

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Computers I

| Content Description  | Skills related to this content  | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|---|-------------------------|---|--|
| Overview of Microsoft Office   | <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the Microsoft Office 2007 general environment.</li> <li>2. Students will demonstrate understanding of the uses of the various applications in the Office suite.</li> </ol> | <p>C1.a</p> <p>C1.b</p> | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>   | <ol style="list-style-type: none"> <li>3. Students will demonstrate the ability to use the toolbars, menus, and ribbons.</li> </ol>   | C1.c                    |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | <ol style="list-style-type: none"> <li>4. Students will demonstrate the ability to save and organize files and folders.</li> </ol>  | C1.d                    |   |  |

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Subject Area: Computers 2

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|--|--|---|---|--|--|--|
| Basic use of Microsoft Word  | <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the Microsoft Word 2007 general environment.</li> <li>2. Students will demonstrate the ability to open, create new, save and close documents.</li> <li>3. Students will demonstrate the ability to format and manipulate (select, delete, move, insert) text.</li> </ol>  | <p>C1.a</p> <p>C1.b</p> <p>C1.c</p>                         | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |  |  |
| <b>Resources</b>   |  |   |   |  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | <ol style="list-style-type: none"> <li>4. Students will demonstrate the ability to format paragraphs, align text, insert tabs, and change line spacing.</li> <li>5. Students will demonstrate the ability to apply styles.</li> <li>6. Students will demonstrate the ability to insert tables and graphics.</li> <li>7. Students will demonstrate the ability to spell check a document and make corrections.</li> <li>8. Students will demonstrate the ability to print documents.</li> </ol> | <p>C1.d</p> <p>C1.e</p> <p>C1.f</p> <p>C1.g</p> <p>C1.h</p> |   |  |  |  |

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Subject Area: Computers 3

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|--|------------------------|---|--|
| Intermediate use of Microsoft Word   | <ol style="list-style-type: none"> <li>1. Students will demonstrate understanding of Microsoft Word options and make appropriate changes.</li> <li>2. Students will demonstrate the ability to open, create new, save and close documents in different formats.</li> </ol> | C2.a                   | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>   | <ol style="list-style-type: none"> <li>3. Students will demonstrate the ability to insert special characters, auto correct, auto type, reorient text, and insert Word Art.</li> </ol>  | C2.b                   |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | <ol style="list-style-type: none"> <li>4. Students will demonstrate the ability to insert section and page breaks, and create columns.</li> </ol>  | C2.c                   |   |  |
|  | <ol style="list-style-type: none"> <li>5. Students will demonstrate the ability to insert section and page breaks, and create columns.</li> </ol>  | C2.d                   |   |  |
|  | <ol style="list-style-type: none"> <li>6. Students will demonstrate the ability to insert section and page breaks, and create columns.</li> </ol>  | C2.e                   |   |  |
|  | <ol style="list-style-type: none"> <li>7. Students will demonstrate the ability to insert section and page breaks, and create columns.</li> </ol>  | C2.f                   |   |  |
|  | <ol style="list-style-type: none"> <li>8. Students will demonstrate the ability to insert section and page breaks, and create columns.</li> </ol>  | C2.g                   |   |  |

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Subject Area: Computers 4

| Content Description  | Skills related to this content   | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|--|---|---|--|
| Basic use of Microsoft Excel   | <ol style="list-style-type: none"> <li>1. Students will demonstrate understanding of the use a spreadsheet.</li> <li>2. Students will demonstrate the ability to enter, edit, apply themes, cut, copy, and paste data into cells</li> <li>3. Students will perform calculations using formulas.</li> <li>4. Students will demonstrate the ability to add graphics to spreadsheets.</li> <li>5. Students will demonstrate the ability to use templates.</li> <li>6. Students will demonstrate understanding of relative cell references.</li> </ol> | <p>C4.a</p> <p>C4.b</p> <p>C4.c</p> <p>C4.d</p> <p>C4.e</p> <p>C4.f</p> | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>   |  |   |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> |  |   |   |  |

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Subject Area: Computers 5

| Content Description  | Skills related to this content  | Map Standard Reference              | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|---|-------------------------------------|---|--|
| Advanced use of Microsoft Excel  | <ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to insert and delete rows and columns.</li> <li>2. Students will determine the effect of “what if?” questions.</li> <li>3. Students will demonstrate the ability to use SUM, AVERAGE, MAX, MIN, and ROUND functions.</li> </ol> | <p>C5.a</p> <p>C5.b</p> <p>C5.c</p> | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources  | <ol style="list-style-type: none"> <li>4. Students will demonstrate the ability to use the IF function.</li> </ol>  | C5.d                                |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | <ol style="list-style-type: none"> <li>5. Students will demonstrate the ability to change the print orientation and margins of a worksheet.</li> </ol>  | C5.e                                |   |  |
|  | <ol style="list-style-type: none"> <li>6. Students will demonstrate the ability to create charts from data.</li> </ol>  | C5.f                                |   |  |
|  | <ol style="list-style-type: none"> <li>7. Students will demonstrate the ability to use date and time functions.</li> </ol>  | C5.g                                |   |  |
|  | <ol style="list-style-type: none"> <li>8. Students will demonstrate the ability to use the PMT function.</li> </ol>   | C5.h                                |   |  |
|  | <ol style="list-style-type: none"> <li>9. Students will demonstrate the ability to use the VLOOKUP function.</li> </ol>   | C5.i                                |   |  |

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Subject Area: Computers 6

| Content Description  | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|---|------------------------|---|--|
| Microsoft Access   | 1. Students will demonstrate understanding of the use and function of relational databases. | C6.a                   | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>   | 2. Students will demonstrate understanding of the steps used to create a database schema.   | C6.b                   |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | 3. Students will demonstrate the ability to define fields and records.                      | C6.c                   |   |  |
|  | 4. Students will demonstrate the ability to create tables and forms.                        | C6.d                   |   |  |
|  | 5. Students will demonstrate the ability to sort, update, and filter records.               | C6.e                   |   |  |
|  | 6. Students will demonstrate the ability to preview and print data.                         | C6.f                   |   |  |
|  | 7. Students will demonstrate the ability to create and use range queries.                   | C6.g                   |   |  |
|  | 8. Students will demonstrate the ability to summarize data in a report.                     | C6.h                   |   |  |

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Subject Area: Computers 7

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|--|------------------------|---|--|
| Microsoft PowerPoint   | <ol style="list-style-type: none"> <li>1. Students will demonstrate understanding of the use and purpose of presentations.</li> <li>2. Students will demonstrate understanding of the different parts of the PowerPoint 2007 window.</li> <li>3. Students will demonstrate the ability to add, delete, and change the order of slides.</li> <li>4. Students will demonstrate the ability to apply a theme to a presentation.</li> <li>5. Students will demonstrate the ability to display a presentation in different views.</li> <li>6. Students will demonstrate the ability to add charts from Excel to a slide.</li> <li>7. Students will demonstrate the ability to add transitions and animations to a slide show.</li> <li>8. Students will demonstrate the ability to print notes and deliver a presentation.</li> </ol> | C7.a                   | <ul style="list-style-type: none"> <li>• Students will complete projects using word processing software.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>   |  | C7.b                   |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> |  | C7.c                   |   |  |
|  |  | C7.d                   |   |  |
|  |  | C7.e                   |   |  |
|  |  | C7.f                   |   |  |
|  |  | C7.g                   |   |  |
|  |  | C7.h                   |   |  |

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Subject Area: Construction Trades I

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products   |
|---|--|------------------------|---|--|
| Safety and orientation to the trade   | 1. Demonstrate competency on shop safety procedures.                                 | CT1.a                  | <ul style="list-style-type: none"> <li>• Students will complete safety instructional packets.</li> <li>• Demonstration of proper use of hand and power tools.</li> <li>• Research and presentation of trade information</li> <li>• Guest speakers from trades</li> <li>• Large and small scale construction projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   | 2. Demonstrate safe use of power and hand tools.                                     | CT1.b                  |   |  |
|   | 3. Describe the history of the construction trade.                                   | CT1.c                  |   |  |
|   | 4. Demonstrate ability to use measurement devices found in construction trades.      | CT1.d                  |   |  |
|   | 5. Identify the aptitudes, behaviors, and skills needed to be a successful.          | CT1.e                  |   |  |
|   | 6. Identify the training opportunities within construction trades.                   | CT1.f                  |   |  |
|   | 7. Identify the career and entrepreneurial opportunities within construction trades. | CT1.g                  |   |  |
|   | 8. Identify the responsibilities of a person working in the construction industry.   | CT1.h                  |   |  |
|   | 9. Explain the importance of safety in the construction industry.                    | CT1.i                  |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |  |                        |   |  |

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Subject Area: Construction Trades 2

