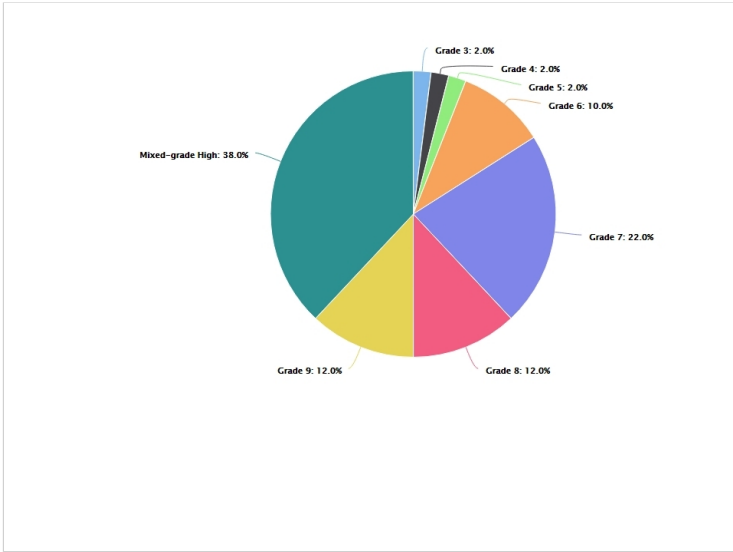




Amistad K-12



Elementary Math



School	Grade	Teacher	Subject	↓Course
Elementary School	Grade 1		Mathematics	Math 1
Elementary School	Grade 2		Mathematics	Math 2
Elementary School	Grade 3		Mathematics	Math 3
Elementary School	Grade 4		Mathematics	Math 4
Elementary School	Grade 5		Mathematics	Math 5
Elementary School	Kindergarten		Mathematics	Math Kindergarten

6 record(s) found.

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Middle School ELA



School	Grade	Teacher	Subject	↓Course
Middle School	Grade 6		English Language Arts	Language Arts 6
Middle School	Grade 7		English Language Arts	Language Arts 7
Middle School	Grade 8		English Language Arts	Language Arts 8

3 record(s) found.

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Grade 8 ELA/Science?/S.S Unit Overview



Middle School Grade 8 Language Arts 8 2020-2021 5 Curriculum Developers	Middle School Grade 8 Science 8 2020-2021 5 Curriculum Developers	Middle School Grade 8 Social Studies 8 2020-2021 5 Curriculum Developers
Launch (Week 1)	Unit 1: History of Earth (Week 2 - Week 6)	Unit 1 - The Beginnings of Human Society (Week 1 - Week 5)
Narrative (Week 2 - Week 9)	Unit 2: Physical and Chemical Properties of Matter (Week 7 - Week 16)	Unit 2 - Early Civilizations Emergence of Pastoral (Week 6 - Week 11)
Literary Analysis (Week 10 - Week 20)	Unit 3: Chemical Reactions (Week 18 - Week 27)	Unit 3 - Major World Religions (Week 12 - Week 18)
Nonfiction: Informational (Week 21 - Week 27)	Unit 4: Ecology (Week 29 - Week 34)	Unit 4 - Empires of Greece, Rome, India, China, MA (Week 19 - Week 30)
Nonfiction: Argumentative Research (Week 27 - Week 33)	Unit 5: Environmental Issues (Week 34 - Week 40)	Unit 5 - Feudal Life and The Crusades (Week 31 - Week 34)
Drama (Week 34 - Week 39)		Unit 6 - Expanding Exchanges and Encounters (Week 35 - Week 40)
Speech ("TED Talk") (Week 37 - Week 40)		

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HS Sciences



School	Grade	Teacher	Subject	↓Course
High School	Mixed-grade High		Science	Lab Biology
High School	Mixed-grade High		Science	Lab Chemistry
High School	Mixed-grade High		Science	Lab Ecology
High School	Mixed-grade High		Science	Lab Physics

4 record(s) found.

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2020 Visual Arts Grade 2-5 Standards Overview



NJ: 2020 SLS: Visual and Performing Arts - Visual Arts NJ: End of Grade 2	NJ: 2020 SLS: Visual and Performing Arts - Visual Arts NJ: End of Grade 5	NJ: 2020 SLS: Visual and Performing Arts - Visual Arts NJ: End of Grade 8
Creating Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? Practice: Explore Performance Expectations: <ul style="list-style-type: none">1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. Anchor Standard 2: Organizing and developing ideas. Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn	Creating Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? Practice: Explore Performance Expectations: <ul style="list-style-type: none">1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. Anchor Standard 2: Organizing and developing ideas. Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn	Creating Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create of art and design? Why do artists follow or break established traditions? How do artists determine resources and criteria are needed to formulate art investigations? Practice: Explore Performance Expectations: <ul style="list-style-type: none">1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risk and document the processes in traditional or media.1.5.8.Cr1b: Develop criteria, identify goals as collaboratively investigate an aspect of press day life, using contemporary practice of art c design. Anchor Standard 2: Organizing and developing ideas. Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn

NJSLS Tech K-12 By Grade



Grade	Targeted Standards	Assessed Standards	Goals Not Assessed	Assessed Standards Not Targeted	Assessment
Kindergarten	16	0	16	0	0
Grade 1	18	18	0	0	28
Grade 2	32	11	21	0	5
Grade 3	18	8	10	0	19
Grade 4	31	0	31	0	0
Grade 5	25	12	13	0	5
Grade 6	18	1	17	0	7
Grade 7	20	0	20	0	0
Grade 8	28	5	23	0	7
Mixed-grade Middle	19	19	0	0	21
Grade 9	15	2	13	0	2
Grade 10	4	3	2	1	1
Grade 11	40	40	0	0	1
Grade 12	40	40	0	0	1
Mixed-grade High	63	44	19	0	81

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