

7/8 Grade Curriculum Map

Team members: **Stacey (Sci), Katie (LA), Jim (Math), Carol (7th Math), Teran (SS), Pat (Spanish)**

	August	September	October	November	December	January	February	March	April	May
Language Arts	Preparing to be a learner, reader, and writer: set up writer's workshop and writer's notebooks, understand procedures and practices in learning community.	Unit: How Stuff Works: Reading and Writing Informative Texts Reading and writing informative and explanatory texts; research skills; Mentor Texts: podcasts, vodcasts and news articles		Unit: Truth vs Fiction: I Reading and writing narrative texts; short story and narrative nonfiction Research skills: understanding causes and effects of the American Revolution		Unit: <i>Animal Farm</i> Reading and discussing: literature as a mechanism for social change Writing: literary analysis essay and original allegory			Unit: Am I a revolutionary? Reflecting and synthesizing to understand my role in a democratic society. Presentation skills: writing an effective presentation, supporting ideas with visual and verbal aids	
Essential Question	Why read? Why write? How do readers and writers hone their craft?	What role does information play in our lives? What does it mean to inform? To be informed? What techniques do writers use to inform an audience? What strategies do readers use to comprehend nonfiction texts?		In what ways does fiction reveal more truth than nonfiction? What narrative techniques do writers use to guide the reader's understanding?		What role does language and literature play in social change? In what ways does language impact thoughts and behaviors? What is the relationship between language and power?			How can individuals make lasting change in the world? What is the most effective medium to communicate personal experience? How can I best present what I know?	
Assessments	Pre-assessment: mechanics	Formative: organization, tone, understanding vocabulary in context,	Summative: Write and execute a 2-minute podcast explaining an element of democracy/the electoral system/campaigning/	Formative: narrative techniques and literary devices, embedding research in narrative writing	Summative: Choose to write either a fictional short story, or narrative nonfiction article that reveals an impact of the American Revolution on the lives of individuals.	Formative: reading comprehension strategies: literature	Formative: literary analysis skills	Summative: literary analysis essay	Formative: presentation skills,	Summative: This I believe essay: my role in society. LC & Aperture presentation
Math - 7th Grade	How to approach problem solving in math, the cycle of learning math. 7th grade math skills checklist. Intro to Shapes & Design Unit	Shapes & Design Unit (cont.), Use properties of supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Accentuate the Negative Unit: Represent addition, subtraction & absolute value on a number line, apply properties of operations to add, subtract & multiply rational numbers including integers.	Stretching & Shrinking Unit: Determining the relationship between scale factor and measurements	Comparing & Scaling Unit: Comparing ratios and scaling to solve proportions, Using unit rate and constant of proportionality	Moving Straight Ahead Unit: Using the Distributive Property and factoring expressions, Utilizing the Order of Operations, Writing & solving Linear Equations	What Do You Expect? Unit: Approaching problems systematically, Find probability of an event and explain the likelihood of the event occurring, Develop & use a model to determine probabilities of events.	Filling & Wrapping Unit: Solve problems involving area, volume & surface area of two- & three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Samples & Populations Unit: Collecting, organizing & analyzing data, Making inferences & predictions about populations	Samples & Populations Unit (Cont.): Generating multiple representations of data, Utilizing data to draw inferences
Essential Question	Why is perseverance important in mathematics?	How can geometric relationships among lines and angles be generalized, described, and quantified? How do line relationships affect angle relationships? How do mathematicians combine algorithms in different ways and use them flexibly to accomplish various tasks.	How do you know if a computational strategy is sensible? How do operations with rational numbers compare to operations with integers?	How do you know when a proportional relationship exists?	What comparisons can be made using ratios?	How is it determined that two algebraic expressions are equivalent? How do symbolic transformations affect an equation or expression?	Why is it important to consider all of the possible outcomes of an event? Is it possible to predict the future? How?	What are the surface area and volume of a geometric figure and what does that tell about an object? What are the two-dimensional figures that result from slicing three-dimensional figures?	How can data be collected, represented and analyzed?	How do mathematicians model and critique with mathematics?