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| Building materials and fasteners  | <ol style="list-style-type: none"> <li>1. Identify various types of building materials and their uses.</li> <li>2. State the uses of various types of hardwoods and softwoods.</li> <li>3. Identify the different grades and markings of wood building materials.</li> </ol> | CT2.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   | <ol style="list-style-type: none"> <li>4. Identify the safety precautions associated with building materials.</li> </ol>   | CT2.d                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | <ol style="list-style-type: none"> <li>5. Describe the proper method of storing and handling building materials.</li> </ol>  | CT2.e                  |  |  |
|   | <ol style="list-style-type: none"> <li>6. State the uses of various types of engineered lumber.</li> </ol>   | CT2.f                  |  |  |
|   | <ol style="list-style-type: none"> <li>7. Calculate the quantities of lumber and wood products using industry-standard methods.</li> </ol>   | CT2.g                  |  |  |
|   | <ol style="list-style-type: none"> <li>8. Describe the fasteners, anchors, and adhesives used in construction work and explain their uses.</li> </ol>  | CT2.h                  |  |  |
|   |  | CT2.i                  |  |  |

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Subject Area: Construction Trades 3

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| Hand and Power Tools  | 1. Identify the hand tools commonly used in construction trades and describe their uses.               | CT3.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   | 2. Use hand tools in a safe and appropriate manner.  | CT3.b                  |  |  |
|   | 3. State the general safety rules for operating all power tools, regardless of type.                   | CT3.c                  |  |  |
|   | 4. State the general rules for properly maintaining all power tools, regardless of type.               | CT3.d                  |  |  |
|   | 5. Identify the portable power tools commonly used in the construction trades and describe their uses. | CT3.e                  |  |  |
|   | 6. Use portable power tools in a safe and appropriate manner.  | CT3.f                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |  |                        |  |  |

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Subject Area: Construction Trades 4

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|---|------------------------|--|--|
| Reading Plans and Elevations  | 1. Describe the types of drawings usually included in a set of plans and list the information found on each type.   | CT4.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   | 2. Identify the different types of lines used on construction drawings.   | CT4.b                  |  |  |
|   | 3. Identify selected architectural symbols commonly used to represent materials on plans.                           | CT4.c                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 4. Identify selected electrical, mechanical, and plumbing symbols commonly used on plans.                           | CT4.d                  |  |  |
|   | 5. Identify selected abbreviations commonly used on plans.  | CT4.e                  |  |  |
|   | 6. Read and interpret plans, elevations, schedules, sections, and details contained in basic construction drawings. | CT4.f                  |  |  |
|   | 7. State the purpose of written specifications.   | CT4.g                  |  |  |
|   | 8. Demonstrate or describe how to perform a quantity takeoff for materials.   | CT4.h                  |  |  |

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Subject Area: Construction Trades 5

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| <b>Floor Systems</b>  | 1. Identify the different types of framing systems.  | CT5.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
|   | 2. Read and interpret drawings and specifications to determine floor system requirements.                              | CT5.b                  |  |  |
| <b>Resources</b>  | 3. Identify floor and sill framing and support members.  | CT5.c                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 4. Name the methods used to fasten sills to the foundation.  | CT5.d                  |  |  |
|   | 5. Given specific floor load and span data, select the proper girder/beam size from a list of available girders/beams. | CT5.e                  |  |  |
|   | 6. List and recognize different types of floor joists.   | CT5.f                  |  |  |
|   | 7. Given specific floor load and span data, select the proper joist size from a list of available joists.              | CT5.g                  |  |  |
|   | 8. List and recognize different types of bridging.   | CT5.h                  |  |  |
|   | 9. List and recognize different types of flooring materials.   | CT5.i                  |  |  |
|   | 10. Explain the purposes of subflooring and underlayment.  | CT5.j                  |  |  |
|   | 11. Match selected fasteners used in floor framing to their correct uses.  | CT5.k                  |  |  |
|   | 12. Estimate the amount of material needed to frame a floor assembly.  | CT5.l                  |  |  |

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Subject Area: Construction Trades 6

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|---|---|------------------------|--|--|
| <b>Wall and ceiling Framing</b>   | 1. Identify the components of a wall and ceiling layout.  | CT6.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>  | 2. Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and firestops. | CT5.b                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 3. Describe the correct procedure for assembling and erecting an exterior wall.   | CT6.c                  |  |  |
|   | 4. Identify the common materials and methods used for installing sheathing on walls.  | CT6.d                  |  |  |
|   | 5. Lay out, assemble, erect, and brace exterior walls for a frame building.   | CT6.e                  |  |  |
|   | 6. Describe wall framing techniques used in masonry construction.   | CT6.f                  |  |  |
|   | 7. Explain the use of metal studs in wall framing.  | CT6.g                  |  |  |
|   | 8. Describe the correct procedure for laying out ceiling joists.  | CT6.h                  |  |  |
|   | 9. Cut and install ceiling joists on a wood frame building.   | CT6.i                  |  |  |
|   | 10. Estimate the materials required to frame walls and ceilings.  | CT6.j                  |  |  |

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Subject Area: Construction Trades 7

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| <b>Roof Framing</b>   | 1. Understand the terms associated with roof framing.                              | CT7.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
|   | 2. Identify the roof framing members used in gable and hip roofs.                  | CT7.b                  |  |  |
|   | 3. Identify the methods used to calculate the length of a rafter.                  | CT7.c                  |  |  |
|   | 4. Identify the various types of trusses used in roof framing.                     | CT7.d                  |  |  |
|   | 5. Use a rafter framing square, speed square, and calculator in laying out a roof. | CT7.e                  |  |  |
|   | 6. Identify various types of sheathing used in roof construction.                  | CT7.f                  |  |  |
|   | 7. Frame a gable roof with vent openings.  | CT7.g                  |  |  |
|   | 8. Frame a roof opening.   | CT7.h                  |  |  |
|   | 9. Erect a gable roof using trusses.   | CT7.i                  |  |  |
|   | 10. Estimate the materials used in framing and sheathing a roof.                   | CT7.j                  |  |  |
| <b>Resources</b>  |  |                        |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |  |                        |  |  |

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Subject Area: Construction Trades 8

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|---|------------------------|--|--|
| <b>Roof Applications</b>  | 1. Identify the materials and methods used in roofing.  | CT8.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
|   | 2. Explain the safety requirements for roof jobs.   | CT8.b                  |  |  |
|   | 3. Install fiberglass shingles on gable and hip roofs.  | CT8.c                  |  |  |
|   | 4. Close up a valley using fiberglass shingles. Explain how to make various roof projections watertight when using fiberglass shingles. | CT8.d                  |  |  |
|   | 5. Complete the proper cuts and install the main and hip ridge caps using fiberglass shingles.  | CT8.e                  |  |  |
|   | 6. Demonstrate the techniques for installing other selected types of roofing materials.   | CT8.f                  |  |  |
| <b>Resources</b>  |   |                        |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |   |                        |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Construction Trades 9

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| <b>Exterior Finishing</b>   | 1. Describe the purpose of wall insulation and flashing.                   | CT9.a                  | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
|   | 2. Install selected common cornices.                                       | CT9.b                  |  |  |
|   | 3. Demonstrate panel siding estimating methods.                            | CT9.c                  |  |  |
| <b>Resources</b>  | 4. Describe the types and applications of panel siding.                    | CT9.d                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 5. Describe the types and applications of special exterior finish systems. | CT9.e                  |  |  |
|   | 6. Install types of siding commonly used in this area.                     | CT9.f                  |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Construction Trades 10

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| <b>Doors and Door Hardware</b>  | 1. Identify various types of door jambs and frames and demonstrate the installation procedures for placing selected door jambs and frames in different types of interior partitions. | CT10.a                 | <ul style="list-style-type: none"> <li>• Demonstration/presentation</li> <li>• Video content</li> <li>• Written assignments</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>  | 2. Identify different types of interior doors.   | CT10.b                 |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 3. Identify different types of interior door hardware and demonstrate the installation procedures for selected types.  | CT10.c                 |  |  |
|   | 4. List and identify specific items included on a typical door schedule.   | CT10.d                 |  |  |
|   | 5. Demonstrate the procedure for placing and hanging a selected door.  | CT10.e                 |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Construction Trades II

| Content Description   | Skills related to this content  | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products   |
|---|---|---|---|--|
| Basic Plumbing  | <ol style="list-style-type: none"> <li>1. Identify various plumbing materials (metal and plastic) and demonstrate knowledge of how and when each is properly used.</li> <li>2. Identify the type of adhesive used with the appropriate material.</li> <li>3. Demonstrate proper and effective use of thread sealants.</li> <li>4. Demonstrate the ability to properly and effectively join sized plastic plumbing materials.</li> <li>5. Demonstrate the ability to install a sink faucet.</li> <li>6. Demonstrate the ability to properly set a toilet.</li> </ol> | <p>CT11.a</p> <p>CT11.b</p> <p>CT11.c</p> <p>CT11.d</p> <p>CT11.e</p> <p>CT11.f</p> | <ul style="list-style-type: none"> <li>• Students will complete safety instructional packets.</li> <li>• Demonstration of proper use of plumbing tools.</li> <li>• Small scale plumbing projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   |   |   |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |   |   |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Construction Trades 12

