school. How will you be remembered?	Re7.1.8a Cr2.1.8a
Sculpture (Block Y-1)	Create a sculpture to influence the viewers idea about a topic. Sculptures may be made with recycled materials, paper mache, or clay.	Cr2.1.8a Re7.2.8a Pr6.1.8a
Celebrity Portraits (Block Y-2)	Students will create a large scale realistic portrait of a celebrity using a grid method.	Cr2.1.8a Cr2.2.8a Cr3.1.8a

MUSIC Modules (Term 5)

Module	Description	Outcomes
Concert Band Full Group (Blocks X-1 & X-2)	This section of Concert Band is for all students who are currently taking concert band. This term, students will refine and perform pieces for the spring concert. In order to prepare for this performance, the entire ensemble will participate in this section, and the Block X-2 section for this term only.	MU:Pr4.1.7a MU:Pr4.2.7c MU:Pr4.3.7a MU:Re7.2.7a
Chorus (Block Y-1)	Chorus is available to all students. Students will learn about healthy vocal habits, use of singing voices, harmonizing, and various other skills in order to grow as musicians and perform in the spring concert this term.	MU:Pr4.1.7a MU:Pr4.2.7c MU:Pr4.3.7a MU:Re7.2.7a
D.I.Y. Instruments (Block Y-2)	How are instruments made? Students in this class will explore the process, and have a chance to create their own homemade instruments. Along the way we'll respond to performances on homemade instruments, connect to other arts and careers outside the musical world, and test out our inventions.	MU:Cr1.1.6a MU:Cr3.1.6a MU:Pr4.1.6a MU:Re7.2.6a MU:Cn10.0.6a

Term 6

Module	Description	Outcomes
Concert Band Full Group (Block X-1)	This section of Concert Band is for all students who are currently taking concert band. This term, students will refine and review skills learned throughout the school year.	MU:Pr4.1.7a MU:Pr4.2.7c MU:Pr4.3.7a MU:Re7.2.7a
Keys to Success on Piano (Block X-2)	Students in this class will learn the basics of how to play piano. This will involve a mixture of beginner skills, student interest, and reading standard notation. This class is geared to students who have little to no piano experience, and an interest in learning to play their favorite songs!	MU:Pr4.1.6a MU:Pr4.2.6a MU:Pr4.3.6a MU:Pr6.1.6a
Chorus (Block Y-1)	Chorus is available to all students. Students will learn about healthy vocal habits, use of singing voices, harmonizing, and various other skills in order to grow as musicians.	MU:Pr4.1.7a MU:Pr4.2.7c MU:Pr4.3.7a MU:Re7.2.7a
Video Game Music (Block Y-2)	From GarageBand, to BeepBox, to live recorded sound, this class will respond to, connect to, perform, and create music from and for video games. We'll learn the styles, and themes commonly used, as well as redesign how a game sounds using our own creations.	MU:Cr1.1.6a MU:Cr2.1.6a MU:Cr3.1.6b MU:Pr4.1.6a MU:Pr4.3.6a MU:Re7.1.6a MU:Re7.2.6a MU:Cn10.0.6a

PE & HEALTH Modules (Term 5)

Module	Description	Outcomes
Gymnastics (Blocks X-1 & X-2)	What does it really take to become an elite gymnast? How much training is involved? What kind of fitness regimen do I need to follow? Learners will focus on the fitness aspects of becoming an elite gymnast. Learners will identify different fitness terminology and create a fitness plan that will guide them in becoming a better gymnast.	MX-PF-2 MX-PF-3 PX-PF-5
Swatball (Block Y-1)	Swatball is a team game that involves no catching, throwing, or kicking. Only swatting the ball is allowed. Learners will focus on teamwork, respect for one another and equipment, and proper competitive behavior.	MX-PAL-3 MX-SLA-1 MX-SLA-6
Endball (Block Y-2)	End ball is a competitive team sport that involves a lot of activity! The goal of the game is to score in the other teams end zone by passing the ball to a teammate. Learners will also be tracking their activity throughout the module.	MX-BRD-1 MX-BRD-5 MX-PAL-4

Term 6

Module	Description	Outcomes
Personal Fitness (Block X-1)	Learners will learn about the five components of health related fitness. They will focus on how it affects their health, and participate in activities focused on each of the five components. They will come up with their own fitness plan of how they can improve their own personal fitness.	MX-PF-2 MX-PF-4 MX-PF-6
Ultimate Games (Block X-2)	Learners will participate in different ultimate team sports such as ultimate frisbee, ultimate football, and ultimate ring. Learners will first be introduced to the strategies used during gameplay. Learners will then focus on skill progression, rules, and small sided games leading up to gameplay. Learners will also be expected to discuss the strategies they learned and used during an end of class discussion.	MX-PAL-1 MX-PF-6 MX-BRD-10
Raid the Closet (Block Y-1)	Learners will be introduced to many different activities and games throughout this module. Each activity will last approximately 1 week. Activities will be based on the interest of the learners. We will discuss the rules of each game but most importantly we will play. Learners will also be expected to discuss the strategies they learned and used during an end of class discussion.	MX-MCP-4 MX-SLA-5 MX-BRD-7
Archery (Block Y-2)	Learners will be introduced to the sport of archery. The first part of the module will focus on the safety precautions, equipment, and technique of shooting a bow. Learners will have the opportunity to use both compound bows and longbows, and be assessed on both their technique, overall shooting accuracy.	MX-PF-5 MX-PAL-5 MX-BRD-3

GUIDANCE Modules (Term 5)