Assessments	Pre-assessment to check retention of skills from previous year.	Unit Test; Progress on Skills Checklist, Building triangles project	Quiz, Progress on Skills Checklist	Drawing scale drawings, Unit Test; Progress on Skills Checklist	Unit Test; Progress on Skills Checklist	Unit Test; Progress on Skills Checklist	Unit Test; Progress on Skills Checklist	Unit Test; Progress on Skills list	Quiz, Progress on Skills list	Unit Test; Progress on Skills list
Math - 8th Grade	Standards Intro, Essential Skills List, Notebook organization/expectations	Expressions, Equations, and Functions MP1: Make sense of problems and persevere in solving them	Properties of real numbers MP2: Reason abstractly and quantitatively.	Solving Linear Equations MP3: Construct viable arguments and critique the reasoning of others.	Graphing Linear Equations and Functions MP5: Use appropriate tools strategically.	Writing Linear Equations MP4: Model with mathematics	Writing Linear Equations MP7: Look for and make use of structure.	Solving and Graphing Linear Inequalities MP8: Look for and express regularity in repeated reasoning.	Shape, Dimension, and Geometric Relationships Transformation project using SketchUp and 3D printing	Systems of Equations and Inequalities; Instructional project MP6: Attend to precision.

Essential Question	Why is math important to understand? How can I tie math concepts into other classes and everyday activities?	How can we use symbolic language to represent and solve real problems?	When you extend to a new number systems (e.g., from integers to rational numbers and from rational numbers to real numbers), what properties apply to the extended number system? What is the difference between rational and irrational numbers and how are they used to represent real-world problems?	How can a relationship be analyzed with tables, graphs, and equations? What properties of a function make it a linear function?	Why is one variable dependent upon the other in relationships? What properties of a function make it a linear function?	How does the context of the problem affect the reasonableness of a solution?	What makes a solution strategy both efficient and effective?	How is it determined if multiple solutions to an equation are valid?	How are the volume formulas for cones, cylinders, prisms and pyramids interrelated? 5. How is volume of an irregular figure measured? How can cubic units be used to measure volume for curved surfaces?	
Assessments	Retention of skills from previous year. How to approach a problem when you have no clear idea about what to do	Unit Test; Area Pattern Block Project	Unit Test; Instructional project; Progress on Skills list	Unit Test	Unit Test; Progress on Skills list		Unit Test; Progress on Skills list	Unit Test; Transformation project	Progress on Skills list	Unit Test
Math - Algebra 1B	Standards Intro, Essential Skills List, Notebook organization/expectations	Systems of equations: methods to solve them, practical applications MP1: Make sense of problems and persevere in solving them	Exponents and Exponential functions MP2: Reason abstractly and quantitatively.	Polynomials and Factoring MP3: Construct viable arguments and critique the reasoning of others.	Polynomials and Factoring continued	Quadratic Equations and Functions MP4: Model with mathematics Parabolas Project	Quadratic Equations and Functions continued MP7: Look for and make use of structure.	Radicals and Geometry MP6: Attend to precision.	Rational Equations and Functions MP8: Look for and express regularity in repeated reasoning.	Probability and Data Analysis MP5: Use appropriate tools strategically.
Essential Question	Why is math important to understand? How can I tie math concepts into other classes and everyday activities?	How are multiple approaches to problem solving beneficial? When is one approach advantageous to use over another?	When you extend to a new number systems (e.g., from integers to rational numbers and from rational numbers to real numbers), what properties apply to the extended number system? What phenomena can be modeled with particular functions?	How can we use symbolic language to represent and solve real problems? Which tools can we use to create visual representations of problems and ideas that reveal relationships and meaning?	How can we use symbolic language to represent and solve real problems? Which tools can we use to create visual representations of problems and ideas that reveal relationships and meaning?	How can understanding quadrilateral functions help design sports equipment, rocket launches, and projectile motion? What phenomena can be modeled with particular functions?		What are irrational numbers and what do they have to do with squares, circles, and other geometric shapes?	When is it appropriate to simplify expressions? How are order of operations and operational relationships important when solving multivariable equations?	What makes data meaningful or actionable? Why should attention be paid to an unexpected outcome? How can summary statistics or data displays be accurate but misleading?