| Content Description   | Skills related to this content  | Map Standard Reference  | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|---|---|--|--|
| Basic Electrical  | <ol style="list-style-type: none"> <li>1. Identify sizes of wire commonly found in residential construction.</li> <li>2. Demonstrate knowledge of electrical symbols in drawings.</li> <li>3. Demonstrate knowledge of basic electrical circuitry.</li> <li>4. Demonstrate knowledge of UBC for residential circuits.</li> <li>5. Demonstrate ability to properly install a circuit that contains outlets.</li> <li>6. Demonstrate ability to properly install a circuit that contains single pole switches.</li> </ol> | <p>CT12.a</p> <p>CT12.b</p> <p>CT12.c</p> <p>CT12.d</p> <p>CT12.e</p> <p>CT12.f</p> | <ul style="list-style-type: none"> <li>• Students will complete safety instructional packets.</li> <li>• Demonstration of proper use of tools used for installing electrical circuits.</li> <li>• Small scale electrical projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   |   |   |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |   |   |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area:     Digital Imaging I    

| Content Description  | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|---|------------------------|---|--|
| <p>Overview of Digital Imaging</p>   | <ol style="list-style-type: none"> <li>1. Students demonstrate knowledge of the history of digital imaging.</li> <li>2. Students demonstrate knowledge of the differences between digital and film cameras and the effect each has on the final picture.</li> <li>3. Students will examine a variety of pictures captured by cameras with varied resolution to understand how the megapixel count of each camera affects the outcome of a final print.</li> </ol> | DI1.a                  | <ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Individual assignments</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <p>Resources</p>   |   | DI1.b                  |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> |   | DI1.c                  |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area:     Digital Imaging 2    

| Content Description  | Skills related to this content  | Map Standard Reference    | Instructional strategies and timelines   | Assessment instruments and/or products   |
|--|---|---------------------------|--|--|
| <p><b>Capturing digital images with a camera</b></p>   | <p>1. Students will demonstrate understanding of the purpose and effect of different ISO settings, aperture, and shutter speeds.</p> <p>2. Students will demonstrate understanding of how different settings effect depth of field.</p> | <p>DI2.a</p> <p>DI2.b</p> | <ul style="list-style-type: none"> <li>• Field exercises.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <p><b>Resources</b></p>  | <p>3. Students will demonstrate understanding of the purpose and effect of using different camera lenses.</p>   | <p>DI1.c</p>              |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | <p>4. Students will demonstrate the ability to capture images indoors and outdoors, using natural and artificial lighting.</p>  | <p>DI2.d</p>              |  |  |
|  | <p>5. Students will demonstrate understanding of the use of different light sources and qualities to accomplish a desired effect.</p>   | <p>DI2.e</p>              |  |  |
|  | <p>6. Students demonstrate the ability to create portrait, nature, macro, scenic, sports and other specialized types of images.</p>   | <p>DI2.f</p>              |  |  |
|  | <p>7. Students will demonstrate understanding of the rules of composition and image design.</p>   | <p>DI2.g</p>              |  |  |
|  | <p>8. Students will the ability to apply the rules of composition and image design.</p>   | <p>DI2.h</p>              |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area:     Digital Imaging 3    

| Content Description  | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|--|---|------------------------|--|--|
| <b>Basic digital image processing in Photoshop</b>   | 1. Students will demonstrate the ability to import a digital image file into Photoshop.   | DI3.a                  | <ul style="list-style-type: none"> <li>• Field exercises.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>   | 2. Students will edit exposure, white balance, and tonality in Photoshop.   | DI3.b                  |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | 3. Students will demonstrate the ability to use color charts, filters, text, adjustment options and modes.  | DI3.c                  |  |  |
|  | 4. Students will demonstrate the ability to work in an organized and productive manner.   | DI3.d                  |  |  |
|  | 5. Students will demonstrate the ability to perform corrective functions to improve the look and presentation of images.                                | DI3.e                  |  |  |
|  | 6. Students will demonstrate the ability to perform photo restoration, color correction, flaw and blemish removal, and correction of other image flaws. | DI3.f                  |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area:     Digital Imaging 4    

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|--|--|------------------------|--|--|
| <p><b>Advanced digital image processing in Photoshop</b></p>   | <p>1. Students will perform graphic design functions suitable for advertising, modeling, animation, websites, magazines, film titles, television, posters and postcards, billboards and catalogs. Students will demonstrate the ability to use various typefaces and themes for a variety of settings and applications. Students will learn to give a “visual voice” to retail and cultural enterprises.</p> | DI4.a                  | <ul style="list-style-type: none"> <li>• Field exercises.</li> <li>• Teacher demonstration</li> <li>• Individual practice</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <p><b>Resources</b></p>  |  |                        |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> <li>• Computer software</li> </ul> | <p>2. Students will demonstrate the ability to communicate specific messages through the manipulation of typography, images, systems and structures.</p>   | DI4.b                  |  |  |
|  | <p>3. Students will demonstrate understanding of images to promote, educate, direct, inform, and clarify messages and information.</p>   | DI4.c                  |  |  |
|  | <p>4. Students will demonstrate understanding of Photoshop’s wide range of capabilities.</p>   | DI4.d                  |  |  |
|  | <p>5. Students will demonstrate knowledge of careers in graphic design and digital imaging.</p>  | DI4.e                  |  |  |

# RITE OF PASSAGE CHARTER HIGH SCHOOL

## CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science I

| Content Description  | Skills related to this content  | Map Standard Reference              | Instructional strategies and timelines  | Assessment instruments and/or products  |
|--|---|-------------------------------------|---|---|
| <b>1 Ecology</b>   | <ol style="list-style-type: none"> <li>1. <i>Students know</i> biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</li> <li>2. <i>Students know</i> how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</li> <li>3. <i>Students know</i> a vital part of an ecosystem is the stability of its producers and decomposers.</li> </ol> | <p>S1.a</p> <p>S1.b</p> <p>S1.c</p> | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> <li>• Analysis of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <b>Resources</b>   | <ol style="list-style-type: none"> <li>4. <i>Students know</i> at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.</li> </ol>   | <p>S1.d</p>                         |   |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> <li>• AGS instructional materials</li> </ul> | <ol style="list-style-type: none"> <li>5. <i>Students know</i> the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.</li> </ol>   | <p>S1.e</p>                         |   |   |
|  | <ol style="list-style-type: none"> <li>6. <i>Students know</i> how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.</li> </ol>   | <p>S1.f</p>                         |   |   |
|  |   |                                     |   |   |
|  |   |                                     |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 2

| Content Description  | Skills related to this content  | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products  |
|--|---|-------------------------|---|---|
| <p><b>2 Evolution</b></p>  | <p>1. <i>Students know</i> how natural selection determines the differential survival of groups of organisms.</p> <p>2. <i>Students know</i> a great diversity of species increases the chance that at least some organisms survive major changes in the environment.</p> | <p>S2.a</p> <p>S2.b</p> | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> <li>• Analysis of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <p style="text-align: center;"><b>Resources</b></p>  |   |                         |   |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> <li>• AGS instructional materials</li> </ul> | <p>3. <i>Students know</i> how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.</p>  | <p>S2.c</p>             |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 3

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products  |
|---|---|------------------------|---|---|
| <b>3 Atomic and Molecular Structure</b>   | 1. <i>Students know</i> how to relate the position of an element in the periodic table to its atomic number and atomic mass.  | S3.a                   | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> <li>• Analysis of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <b>Resources</b>  | 2. <i>Students know</i> how to use the periodic table to identify metals, semimetals, non-metals, and halogens.   | S3.b                   |   |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> <li>• Periodic Table</li> </ul> | 3. <i>Students know</i> how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms. | S3.c                   |   |   |
|   | 4. <i>Students know</i> how to use the periodic table to determine the number of electrons available for bonding.   | S3.d                   |   |   |
|   | 5. <i>e. Students know</i> the nucleus of the atom is much smaller than the atom yet contains most of its mass.   | S3.e                   |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 4

| Content Description   | Skills related to this content  | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products  |
|---|---|-------------------------|---|---|
| <p><b>4 Chemical Bonds</b></p>  | <p>1. <i>Students know</i> atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.</p> <p>2. <i>Students know</i> chemical bonds between atoms in molecules such as H<sub>2</sub>, CH<sub>4</sub>, NH<sub>3</sub>, H<sub>2</sub>CCH<sub>2</sub>, N<sub>2</sub>, Cl<sub>2</sub>, and many large biological molecules are covalent.</p> | <p>S4.a</p> <p>S4.b</p> | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> <li>• Experiments</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <p style="text-align: center;"><b>Resources</b></p>   | <p>3. <i>c. Students know</i> salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.</p>  | <p>S4.c</p>             |   |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> <li>• AGS instructional materials</li> <li>• Experiments</li> </ul> |   |                         |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 5

| Content Description  | Skills related to this content   | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products  |
|--|--|-------------------------|---|---|
| <p><b>5 Acids and Bases</b></p>  | <p>1. <i>Students know</i> the observable properties of acids, bases, and salt solutions.</p> <p>2. <i>c. Students know</i> strong acids and bases fully dissociate and weak acids and bases partially dissociate.</p> | <p>S5.a</p> <p>S5.b</p> | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> <li>• Analysis of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <p style="text-align: center;"><b>Resources</b></p>  |  |                         |   |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> <li>• AGS instructional materials</li> </ul> |  |                         |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 6