Module	Description
<p>Mighty Mentors (Blocks X-1, X-2 & Y-1)</p> <p style="text-align: center;">*By Invitation ONLY!</p>	<p>Job Description: Mentors will be assigned to a classroom to offer support to younger students as needed. Mentors act as role models and may help with classroom projects or other activities. Mentors will have check-in meetings with Mrs. Sanborn to reflect on experiences and how it relates to his/her personal growth. Check-in meetings will also focus on helping Mentors continue to refine leadership, communication and interpersonal skills.</p> <p>Qualifications: All Peer Mentors must be in good academic standing and are observed to continuously uphold the AES Core Values. Mighty Mentors is by invitation only for term 5. Schedule an appointment with Mrs. Sanborn for more information if interested.</p>
<p>The First Rule of Punk (Block Y-2)</p>	<p><i>The First Rule of Punk</i> is a heartfelt exploration of friendship, finding your place, and learning to rock out like no one's watching. There are no shortcuts to surviving your first day at a new school—you can't fix it with duct tape like you would your Chuck Taylors. On day one, twelve-year-old Malú inadvertently upsets Posada Middle School's queen bee, violates the school's dress code with her punk rock look, and disappoints her college-professor mom in the process. Her dad, who now lives a thousand miles away, says things will get better as long as she remembers the first rule of punk: be yourself.</p>

Term 6

Module	Description
<p>D.A.R.E.- Gr. 7 Mandatory (Block X-1 & X-2)</p>	<p>D.A.R.E. aims to help students learn how to resist peer pressure which may influence experimentation with alcohol, tobacco, marijuana, inhalants and other drugs. Students will be introduced to the D.A.R.E. Decision Making Model, which is designed to assist them in problem solving and making healthy choices. D.A.R.E. is led by Lt Ulwick of the Ashland Police Department and Mrs. Sanborn.</p>
<p>I Am Malala (Block Y-1)</p>	<p>Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. On October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive. I Am Malala is a remarkable firsthand story of a girl who knew from a young age that she wanted to change the world -- and did.</p>
<p>Before You Go... (Block Y-2) Gr. 8 Mandatory</p>	<p>Before You Go, You Must Know... will help you to define what respectful, healthy relationships of all types are comprised of. Media influence on relationships, positive communication, anger management, and conflict resolution will be themes of this module. Advocates from Voices Against Violence will present during this module as well. In addition, you will learn how to identify the signs of depression and how to respond appropriately to friends who may be struggling.</p>

SCHEDULING OVERVIEW

Trimester 3/Term 5&6 (SY1819) Scheduling Overview

	ELA	MATH	SCIENCE	SOCIAL STUDIES	ART & FCS		MUSIC		PE & HEALTH		GUIDANCE	
					T5	T6	T5	T6	T5	T6	T5	T6
A	Ugly	Functions, Stats & Probability	Earth and Human Activity	Family Fun Time	Floor Cloth Painting	Watercolor Painting	Band (All)	Concert Band	Gymnastics	P.F.	Mighty Mentors: By invitation only	Gr. 7 D.A.R.E. Mandatory
B	Convince Me!	Makes Perfect Sense	Are You Smarter Than an 8th Grader?	Human Habitat	Studio Time/Make your Mark	Studio Time/Make your Mark	Keys to Success on Piano (10)	Keys to Success on Piano (10)	Raid the Closet	Raid the Closet	Mighty Mentors: By invitation only	Gr. 7 D.A.R.E. Mandatory
C	Man vs. Food	Just a Slice	Ethics in Science	Ancient Rome	Studio Time-Circulus Arts Mentoring	Sculpture	Chorus	Chorus	Swatball	Ultimate Games	Mighty Mentors: By invitation only	I Am Malala (10)
D	What makes a Superhero?	Balancing Act	Passion Project	Role Models	Ashland Test Kitchen	Celebrity Portraits	D.I.Y. Instruments	Video Game Music	End Ball	Archeology (10)	The First Rule of Punk (10)	Before You Go (Gr. 8 Mandatory)
E	Truman on Trial	Where is "X"?	Tut, Tut, It Looks Like Rain	Truman on Trial								
X-1												
X-2												
Y-1												
Y-2												
		MONDAY (Flex-Y)	TUESDAY (Flex-X)	WEDNESDAY (Flex-Y)	THURSDAY (Flex-X)		FRIDAY (Flex-Y)		FRIDAY (Flex-X)		FRIDAY (Flex-Y)	
			Library/Homework Club						Library/Homework Club			
T5 FLEX	Card Club	Card Club	B. Y.O.B. (Build Your Own Band)	B. Y.O.B. (Build Your Own Band)	Card Club	Card Club	B. Y.O.B. (Build Your Own Band)	Open Art	Open Art			
	Student Council	Student Council	Mathalon	Mathalon	Student Council	Student Council	Mathalon	Mathalon	Mathalon	Mathalon	Card Club	Card Club
	Tag Games	Tag Games	Gym Kickball	Gym Kickball	Tag Games	Tag Games	Gym Kickball	Gym Kickball	Gym Kickball	Gym Kickball	Tag Games	Tag Games
	MONDAY (Flex-Y)	TUESDAY (Flex-X)	WEDNESDAY (Flex-Y)	THURSDAY (Flex-X)	FRIDAY (Flex-Y)		FRIDAY (Flex-X)		FRIDAY (Flex-Y)		FRIDAY (Flex-X)	
		Library/Homework Club		Library/Homework Club					Library/Homework Club			
T6 FLEX	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess
	Student Council	Student Council	3 v. 3	Student Council	Student Council	Student Council	3 v. 3	3 v. 3	3 v. 3	3 v. 3	Open Art	Open Art
	Walking Club	Walking Club	Lawn Games	Lawn Games	Walking Club	Walking Club	Lawn Games	Lawn Games	Lawn Games	Lawn Games	Walking Club	Walking Club