Assessments	Retention of skills from previous year. How to approach a problem when you have no clear idea about what to do	Unit test; Project: design/analyse business applications using systems of equations	Unit test; Order of operations explanation project: What is it? Why are operations evaluated in that particular order? How are operations related? Progress on Skills list	Unit test	Progress on Skills list	Unit test and projectile lab project	Projectile lab project, Progress on Skills list	Length, area, and volume project using 3D printer	Unit test; instructional project.	Probability/Data Analysis project. Final Progress on Skills list
Math - Geometry	Standards Intro, Essential Skills List, Review of essential Algebra 1 concepts	Deductive System of Reasoning; Language of sets, postulates and properties MP1: Make sense of problems and persevere in solving them	Lines, Planes, Space; Angles and Triangles MP2: Reason abstractly and quantitatively.	Congruence and More Techniques in Proof MP3: Construct viable arguments and critique the reasoning of others.	Geometric Inequalities MP7: Look for and make use of structure.	Perpendicular and Parallel Lines and Planes MP8: Look for and express regularity in repeated reasoning.	Polygonal Regions and Their Areas; Similarity MP4: Model with mathematics	Coordinate Geometry, Circles, Sectors, and Spheres MP7: Look for and make use of structure.	Trigonometry MP5: Use appropriate tools strategically.	Transformations and Solids MP6: Attend to precision.
Essential Question	Why is math important to understand? How can I tie math concepts into other classes and everyday activities?	When you extend to a new number systems (e.g., from integers to rational numbers and from rational numbers to real numbers), what properties apply to the extended number system? What phenomena can be	How are mathematical objects different from the physical objects they model? What makes a good geometric model of a physical object or situation? How are mathematical triangles	How can mathematical concepts be —undefined ? What does this mean for our understanding of other concepts that depend on the undefined? When is deductive reasoning a	How are inequalities used to model real-world situations? How are inequalities used differently than equalities?	What does it mean for two lines to be parallel or perpendicular? What does it mean for two planes to be parallel or perpendicular?	What makes a good definition of a shape? What conditions create unique polygons? How is the area of an irregular shape measured? How can surface area be	How can the 2 and 3-dimensional coordinate planes be used to systematize applications of Geometric properties?	How do sine, cosine, and tangent functions relate to and help us understand the geometry of right triangles? How are sine and cosine functions useful for modeling real-world phenomena	What happens to the coordinates of the vertices of shapes when different transformations are applied in the plane?

		modeled with particular functions? Does the postulate system of Geometry lead to more or less uniformity of thought? Why do we need to know the formal definitions, properties, postulates and theorems to be able to apply logic to Geometry?	different from built triangles in the physical world? How are they the same?	more appropriate tool than inductive reasoning? How would the idea of congruency be used outside of mathematics? What does it mean for two things to be the same? Are there different degrees of "sameness"?			minimized while maximizing volume?		such as tides, planetary motion, and daylight hours by latitude?	
Science	Unit: The Solar System The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics	Unit: The Sun-Earth-Moon System The relative positions and motions of Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases.	Unit: Weather and Climate Weather is a result of complex interactions of Earth's atmosphere, land and water, that are driven by energy from the sun, and can be predicted and described through complex models. Earth has a variety of climates defined by average temperature, precipitation, humidity, air pressure, and wind that have changed over time in a particular location.	Unit: Geologic Events and Time Major geologic events such as earthquakes, volcanic eruptions, mid-ocean ridges, and mountain formation are associated with plate boundaries and attributed to plate motions. Geologic time, history, and changing life forms are indicated by fossils and successive sedimentation, folding, faulting, and uplifting of layers of sedimentary rock.	Unit: Forces, Motion, and Energy Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion. There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved. Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties	Human Impact on the Environment (will also be covered within other units throughout the year) Human activities can deliberately or inadvertently alter ecosystems and their resiliency.				
Essential Question	What is Earth's place in the Universe? What makes up our solar system?	How do the relative positions of Earth, Moon and Sun affect natural phenomenon on Earth?	What is the difference between weather and climate? <ul style="list-style-type: none"> o What factors interact and influence weather? o How can natural hazards be predicted? o Why are there different climates on Earth? How do we know our global climate is changing?	How does the movement of tectonic plates impact the surface of Earth and cause major geologic events? What is geologic time and how can we interpret data from layers of rock?	What relationships exist among force, mass, speed, and acceleration? What are some different ways to describe waves?	How have humans altered ecosystems? Do humans have a unique responsibility to the ecosystems in which they live? How can a young person be a steward of an ecosystem?				