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products  |
|--|--|------------------------|---|---|
| <b>6 Dynamic Earth Processes</b>   | 1. <i>Students know</i> features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.                            | S6.a                   | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> <li>• Analysis of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <b>Resources</b>   | 2. <i>Students know</i> the principal structures that form at the three different kinds of plate boundaries.   | S6.b                   |   |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> <li>• AGS instructional materials</li> </ul> | 3. <i>Students know</i> how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes. | S6.c                   |   |   |
|  | 4. <i>d. Students know</i> why and how earthquakes occur and the scales used to measure their intensity and magnitude.   | S6.d                   |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 7

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines  | Assessment instruments and/or products  |
|---|--|------------------------|---|---|
| <p><b>7 Biogeochemical Cycles</b></p>   | <p>1. <i>Students know</i> the carbon cycle of photosynthesis and respiration and the nitrogen cycle.</p> <p>2. <i>Students know</i> the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.</p> | S7.a                   | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <p style="text-align: center;"><b>Resources</b></p>   |  | S7.b                   | <ul style="list-style-type: none"> <li>• Whole group demonstration</li> </ul>                     |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> </ul> | <p>3. <i>c. Students know</i> the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.</p>  | S7.c                   |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 8

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products  |
|---|---|------------------------|--|---|
| <b>8 Waves</b>  | 1. <i>Students know</i> waves carry energy from one place to another.   | S8.a                   | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <b>Resources</b>  | 2. <i>Students know</i> how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).   | S8.b                   |  |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> </ul> | 3. <i>Students know</i> sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.  | S8.c                   |  |   |
|   | 4. <i>Students know</i> radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately $3 \times 10^8$ m/s (186,000 miles/second). | S8.d                   |  |   |
|   | 5. <i>Students know</i> how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.  | S8.e                   |  |   |

## RITE OF PASSAGE CHARTER HIGH SCHOOL CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 9

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products  |
|---|--|------------------------|--|---|
| <b>9 Electric and Magnetic Phenomena</b>  | 1. <i>Students know</i> the properties of transistors and the role of transistors in electric circuits.<br>2. <i>Students know</i> charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges. | S9.a<br><br>S9.b       | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <b>Resources</b>  |  |                        |  |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> </ul> | 3. <i>Students know</i> changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.<br>4. <i>Students know</i> plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.    | S9.c<br><br>S9.d       |  |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science 10

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products  |
|---|--|------------------------|--|---|
| <b>10 CELL BIOLOGY</b>  | 1. <i>Students know</i> the nucleus is the repository for genetic information in plant and animal cells.<br>2. <i>Students know</i> that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis. | S10.a<br><br>S10.b     | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
| <b>Resources</b>  | 3. <i>Students know</i> cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.   | S10.c                  |  |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> </ul> | 4. <i>Students know</i> that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.  | S10.d                  |  |   |
|   | 5. <i>Students know</i> that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.   | S10.e                  |  |   |
|   | 6. <i>Students know</i> cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.   | S10.f                  |  |   |
|   | 7. <i>Students know</i> how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.   | S10.g                  |  |   |
|   | 8. <i>Students know</i> usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.  | S10.h                  |  |   |

## RITE OF PASSAGE CHARTER HIGH SCHOOL CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Science II

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products  |
|---|--|------------------------|--|---|
| <b>11 GENETICS</b>  | 1. <i>Students know</i> the differences between the life cycles and reproduction methods of sexual and asexual organisms.  | S11.a                  | <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Pairing/sharing</li> <li>• Whole group demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Published assessments</li> </ul> |
|   | 2. <i>Students know</i> an inherited trait can be determined by one or more genes.   | S11.b                  |  |   |
| 3. <i>Students know</i> plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive. | S11.c  |                        |  |   |
| <b>Resources</b>  | 4. <i>Students know</i> DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.  | S11.d                  |  |   |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Teacher made materials</li> <li>• Safari/Montage</li> </ul>   | 5. <i>Students know</i> why approximately half of an individual's DNA sequence comes from each parent.   | S11.e                  |  |   |
|   | 6. <i>Students know</i> the role of chromosomes in determining an individual's sex.  | S11.f                  |  |   |
|   | 7. <i>Students know</i> how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive). | S11.g                  |  |   |
|   | 8. <i>Students know</i> the general structures and functions of DNA, RNA, and protein.   | S11.h                  |  |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Social Studies I

| Content Description  | Skills related to this content   | Map Standard Reference    | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|--|---------------------------|---|--|
| <p><b>DEVELOPMENT OF MODERN POLITICAL THOUGHT</b></p>  | <p>1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p>  | <p>SS1.a</p>              | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Graphic organizers to compare and contrast</li> <li>• Outlines</li> <li>• Small group</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Commercial assessments</li> <li>• Projects</li> </ul> |
| <p>Resources</p>   |  |                           |   |  |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Web resources</li> <li>• Safari/Montage</li> </ul> | <p>2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p> <p>3. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> | <p>SS1.b</p> <p>SS1.c</p> |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Social Studies 2

| Content Description  | Skills related to this content   | Map Standard Reference    | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|--|---------------------------|---|--|
| <p><b>INDUSTRIAL EXPANSION AND IMPERIALISM</b></p>   | <p>1. Students analyze why England was the first country to industrialize</p> <p>2. Students analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p>   | <p>SS2.a</p> <p>SS2.b</p> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Graphic organizers to compare and contrast</li> <li>• Outlines</li> <li>• Small group</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Commercial assessments</li> <li>• Projects</li> </ul> |
| <p>Resources</p>   | <p>3. Students describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>4. Students explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> | <p>SS2.c</p> <p>SS2.d</p> |   |  |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Web resources</li> <li>• Safari/Montage</li> </ul> |  |                           |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Social Studies I

| Content Description  | Skills related to this content  | Map Standard Reference    | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|---|---------------------------|---|--|
| <p><b>DEVELOPMENT OF MODERN POLITICAL THOUGHT</b></p>  | <p>1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p> <p>2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p> | <p>SS1.a</p> <p>SS1.b</p> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Graphic organizers to compare and contrast</li> <li>• Outlines</li> <li>• Small group</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Commercial assessments</li> <li>• Projects</li> </ul> |
| <p>Resources</p>   |   |                           |   |  |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Web resources</li> <li>• Safari/Montage</li> </ul> | <p>3. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p>  | <p>SS1.c</p>              |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Integrated Social Studies 2

| Content Description  | Skills related to this content   | Map Standard Reference    | Instructional strategies and timelines  | Assessment instruments and/or products   |
|--|--|---------------------------|---|--|
| <p><b>INDUSTRIAL EXPANSION AND IMPERIALISM</b></p>   | <p>1. Students analyze why England was the first country to industrialize</p> <p>2. Students analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p>   | <p>SS2.a</p> <p>SS2.b</p> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Graphic organizers to compare and contrast</li> <li>• Outlines</li> <li>• Small group</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests</li> <li>• Commercial assessments</li> <li>• Projects</li> </ul> |
| <p>Resources</p>   |  |                           |   |  |
| <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Web resources</li> <li>• Safari/Montage</li> </ul> | <p>3. Students describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>4. Students explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> | <p>SS2.c</p> <p>SS2.d</p> |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Machine Tool Trades I

