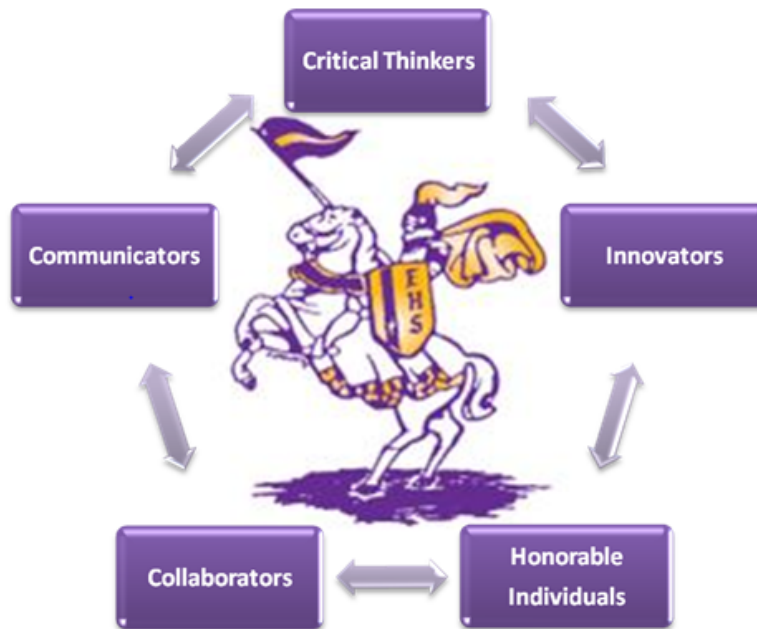


Ellington High School Core Values and Beliefs

Home of the Knights

We believe in creating a challenging academic environment. All students should gain the skills and knowledge to prepare them for a lifetime of learning in a rapidly changing global community. We expect all members of our learning community to demonstrate responsibility, integrity, respect, cultural understanding and ethical behavior.



We are the Knights!

21st Century Learning Expectations

Ellington High School Students:

Academic

- Create, perform or respond effectively.
- Read effectively.
- Write effectively.
- Reason effectively, think critically and solve problems.
- Utilize real-world digital and other technology effectively.
- Collaborate effectively.

Civic and Social

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior

21st Century Learning Expectations

Department Area Responsibilities

This chart identifies each department's primary responsibility for administering the school wide- rubrics for assessing our 21st Century Learning Expectations. Each teacher must assess all students two times per year for a full year course and once per semester for all semester courses. All EHS classes involve coursework that includes inquiry, higher level thinking, and problem solving. Analytic Rubrics for our Social and Civic Expectations are completed in Advisory.

Academic Expectations	Create, perform, or respond effectively	Read effectively	Write effectively	Reason effectively, think critically & solve problems	Utilize real-world & other technology effectively	Collaborate effectively
English		P	P			
Science				P	S	
Math				P		S
Social Studies		P	P			
World Languages		S	P			
Art	P					S
Music	P					S
Drama	P					S
CAD, TV Production,					P	S
Comp. Tech	S				P	
Accounting I & II , Business Law, Personal Career				P	S	
Sports & Enter. Marketing					S	P
Construction, Principles of Tech, Manufacturing, Programming & Transportation				P		S
Computer Apps I & II, Business Communications, Keyboarding I & II, Personal Finance					P	S
Family & Consumer Science					S	P
Health & PE	S					P

P = Primary responsibility **S** = Secondary responsibility

Note: As a result of data assessment the primary responsibilities may change without notice

Ellington High School
Academic 21st Century Learning Expectation School-wide Rubric

Department Philosophy

Course Offerings

[Grade 8*](#)

[Grade 9*](#)

[Grade 10*](#)

[Grade 11*](#)

[Grade 12*](#)

*Grade during which course is typically, but not necessarily, taken.

Ellington Public Schools

Curriculum Overviews and Maps

Course Title:

Course Description:

Course Level & Students:

Core Texts/Resources:

Curriculum Alignment to CCSS and Content Standards

CCSS Standards	
Content Standards	

Curriculum Map - Timelines and Pacing

Unit 1 (# of meetings)	Unit 2 (# of meetings)	Unit 3 (# of meetings)	Unit 4 (# of meetings)

Unit 1: (≈ ___ class meetings)

Common Core Standards:

Essential Questions: <i>Ongoing & guiding questions that point students toward key understandings, look for patterns, connect ideas, and consider strategies.</i>	Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i>
•	•

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Concepts: <i>Students will know or understand...</i>	Skills: <i>Students will be able to ...</i>
•	•

Academic Vocabulary:	
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Suggested Key Learning Activities:
•

Performance Assessments <i>(Include description, prompt & standards; task and rubric included in appendix.)</i>	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb's Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>

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Other Assessments	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb’s Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>
Example: Quiz 3.1-3.3	Problem Solving, DOK level 2
	<ul style="list-style-type: none"> • • •

Resources (Texts & Media) :

-
-

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

-

Unit 2: (≈ ___ class meetings)

Common Core Standards:

Essential Questions:	Big Ideas/Enduring Understandings:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Concepts:	Skills:
•	•

Academic Vocabulary:	
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Suggested Key Learning Activities:
•

Performance Assessments <i>(Include description, prompt & standards; task and rubric included in appendix.)</i>	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb's Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>

Other Assessments	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb's Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>
Example: Quiz 3.1-3.3	Problem Solving, DOK level 2
	<ul style="list-style-type: none"> • • •

Resources:

-

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

-

Unit 3: (≈ ___ class meetings)

Common Core Standards:

Essential Questions:	Big Ideas/Enduring Understandings:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Concepts:	Skills:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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Academic Vocabulary:	
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Suggested Key Learning Activities:
<ul style="list-style-type: none"> •

Performance Assessments <i>(Include description, prompt & standards; task and rubric included in appendix.)</i>	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb’s Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>

Other Assessments	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb’s Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>
Example:	

Quiz 3.1-3.3	Problem Solving, DOK level 2
	<ul style="list-style-type: none"> • • •

Resources:

-

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

-

Unit 4: (≈ ___ class meetings)

Common Core Standards:

Essential Questions:	Big Ideas/Enduring Understandings:
•	•

Concepts:	Skills:
•	•

Academic Vocabulary:	
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Suggested Key Learning Activities:
<ul style="list-style-type: none"> •

Performance Assessments <i>(Include description, prompt & standards; task and rubric included in appendix.)</i>	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb's Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>

Other Assessments	Evidence of Depth of Understanding and Application of knowledge through: <i>Inquiry, Problem solving, Higher order thinking (aligned to Hess or Webb's Depth of Knowledge), Cross disciplinary learning, Authentic learning opportunity, Technology.</i>
Example: Quiz 3.1-3.3	Problem Solving, DOK level 2
	<ul style="list-style-type: none"> • • •

Resources:

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Student Supports and Extensions (Additional Supports for students performing above or below grade level):

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