Assessments	Unit test	Reasons for the Seasons lab summary/conclusion, Unit test	Unit test Weather forecasting project							
Social Studies	opening games/activities; how to think like a social scientist	Civics, U.S. government, how the system works, foundations of Democracy	Foundations of America: 1700s colonies, start of American Revolution	Revolution: American Revolution; formation of a new government; early challenges; writing of U.S. Constitution; French Revolution	Industrial Revolution Colorado connections to Industrial Revolution	Closure on revolution				
Year-Long Essential Question	To what extent has the United States become the nation that it originally set out to be?									
Essential Questions	Why study social studies? Why does it matter to our lives and to the world?	"What does it mean to think like a historian?" What does it mean to be an American citizen? What is our responsibility as citizens? What are the principles of the American government?	*What was life like in Colonial America? What inequalities existed? How was life different for various groups? What were the ideals of the various groups? Why was unrest starting?	*What are the causes and effects of Revolution?						
				* What are the basic tenets of revolution? Why does revolution happen? Why did the American Revolution happen? What events in the AR are most important for us to know now? Was the American Revolution successful? For whom? What were challenges of the early government?	Why was the U.S. Constitution written, and how? What were some of the arguments and considerations? How was the French Revolution similar and different from the American Revolution? How do people form a government?	What are other kinds of revolutions? Why did the Industrial Revolution happen? How can we use Lowell, MA, as a case study to understand the failures and successes of democracy? Why do we have a government?	What revolutions have happened in CO? Why? How can we use Ludlow, CO, and the massacre there to understand the complexities of the Industrial Revolution here?	Why does learning about revolution matter to us in our lives today? What are our responsibilities as members of a democracy?		

Assessments			*2-minute podcast on an element of democracy/the electoral system/campaign/ad system (like "How Stuff Works")		* Essay about life in Colonial America for a specific group		*advertisement?		*take them all on a field trip to Ludlow Massacre site in southern CO? Investigative poetics about the experience?	*This I believe essay: my role in society
Spanish 1a	Introduce Spanish notebooks; class expectations; name games; get to know you; basic greetings; classroom objects; cognates	Aug carry over; greetings, farewells, & personal info; useful phrases for class; cognates and false cognates; calendar; days, months, dates, time; O-31; pronunciation and alphabet practice; formal vs familiar	Continue with personal information; more expressions for class; likes and dislikes; daily activities; adjective placement; matching and agreement; SER; también vs tampoco	School; classes and schedules; time; school supplies; verb conjugations; personal pronouns; verb-subject agreement; definite vs. indefinite articles; masculine vs feminine;	Verb conjugation focus; (-ar, -er, -ir), irregulars; ser, estar, ir. Ser vs. Estar; stem changing verbs; Hobbies; days of the week; seasons;	Food /eating situations. Informal future tense (ir+a+infinitive); two verb phrases. Pobre Ana - reading our first Spanish novela together.	Describe families and family members; discuss others' likes and dislikes; describe other people; tener and ser for describing; possessive adjectives. Finish with Pobre Ana	Going to the market; shopping for food, clothing and other items; demonstrative adjectives; direct object pronouns. Agentes Secretos Novela	Vacations and travel activities; talking about the weather; what to take/pack on a trip. Para + infinitive; the personal "a" in Spanish; pensar/poder/querer + infinitive	Wrapping it all up; review of major topics and structures from the year; preparation for final written and oral assessment. Introduce Free Voluntary Reading with Novelas (Tumba, Patricia Va a California, Casi se muere, Brandon Brown)
Essential Questions	Why is important to study Spanish? What does it mean to be a second language learner? What do I need to know, understand, and be able to do to communicate effectively in Spanish? Why memorize? What are cognates and how can the help me?	Where is Spanish spoken? What are the similarities and differences between students in Spanish speaking countries and here? How do we communicate effectively in Spanish? How do practiced conversations and presentations help me become a better speaker/writer in Spanish?	What do kids my age like to do in Spanish speaking countries? How are the concepts of friends and family similar and/or different in Spanish-speaking countries?	How are Spanish and English different? How are they similar?	What is verb conjugation? Why is it important to know how to do? How are my hobbies similar to kids my age in Spanish speaking countries?	How are Spanish speaking cultures different when it comes to eating and meals?How does one order food in a Spanish speaking country?	How do I talk about my friends and family in Spanish? How are family dynamics different in Spanish speaking countries?	How do I survive in a Spanish speaking country when it comes to buying the things I need? How is does shopping in Spanish speaking countries differ? What are open air markets like? How do I manage exchange rates?	How do you talk about the weather in Spanish? How do you make an invitation in Spanish?	What did you learn this year and how have you grown as a Spanish language learner?