| Content Description   | Skills related to this content   | Reference to Standards   | Instructional strategies and timelines  | Assessment instruments and/or products  |
|---|--|--|---|---|
| Lathe Operations  | <ol style="list-style-type: none"> <li>1. Students demonstrate competency on lathe safety procedures.</li> <li>2. Students perform proper lathe set-up.</li> <li>3. Students perform lathe manual and semi-automatic straight turning lathe operations.</li> <li>4. Students perform taper turning lathe operations.</li> <li>5. Students perform thread machine operations on the lathe.</li> </ol> | <p>MT1.a</p> <p>MT1.b</p> <p>MT1.c</p> <p>MT1.d</p> <p>MT1.e</p> | <p>Short Lecture</p> <p>Textbook assignments</p> <p>1:1 instruction</p> <p>Instructor/Text generated handouts.</p> <p>Instructor demonstration</p> <p>Supervision by advanced student</p> | <p>Program generated tests</p> <p>Teacher generated tests</p> <p>Machining Projects</p> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>6. Students perform drilling operations.</li> <li>7. Students perform knurling lathe operations.</li> </ol>   | <p>MT1.f</p> <p>MT1.g</p>  |   |   |
| <p>Textbooks</p> <p>Charts</p> <p>Lathe</p> <p>Machine Tools</p> <p>Blue Prints</p> | <ol style="list-style-type: none"> <li>8. Students perform polishing operations.</li> <li>9. Students perform grinding operations to sharpen cutting tools and form cutters.</li> </ol>  | <p>MT1.h</p> <p>MT1.i</p>  |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Machine Tool Trades 2

| Content Description  | Skills related to this content  | Reference to Standards                              | Instructional strategies and timelines  | Assessment instruments and/or products  |
|--|---|---|---|---|
| Milling Machine /<br>Drill Press<br>Operations                         | <ol style="list-style-type: none"> <li>1. Students demonstrate competency on machine safety procedures.</li> <li>2. Students perform proper machine set-up.</li> <li>3. Student select proper cutting tool</li> <li>4. Students select proper machine speeds and feeds.</li> <li>5. Students perform face milling.</li> </ol> | <p>MT2.a</p> <p>MT2.b</p> <p>MT2.c</p> <p>MT2.d</p> | <p>Short Lecture</p> <p>Textbook assignments</p> <p>1:1 instruction</p> <p>Instructor/Text generated handouts.</p> <p>Instructor demonstration</p> <p>Supervision by advanced student</p> | <p>Program generated tests</p> <p>Teacher generated tests</p> <p>Machining Projects</p> |
| <b>Resources</b>   | <ol style="list-style-type: none"> <li>6. Students perform peripheral milling.</li> <li>7. Students perform center drilling.</li> </ol>   | <p>MT2.e</p> <p>MT2.f</p> <p>MT2.g</p>              |   |   |
| Textbooks<br>Charts<br>Milling machine<br>Machine Tools<br>Blue Prints | <ol style="list-style-type: none"> <li>8. Students perform drilling operations.</li> <li>9. Students perform reaming operations.</li> <li>10. Students perform tapping operations.</li> <li>11. Students perform grinding operations to sharpen cutting and drilling tools.</li> </ol>  | <p>MT2.h</p> <p>MT2.i</p> <p>MT2.j</p> <p>MT2.k</p> |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Machine Tool Trades 3

| Content Description                | Skills related to this content  | Reference to Standards | Instructional strategies and timelines   | Assessment instruments and/or products                                   |
|------------------------------------|---|------------------------|--|--|
| Print Reading                      | 1. Students read and understand technical drawings using fractional inches. | MT3.a                  | Short Lecture<br>Textbook assignments<br>1:1 instruction<br>Instructor/Text generated handouts.<br>Instructor demonstration<br>Supervision by advanced student | Program generated tests<br>Teacher generated tests<br>Machining Projects |
|                                    | 2. Students read and understand technical drawings decimal inches.          | MT3.b                  |  |  |
|                                    | 3. Students read and understand technical drawings metric units.            | MT3.c                  |  |  |
| <b>Resources</b>                   | 4. Students demonstrate understanding of standard tolerances.               | MT3.d                  |  |  |
|                                    | 5. Students demonstrate understanding of bilateral tolerances.              | MT3.e                  |  |  |
| Textbooks<br>Charts<br>Blue Prints | 6. Students demonstrate understanding of unilateral tolerances.             | MT3.f                  |  |  |
|                                    | 7. Students demonstrate understanding of drawing details.                   | MT3.g                  |  |  |
|                                    | 8. Students demonstrate understanding of subassembly drawings.              | MT3.h                  |  |  |
|                                    | 9. Students demonstrate understanding of assembly drawings.                 | MT3.i                  |  |  |
|                                    | 10. Students demonstrate understanding of drawing symbols.                  | MT3.j                  |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Machine Tool Trades 4

| Content Description   | Skills related to this content  | Reference to Standards           | Instructional strategies and timelines   | Assessment instruments and/or products                                   |
|---|---|----------------------------------|--|--|
| Measurement   | 1. Students demonstrate understanding of measurement systems in inches.<br>2. Students demonstrate understanding of metric measurement systems<br>3. Students use a steel rule for measurement in fractional inches.<br>4. Students use a steel rule for measurement in decimal inches. | MT4.a<br>MT4.b<br>MT4.c<br>MT4.d | Short Lecture<br>Textbook assignments<br>1:1 instruction<br>Instructor/Text generated handouts.<br>Instructor demonstration<br>Supervision by advanced student | Program generated tests<br>Teacher generated tests<br>Machining Projects |
| <b>Resources</b>  | 5. Students use a steel rule for measurement in metric units  | MT4.e                            |  |  |
| Textbooks<br>Charts<br>Measuring Tools<br>Inspection Equipment<br>Blue Prints | 6. Students demonstrate accurate use of an inch micrometer.   | MT4.f                            |  |  |
|   | 7. Students demonstrate accurate use of a Vernier inch micrometer.  | MT4.g                            |  |  |
|   | 8. Students demonstrate accurate use of an inside micrometer.   | MT4.h                            |  |  |
|   | 9. Students demonstrate accurate use of a dial caliper.   | MT4.i                            |  |  |
|   | 10. Students demonstrate accurate use of a height gage.   | MT4.j                            |  |  |
|   | 11. Students demonstrate accurate use of a dial indicator, test indicator, travel indicator and depth indicator.  | MT4.k                            |  |  |

## RITE OF PASSAGE CHARTER HIGH SCHOOL CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Math I

| Content Description  | Skills related to this content   | Map Standard Reference       | Instructional strategies and timelines  | Assessment instruments and/or products  |
|--|--|------------------------------|---|---|
| Number sense   | <i>Students will:</i> <ol style="list-style-type: none"> <li>1. <i>add, subtract, multiply and divide rational numbers (integers, fractions and terminating decimals)</i></li> <li>2. <i>Convert fractions to decimals and percents and reverse.</i></li> <li>3. <i>Use fractions and percents in estimations, computations and applications.</i></li> </ol> | M1.a<br><br>M1.b<br><br>M1.c | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• 1:1 instruction</li> <li>• Demonstration by student</li> <li>• Shop math activities</li> <li>• Accelerated Math</li> <li>• Interactive computer assisted instruction</li> </ul> | <ul style="list-style-type: none"> <li>• STAR assessments</li> <li>• GED practice exam</li> <li>• Excell assessments</li> <li>• Teacher made assessments</li> <li>• End of course exam</li> </ul> |
| <b>Resources</b>   |  |                              |   |   |
| <ul style="list-style-type: none"> <li>• “Math Steps” materials</li> <li>• Renn Math</li> <li>• Saxon Math text</li> <li>• Algebra I text</li> <li>• GED Study Guide</li> <li>• CAHSEE study guide</li> <li>• Spectrum Math</li> </ul> |  |                              |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Math 2

| Content Description   | Skills related to this content  | Map Standard Reference              | Instructional strategies and timelines   | Assessment instruments and/or products  |
|---|---|-------------------------------------|--|---|
| 2 Math in vocational settings   | <ol style="list-style-type: none"> <li>1. <i>Students will solve problems that involve discounts, mark-ups, commissions, and profit.</i></li> <li>2. <i>Students will compute simple and compound interest.</i></li> <li>3. <i>Students will use rulers and other devices to correctly measure linear distance and area.</i></li> </ol> | <p>M2.a</p> <p>M2.b</p> <p>M2.c</p> | <ul style="list-style-type: none"> <li>• Pre-made and teacher made worksheets</li> <li>• Accelerated math activities</li> <li>• Teacher made materials</li> <li>• Minute Math activities</li> <li>• Vocational projects</li> <li>• EXCEL projects</li> <li>• Profit/Loss graphing</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made assessments</li> <li>• STAR math</li> <li>• Performance based assessments</li> <li>• Project completion</li> <li>• End of course exam</li> <li>• Resource materials from adopted texts</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>4. <i>Students will correctly compare weights, capacities, time and temperature.</i></li> </ol>  | M2.d                                |  |   |
| <ul style="list-style-type: none"> <li>• “Math Steps” materials</li> <li>• Accelerated Math</li> <li>• Saxon Math text</li> <li>• Algebra I text</li> <li>• GED Study Guide</li> <li>• CAHSEE study guide</li> <li>• Modern Welding text</li> <li>• Modern Construction text</li> <li>• Safari video content</li> </ul> | <ol style="list-style-type: none"> <li>5. <i>Students will correctly compute and compare rates of speed and density.</i></li> </ol>   | M2.e                                |  |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Math 3

| Content Description   | Skills related to this content   | Map Standard Reference              | Instructional strategies and timelines  | Assessment instruments and/or products   |
|---|--|-------------------------------------|---|--|
| 3 Data and Statistics   | <ol style="list-style-type: none"> <li>1. <i>Compute range, mean (average), median, mode of data sets.</i></li> <li>2. <i>Represent probabilities as ratios, proportions, decimals, and percentages.</i></li> <li>3. <i>Demonstrate various forms of display for data sets, compare two or more sets of displayed data.</i></li> </ol> | <p>M3.a</p> <p>M3.b</p> <p>M3.c</p> | <ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Guided note-taking</li> <li>• Practice sheets</li> <li>• Accelerated MATH</li> <li>• Microsoft Office lessons</li> <li>• Student projects (computer studies)</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made assessments</li> <li>• STAR math</li> <li>• End of course exam</li> <li>• Resource materials from adopted texts</li> <li>• GED practice tests</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>4. <i>Represent numerical variables on a scatterplot and informally describe the relationship between the variables (i.e., time spent of homework and grade level)</i></li> </ol>   | M3.d                                |   |  |
| <ul style="list-style-type: none"> <li>• “Math Steps” materials</li> <li>• Accelerated Math</li> <li>• Saxon Math text</li> <li>• Algebra I text</li> <li>• GED Study Guide</li> <li>• CAHSEE study guide</li> <li>• Wingate materials</li> <li>• Decimal Equivalent Chart</li> </ul> | <ol style="list-style-type: none"> <li>5. <i>Design charts to represent the relationship between two variables</i></li> </ol>  | M3.e                                |   |  |

## RITE OF PASSAGE CHARTER HIGH SCHOOL CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Math 4

| Content Description   | Skills related to this content   | Map Standard Reference  | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|---|--|--|
| 4 Geometry  | <ol style="list-style-type: none"> <li>1. <i>Use formulas to find perimeter and area of two dimensional forms (i.e., square, circle, rectangle, triangle, parallelograms).</i></li> <li>2. <i>Use formulas to find surface area and volume of three dimensional objects (i.e., cylinder, prism)</i></li> <li>3. <i>Estimate and compute the area of complex figures by breaking the figures down to more basic geometric figures.</i></li> <li>4. <i>Know and understand the Pythagorean theorem and use it to find the missing side of a right triangle.</i></li> <li>5. <i>Rules for evaluating angles</i></li> <li>6. <i>Vocabulary (supplementary, complimentary)</i></li> </ol> | <p>M4.a</p> <p>M4.b</p> <p>M4.c</p> <p>M4.d</p> <p>M4.e</p> <p>M4.f</p> | <ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Guided note-taking</li> <li>• Practice sheets</li> <li>• Accelerated MATH</li> <li>• Welding projects</li> <li>• Math manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made assessments</li> <li>• STAR math</li> <li>• End of course exam</li> <li>• Resource materials from adopted texts</li> <li>• GED practice tests</li> </ul> |
| Resources   |  |   |  |  |
| <ul style="list-style-type: none"> <li>• Accelerated Math</li> <li>• Saxon Math text</li> <li>• Algebra I text</li> <li>• Geometry text</li> <li>• GED Study Guide</li> <li>• CAHSEE study guide</li> <li>• Steck Vaughn materials</li> </ul> |  |   |  |  |

## RITE OF PASSAGE CHARTER HIGH SCHOOL CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Math 5

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products  |
|--|--|------------------------|--|---|
| 5 Problem solving  | <ol style="list-style-type: none"> <li>1. <i>Analyze problems by identifying relationships, distinguishing relevant and irrelevant information, sequencing and prioritizing information, and observing patterns.</i></li> <li>2. <i>Use estimation to verify the reasonableness of results.</i></li> <li>3. <i>Solve multi-step problems.</i></li> </ol> | M5.a                   | <ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Guided note-taking</li> <li>• Practice sheets</li> <li>• Accelerated MATH</li> <li>• Welding projects</li> <li>• Computer projects</li> <li>• Construction projects</li> <li>• Math manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made assessments</li> <li>• STAR math</li> <li>• End of course exam</li> <li>• Resource materials from adopted texts</li> <li>• GED practice tests</li> <li>• Level 3 vocational performance assessment</li> </ul> |
| <b>Resources</b>   |  | M5.b                   |  |   |
| <ul style="list-style-type: none"> <li>• Accelerated Math</li> <li>• Saxon Math text</li> <li>• Algebra I text</li> <li>• Geometry text</li> <li>• GED Study Guide</li> <li>• CAHSEE study guide</li> <li>• AGS Basic Math</li> <li>• AGS Consumer Math</li> <li>• Microsoft Office</li> </ul> |  | M5.c                   |  |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Math 6

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|--|--|------------------------|--|--|
| 6 Algebra  | <ol style="list-style-type: none"> <li>1. <i>Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations and inequalities that represents a verbal description (i.e., 3 less than a number or half as large as X)</i></li> <li>2. <i>Simplify numeric expressions by applying properties of rational numbers.</i></li> <li>3. <i>Use the correct order of operations to evaluate algebraic expressions.</i></li> <li>4. <i>Graph linear functions</i></li> <li>5. <i>Solve two step linear equations and inequalities in one variable, interpret the solution(s), in the context from which they arose.</i></li> </ol> | M6.a                   | <ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Direct Instruction</li> <li>• Guided note-taking</li> <li>• Practice sheets</li> <li>• Accelerated MATH</li> <li>• Math manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made assessments</li> <li>• STAR math</li> <li>• End of course exam</li> <li>• Resource materials from adopted texts</li> <li>• GED practice tests</li> </ul> |
| <b>Resources</b>   |  | M6.b                   |  |  |
| <ul style="list-style-type: none"> <li>• Accelerated Math</li> <li>• Saxon Math text</li> <li>• Algebra I text</li> <li>• GED Study Guide</li> <li>• CAHSEE study guide</li> <li>• California Distance learning Project</li> <li>• GED Connection</li> </ul> |  | M6.c                   |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 1

| Content Description  | Skills related to this content   | Map Standard Reference  | Instructional strategies  | Assessment instruments and/or products  |
|--|--|-------------------------|---|---|
| <p>1 The literal and figurative meaning of words found in literature and text.</p>   | <p>1. <i>Students will demonstrate understanding of the literal meaning of words from selected texts.</i></p> <p>2. <i>Students will demonstrate understanding of the figurative meaning of words from selected texts.</i></p> | <p>R1.a</p> <p>R1.b</p> | <ul style="list-style-type: none"> <li>• Students explain literal meaning of words to each other in pair/share activity.</li> <li>• Students identify correct meaning of words in a independent written activity.</li> <li>• Key vocabulary in each literature selection emphasized.</li> <li>• Whole group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• End of section reviews</li> <li>• Teacher made tests and quizzes</li> <li>• Oral reading reviews</li> <li>• GED prep end of section reviews</li> <li>• STAR assessments</li> </ul> |
| <b>Resources</b>   |  |                         |   |   |
| <ul style="list-style-type: none"> <li>• Literature anthologies</li> <li>• Magazine articles</li> <li>• Newspaper articles</li> <li>• Novels</li> <li>• Technical documents</li> </ul> |  |                         |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 2

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies   | Assessment instruments and/or products   |
|---|---|------------------------|--|--|
| 2 The structure and format of workplace documents.  | <ol style="list-style-type: none"> <li>1. <i>Students will demonstrate understanding of common workplace documents, such as; job application forms, order forms, payroll documents, W-2, I-9, and related items.</i></li> </ol> | R2.a                   | <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Teacher model skills</li> <li>• Mock interviews</li> <li>• Practice with authentic documents</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made tests and quizzes</li> <li>• Publisher prepared materials</li> <li>• CAHSEE published items</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>2. <i>Students will demonstrate understanding of the meaning and use of structural features like; graphics, headers, outlines.</i></li> </ol>  | R2.b                   | <ul style="list-style-type: none"> <li>• Resume writing</li> </ul>   | <ul style="list-style-type: none"> <li>• GED practice tests</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Lifeskill books</li> <li>• CAHSEE practice materials</li> <li>• GED practice materials</li> <li>• Applied English textbook</li> <li>• Job Application forms</li> <li>• Sample workplace documents</li> </ul> | <ol style="list-style-type: none"> <li>3. <i>Students will create sample workplace documents with common structural features.</i></li> </ol>  | R2.c                   |  | <ul style="list-style-type: none"> <li>• Completed resume</li> </ul>   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 3