Assessments	Group dialogues; cues and questions;	Group dialogues; cues and questions; map labeling; vocab quizzes; Who am I presentations; CLOZE music activities for listening skills; vocabulary quiz	Unit test; small group dialogues; individual oral assessments (questions and answers); vocab quizzes; written grammar assessments;	Unit test; oral test. Group dialogues. Vocabulary quiz	Present tense verb conj assessments; vocabulary quiz; oral assessment on Flipgrid	Unit test; vocabulary quiz; oral assessment on Flipgrid; group dialogue and presentation; menu project	Unit test; vocabulary quiz; family tree project; oral assessment on Flipgrid; group dialogues and presentation.	Unit test; vocabulary quiz; shopping dialogues and presentation; oral assessment on Flipgrid	Unit test; vocabulary quiz; travel packet project; oral assessment on Flipgrid; invitations dialogues	Final written and oral assessments covering major topics and structures from the year.
Spanish 1b	Get to know you; Spanish notebooks; class expectations; interrogatives review; verb and vocabulary review from 1a	More review from 1a; present tense verb conjugations with question and answer application; Spanish speaking country review; weather and seasons; vacations; stem changing verbs; a personal	Where do you live and what is it like?; chores; tener expressions; more "go" verbs; possessive adjectives and agreement; discuss location and directions;	Start reading Esperanza novela. How are you feeling? How long has it been? Hace + time expressions; ¿Qué tiene? ¿Cómo te sientes?; indirect object pronouns (me, te, le nos, os, les)	Esperanza; Immigration The preterit tense; What did you do yesterday/last Friday/etc? Direct object pronouns (lo, la, los, las); discussing different places in my community;	The preterit tense; La misma luna (movie); prepositions of place; directions; how to get around town;	Start watching <i>Mi vida loca</i> ; entertainment events; TV, movies; theatre; telenovelas; express opinions; revisit indirect object pronouns (me, te, le, nos...); prepositions of time; comparisons; superlatives.	Present progressive tense; eating out and ordering meals in Spanish; Free Voluntary Reading with Novelas;	Describing our natural environment and animals found in those environments; affirmative informal commands including irregulars; saber versus conocer;	Fiestas; wrapping it all up; review of major topics and structures from the year; common celebrations in Spanish speaking countries;
Essential Questions	Why study Spanish? How do we communicate effectively in Spanish? (What do I need to know, understand and be able to do?) What is the difference between language acquisition and language learning?	What opportunities for travel will speaking Spanish offer me? How and when do Spanish-speaking kids my age take vacations? What and how do I discuss the essential for travel? Weather; packing; getting around.	What would it be like to live in a Spanish-speaking country? How do I describe my homelife in Spanish?	How do I take care of medical needs in a Spanish speaking country? How do I talk about how I'm feeling?	How can I begin to talk more like a native speaker?	What do I need to know to travel in a Spanish speaking community?	How does one effectively express an opinion and/or make a comparison in Spanish?	How does one order a meal in Spanish?	What can we do to help protect our natural environment? How do I effective tell somebody to do something?	Who am I as a language learner? What were my successes and challenges from the year? What can I carry forward to continue to be a successful (Spanish) language learner?