| Content Description   | Skills related to this content  | Map Standard Reference              | Instructional strategies   | Assessment instruments and/or products  |
|---|---|-------------------------------------|--|---|
| 3 Information from reference materials.   | <ol style="list-style-type: none"> <li>1. <i>Students will use a dictionary to define words.</i></li> <li>2. <i>Students will make appropriate alternate word choices using a thesaurus.</i></li> <li>3. <i>Students will use an encyclopedia to find and report key facts of an assigned topic.</i></li> </ol> | <p>R3.a</p> <p>R3.b</p> <p>R3.c</p> | <ul style="list-style-type: none"> <li>• Simulated web searches</li> <li>• GED practice activities</li> <li>• Direct instruction</li> <li>• CAHSEE practice activities</li> <li>• Research projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written summaries from research</li> <li>• STAR reading</li> <li>• CAHSEE published items</li> <li>• GED practice items</li> <li>• Teacher made assessments</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>4. <i>Students will understand the steps for conducting a search using a common internet search engine.</i></li> </ol>   | R3.d                                |  |   |
| <ol style="list-style-type: none"> <li>1. Dictionaries</li> <li>2. Encyclopedias</li> <li>3. Materials from Internet searches</li> <li>4. SCOPE weekly magazine</li> <li>5. Thesaurus</li> <li>6. CAHSEE practice materials</li> <li>7. GED practice materials</li> </ol> |   |                                     |  |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 3

| Content Description   | Skills related to this content  | Map Standard Reference              | Instructional strategies   | Assessment instruments and/or products  |
|---|---|-------------------------------------|--|---|
| 3 Information from reference materials.   | <ol style="list-style-type: none"> <li>1. <i>Students will use a dictionary to define words.</i></li> <li>2. <i>Students will make appropriate alternate word choices using a thesaurus.</i></li> <li>3. <i>Students will use an encyclopedia to find and report key facts of an assigned topic.</i></li> </ol> | <p>R3.a</p> <p>R3.b</p> <p>R3.c</p> | <ul style="list-style-type: none"> <li>• Simulated web searches</li> <li>• GED practice activities</li> <li>• Direct instruction</li> <li>• CAHSEE practice activities</li> <li>• Research projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written summaries from research</li> <li>• STAR reading</li> <li>• CAHSEE published items</li> <li>• GED practice items</li> <li>• Teacher made assessments</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>4. <i>Students will understand the steps for conducting a search using a common internet search engine.</i></li> </ol>   | R3.d                                |  |   |
| <ol style="list-style-type: none"> <li>1. Dictionaries</li> <li>2. Encyclopedias</li> <li>3. Materials from Internet searches</li> <li>4. SCOPE weekly magazine</li> <li>5. Thesaurus</li> <li>6. CAHSEE practice materials</li> <li>7. GED practice materials</li> </ol> |   |                                     |  |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 5

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies  | Assessment instruments and/or products  |
|--|--|------------------------|---|---|
| 5 Literary devices:<br>1. Imagery<br>2. Allegory<br>3. Symbolism   | <ol style="list-style-type: none"> <li>1. <i>Students will identify an author's use of imagery, allegory and symbolism.</i></li> <li>2. <i>Students will demonstrate the ability to use imagery, allegory and symbolism in their own writing.</i></li> </ol> | R5.a<br><br>R5.b       | <ul style="list-style-type: none"> <li>• Direct instruction to identify devices</li> <li>• Teacher led discussions</li> <li>• Journal writing</li> <li>• Student writing assignments</li> </ul> | <ul style="list-style-type: none"> <li>• CAHSEE published items</li> <li>• GED practice test</li> <li>• Teacher made assessments</li> <li>• Rubric scored writing projects</li> <li>• STAR reading tests</li> </ul> |
| <b>Resources</b>   |  |                        |   |   |
| <ul style="list-style-type: none"> <li>• Classroom sets of novels</li> <li>• Literature anthologies</li> <li>• SAFARI video content</li> <li>• CAHSEE practice materials</li> <li>• GED practice materials</li> <li>• Accelerated Reading</li> </ul> |  |                        |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 6

| Content Description  | Skills related to this content   | Map Standard Reference | Instructional strategies  | Assessment instruments and/or products  |
|--|--|------------------------|---|---|
| <p>6 Subtleties, ambiguities, contradictions, ironies and incongruities in text.</p>   | <p>1. <i>Students will identify an author's use of subtleties, ambiguities, contradictions, ironies and incongruities in text.</i></p> <p>2. <i>Students will appropriately use subtleties, ambiguities, contradictions, ironies and incongruities in their own writing.</i></p> | R6.a                   | <ul style="list-style-type: none"> <li>• Direct instruction to identify elements</li> <li>• Teacher led discussions</li> <li>• Journal writing</li> <li>• Worksheets</li> <li>• Read, discuss, and critique sample text.</li> <li>• Complete VENN diagrams</li> </ul> | <ul style="list-style-type: none"> <li>• CAHSEE published items</li> <li>• GED practice test</li> <li>• Teacher made assessments</li> <li>• Rubric scored writing projects</li> <li>• STAR reading tests</li> </ul> |
| <p><b>Resources</b></p>  |  | R6.b                   |   |   |
| <ul style="list-style-type: none"> <li>• Classroom sets of novels</li> <li>• Literature anthologies</li> <li>• SAFARI video content</li> <li>• CAHSEE practice materials</li> <li>• GED practice materials</li> <li>• Accelerated Reading</li> </ul> |  |                        |   |   |

## RITE OF PASSAGE CHARTER HIGH SCHOOL CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 7

| Content Description                               | Skills related to this content  | Map Standard Reference | Instructional strategies  | Assessment instruments and/or products   |  |
|---|---|------------------------|---|--|--|
| 7 Structural features of informational documents. | 1. <i>Students will demonstrate an understanding of the use and purpose of consumer and public documents.</i> | R7.a                   | <ul style="list-style-type: none"> <li>• Students complete samples of commonly used government forms.</li> <li>• Direct instruction</li> <li>• Read and write critique of newspaper and magazine articles</li> <li>• Students write newspaper and magazine articles</li> <li>• CAHSEE practice materials</li> <li>• GED practice materials</li> </ul> | <ul style="list-style-type: none"> <li>• Performance based assessments</li> <li>• CAHSEE published items</li> <li>• GED practice test</li> <li>• Teacher made assessments</li> </ul> |  |
| <b>Resources</b>                                  |   |                        |   |  | <ul style="list-style-type: none"> <li>• CAHSEE practice materials</li> <li>• GED practice materials</li> <li>• Newspaper articles</li> <li>• Magazine articles</li> <li>• Sample government forms.</li> <li>• Applied English text</li> </ul> |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 8

| Content Description                     | Skills related to this content  | Map Standard Reference | Instructional strategies  | Assessment instruments and/or products  |   |
|---|---|------------------------|---|---|---|
| 8 Key vocabulary in vocational settings | <i>1. Students will correctly identify the meaning of words commonly used in vocational settings.</i> | R8.a                   | <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Project based learning</li> <li>• Use of sample technical documents</li> <li>• Inclusion of vocational vocabulary in academic lessons</li> <li>• Student demonstrations</li> </ul> | <ul style="list-style-type: none"> <li>• Performance based assessment</li> <li>• Student projects</li> <li>• Teacher made tests</li> <li>• OSHA test</li> </ul> |   |
| <b>Resources</b>                        |   |                        |   |   | <ul style="list-style-type: none"> <li>• Vocational textbooks</li> <li>• CAHSEE practice materials</li> <li>• Technical publications</li> <li>• OSHA materials</li> </ul> |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 9

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies  | Assessment instruments and/or products  |
|---|--|------------------------|---|---|
| 9 Author credibility  | <i>1. Students will evaluate an authors' claim or arguments by identifying generalities, evidence, weight of evidence, logical presentation of the claim or argument, and the tone of the argument or claim using editorials, political speeches, or primary source materials.</i> | R9.a                   | <ul style="list-style-type: none"> <li>• Teacher led discussion</li> <li>• Direct instruction</li> <li>• Student speeches</li> <li>• Inquiry match game</li> <li>• Comparison matrices</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher made assessments</li> <li>• CAHSEE published items</li> <li>• GED practice items</li> <li>• Classroom assignments</li> <li>• Rubric evaluation of student presentations</li> </ul> |
| <b>Resources</b>  |  |                        |   |   |
| <ul style="list-style-type: none"> <li>• Newspaper and magazine articles and opinion pieces</li> <li>• Historical documents</li> <li>• Literature anthologies</li> <li>• CAHSEE practice materials</li> <li>• GED practice materials</li> <li>• SAFARI video content</li> </ul> |  |                        |   |   |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Reading 10