Assessments	Group dialogues; oral assessment on Flipgrid; verb conjugation review quiz	Unit test; vocabulary quizzes; oral assessment on Flipgrid; travel dialogues and presentation	Unit test; vocabulary quizzes; oral assessment on Flipgrid; chores	Unit test; vocabulary quiz; oral assessments on Flipgrid; "I don't feel well"	Unit test; Esperanza quizzes; preterit quizzes; Oral assessment on Flipgrid	Preterit assessment; Misma luna/Esperanza test; Oral assessment on Flipgrid	Unit test; vocabulary quizzes; oral assessment on Flipgrid	Unit test; vocabulary; oral assessment on Flipgrid.	Unit test; vocabulary quizzes; oral assessment on Flipgrid; affirmative tú commands project;	Final written and oral assessments

			dialogues; Mi casa (My house) projects;	dialogues and presentations					Protecting the environment	
Spanish 2	Get to know you; class expectations; classroom phrases and commands; school subjects and schedules; Review preterit; tú commands, ustedes commands; present progressive review	Daily routines; reflexive verbs; reflexive pronouns; recycling of time expressions	Clothing; different styles and fashion; discuss preferences and make comparisons; making purchases; demonstrative adjectives and pronouns; making equal comparisons;	Intro to the imperfect (Vampirata/Problemas en paraíso); what was I like when I was younger; what did I used to like to do;	Pastimes; hobbies; what you do to have fun; extending, accepting and rejecting invitations;	Extended family; celebrations; and reunions; reciprocal verbs; Free Voluntary Reading with novelas	Personal belongings; household items; possessive adjectives that follow the noun; possessive pronouns	Places and locations in your community or city; asking for and giving directions; the "se" personal	Navigating the pharmacy; medications and treatments for illness and injury; past (imperfect) progressive;	Wrapping it all u; review of major topics and structures studied this year
Essential Questions	Why study Spanish? How will studying Spanish help me in the future?	How do I communicate important information about myself in Spanish?	What do I need to know about different currencies and exchange rates when traveling in different countries?	What is the difference between the preterit and the imperfect when talking about the past?	How are our leisure time activities similar or different to those in Spanish speaking countries?	How can one culture influence another culture through customs and traditions?	How are living situations similar and/or different in various cultures?	Can I get around/travel in another city or community effectively?	Can I communicate when needed in an emergency or difficult situation?	Who am I as a language learner and what skills can I carry forward to continue to be successful?
Assessments	Dialogues; review quizzes and assessments; Introduction to oral assessments on Flipgrid	Unit test on reflexive verbs and routines; oral assessment on Flipgrid	Unit test; vocabulary quiz; oral assessment on Flipgrid	¿Cómo era yo de pequeña/o? Presentations; vocabulary quizzes; oral assessment on Flipgrid	Unit test; vocabulary quizzes; oral assessments on Flipgrid; pastimes presentations	Unit test; vocabulary quizzes; oral assessments on Flipgrid; dialogues	Unit test; vocabulary quizzes; oral assessments on Flipgrid; dialogues	Unit test; vocabulary quizzes; oral assessments on Flipgrid; dialogues	Unit test; vocabulary quizzes; oral assessments on Flipgrid; dialogues	Final written and oral assessments.
Field/Community Experiences/Projects		OUTDOOR ED	Project Week			ARTS FEST	Winter Sports		Project Week,	8th Grade Retreat 7th Grade Fun Day planning
Learning Challenge/Apture		What are my interests and my passions? Get-to-know-you activities	How can I pursue my interests/passions? How can I collaborate with others (a triad) to pursue them? How do I create essential questions for a year-long study? Form triads Brainstorm with triads	How do I propose a seven-month project that would pursue my interests/passions? How do I document my process? Propose projects Start documentation	How do I refine my accountability? How do I assess and adjust my learning goals? Meet with triads Continue documentation	How can I deepen my inquiry into this topic/project? Keep an ongoing research journal Meet with triads	How can I make sure I'm making progress on my goals? Meet with triads Formal reflection Conferences: assess project with parents	How can I finish my work this year on this project? Meet with triads Continue documentation Finish work on project	How can I publish what I've learned? Write presentation Practice presentations	How can I learn from this project and process? What can I do differently next time? Reflect on learning with others Closure with triads
Service learning	Why do service? What are ways we can help our community?		How can I become more invested in my service choice?		Is my service choice fulfilling my needs and the communities' needs? Does this service opportunity match my skills/gifts?					How can I reflect on this service experience? What worked? Did I contribute 100%? What could be different next year?
Advisory/Social Emotional Learning	Establish routines for Advisory (morning greetings CPR from Advisory Book, day-by-day focus); set up Advisory notebooks	Form triads (check-in groups) Outdoor Ed Get to know ourselves and each other	Triads check in for Learning Challenge/Apture (monthly)							