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies   | Assessment instruments and/or products   |
|---|---|------------------------|--|--|
| 10 Characters' traits from: <ol style="list-style-type: none"> <li>1. Narration</li> <li>2. Dialog</li> <li>3. Monologue</li> <li>4. Soliloquy</li> </ol> | <ol style="list-style-type: none"> <li>1. <i>Students will identify an author's use of narration, dialog, monologue, soliloquy to define a character's thoughts, intentions, values and traits.</i></li> <li>2. <i>Students will use narration, dialog, monologue, soliloquy to define a character's thoughts, intentions, values and traits in their own writing.</i></li> </ol> | R10.a                  | <ul style="list-style-type: none"> <li>• Oral reading</li> <li>• Direct instruction</li> <li>• Original student work</li> <li>• Teacher led discussion</li> <li>• Students act scenes from selected works</li> </ul> | <ul style="list-style-type: none"> <li>• CAHSEE published items</li> <li>• GED practice items</li> <li>• Teacher made assessments</li> <li>• Project based learning</li> <li>• Teacher made assessments</li> </ul> |
| <b>Resources</b>  |   | R10.b                  |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 1

| Content Description   | Skills related to this content  | Map Standard Reference  | Instructional strategies and timelines  | Assessment instruments and/or products   |
|---|---|---|---|--|
| Safety and orientation to the trade   | <ol style="list-style-type: none"> <li>1. Demonstrate competency on shop safety procedures.</li> <li>2. List tools used in the welding trades.</li> <li>3. Identify the aptitudes, behaviors, and skills needed to be a successful.</li> <li>4. Identify the training opportunities within welding trades.</li> <li>5. Identify the career and entrepreneurial opportunities within welding trades.</li> <li>6. Identify the responsibilities of a person working in the welding trades.</li> <li>7. State the personal characteristics of a professional.</li> <li>8. Explain the importance of safety in the welding industry.</li> </ol> | <p>W1.a</p> <p>W1.b</p> <p>W1.c</p> <p>W1.d</p> <p>W1.e</p> <p>W1.f</p> <p>W1.g</p> <p>W1.h</p> | <ul style="list-style-type: none"> <li>• Students will complete safety instructional packets.</li> <li>• Demonstration of proper use of welders and tools.</li> <li>• Research and presentation of trade information</li> <li>• Guest speakers from trades</li> <li>• Large and small scale projects</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>  |   |   |   |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |   |   |   |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 2

| Content Description   | Skills related to this content  | Map Standard Reference               | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|---|--------------------------------------|--|--|
| Gas Welding and Cutting   | 1. Demonstrate competency on gas welding safety procedures.<br>2. Demonstrate knowledge of gas welding process from text information.                           | W2.a<br>W2.b<br>W2.c                 | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about gas welding procedures.</li> <li>• Small scale gas welding projects.</li> <li>• Oxy-fuel cutting procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   | 3. Demonstrate proper gas mixture.<br>4. Perform 1G gas weld.<br>5. Perform 2 G gas weld.<br>6. Perform 1F gas weld.  | W2.d<br>W2.e<br>W2.f<br>W2.g<br>W2.h |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 7. Demonstrate knowledge of soldering from text information.<br>8. Demonstrate knowledge of brazing from text information.<br>9. Perform Oxy-fuel metal cutting | W2.i<br>W2.j                         |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 2

| Content Description   | Skills related to this content  | Map Standard Reference               | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|---|--------------------------------------|--|--|
| Gas Welding and Cutting   | 1. Demonstrate competency on gas welding safety procedures.<br>2. Demonstrate knowledge of gas welding process from text information.                           | W2.a<br>W2.b<br>W2.c                 | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about gas welding procedures.</li> <li>• Small scale gas welding projects.</li> <li>• Oxy-fuel cutting procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| Resources   | 3. Demonstrate proper gas mixture.<br>4. Perform 1G gas weld.<br>5. Perform 2 G gas weld.<br>6. Perform 1F gas weld.  | W2.d<br>W2.e<br>W2.f<br>W2.g<br>W2.h |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 7. Demonstrate knowledge of soldering from text information.<br>8. Demonstrate knowledge of brazing from text information.<br>9. Perform Oxy-fuel metal cutting | W2.i<br>W2.j                         |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 4

| Content Description   | Skills related to this content   | Map Standard Reference               | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|--------------------------------------|--|--|
| Advanced Gas Metal Arc Welding  | <ol style="list-style-type: none"> <li>1. Perform 3G GMAW weld.</li> <li>2. Perform 4G GMAW weld.</li> <li>3. Perform 3F GMAW weld.</li> <li>4. Perform 4F GMAW weld.</li> <li>5. Demonstrate knowledge of metal production from text information presentation.</li> </ol> | W4.a<br>W4.b<br>W4.c<br>W4.d<br>W4.e | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about GMAW welding procedures.</li> <li>• Small scale GMAW welding projects.</li> <li>• Plasma cutting procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>6. Demonstrate knowledge of metal properties and identification from text information presentation.</li> </ol>  | W4.f                                 |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | <ol style="list-style-type: none"> <li>7. Demonstrate knowledge of heat treating procedures from text information presentation.</li> </ol>   | W4.g                                 |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 5

| Content Description   | Skills related to this content   | Map Standard Reference       | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------------|--|--|
| Flux Core Arc Welding   | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of flux core arc welding procedures from text information presentation.</li> <li>2. Perform 1G FCAW weld.</li> <li>3. Perform 2G FCAW weld.</li> </ol> | W5.a                         | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about FCAW welding procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>4. Perform 1F GMAW weld.</li> <li>5. Perform 4F GMAW weld.</li> </ol>   | W5.b<br>W5.c<br>W5.d<br>W5.e | <ul style="list-style-type: none"> <li>• Small scale FCAW welding projects.</li> </ul>   | <ul style="list-style-type: none"> <li>• Project completion</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |  |                              |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 6

| Content Description   | Skills related to this content   | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|------------------------|--|--|
| Shielded Metal Arc Welding  | 1. Demonstrate knowledge of shielded metal arc welding procedures from information presentation. | W6.a                   | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about SMAW welding procedures.</li> <li>• Small and large scale SMAW welding projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
|   | 2. Perform 1G SMAC weld with 7018 electrode.   | W6.b                   |  |  |
|   | 3. Perform 2G SMAC weld with 7018 electrode.   | W6.c                   |  |  |
|   | 4. Perform 3G SMAC weld with 7018 electrode.   | W6.d                   |  |  |
|   | 5. Perform 4G SMAC weld with 7018 electrode.   | W6.e                   |  |  |
|   | 6. Perform 1F SMAC weld with 7018 electrode.   | W6.f                   |  |  |
|   | 7. Perform 2F SMAC weld with 7018 electrode.   | W6.g                   |  |  |
|   | 8. Perform SMAC weld with 6010 electrode – all positions.  | W6.h                   |  |  |
| Resources   |  |                        |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> |  |                        |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 7

| Content Description   | Skills related to this content   | Map Standard Reference              | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|--|-------------------------------------|--|--|
| Gas Tungsten Arc Welding  | <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of gas tungsten arc welding procedures from information presentation.</li> <li>2. Demonstrate knowledge of gas tungsten arc welding procedures for non-ferrous materials from information presentation.</li> </ol> | <p>W7.a</p> <p>W7.b</p> <p>W7.c</p> | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about SMAW welding procedures.</li> <li>• Small and large scale SMAW welding projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>  | <ol style="list-style-type: none"> <li>3. Perform 1G GTAC weld on A36 mild steel.</li> </ol>   | W7.d                                |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | <ol style="list-style-type: none"> <li>4. Perform 2G GTAC weld on A36 mild steel.</li> </ol>   | W7.e                                |  |  |
|   | <ol style="list-style-type: none"> <li>5. Perform 1F GTAC weld on A36 mild steel.</li> </ol>   | W7.f                                |  |  |
|   | <ol style="list-style-type: none"> <li>6. Perform 1G GTAC weld on aluminum.</li> </ol>   | W7.g                                |  |  |
|   | <ol style="list-style-type: none"> <li>7. Perform 2G GTAC weld on aluminum.</li> </ol>   | W7.h                                |  |  |
|   | <ol style="list-style-type: none"> <li>8. Perform 1F GTAC weld on aluminum.</li> </ol>   | W7.i                                |  |  |

RITE OF PASSAGE CHARTER HIGH SCHOOL  
CURRICULUM MAP

This map defines content that has been identified as essential for students to master, along with resources and strategies to guide the instructional processes.

Subject Area: Welding 8

| Content Description   | Skills related to this content  | Map Standard Reference | Instructional strategies and timelines   | Assessment instruments and/or products   |
|---|---|------------------------|--|--|
| Metal working machines  | 1. Demonstrate knowledge of the safe and proper use of a sheet metal break, iron worker, and band saw from information presented. | W8.a                   | <ul style="list-style-type: none"> <li>• Students will complete safety instructional lessons.</li> <li>• Read text information about SMAW welding procedures.</li> <li>• Small and large scale SMAW welding projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Written classroom assessments</li> <li>• Performance assessments</li> <li>• Project completion</li> </ul> |
| <b>Resources</b>  | 2. Perform sheet metal bends using a break.   | W8.b                   |  |  |
|   | 3. Safely cut metal to specified size using the band saw.   | W8.c                   |  |  |
| <ul style="list-style-type: none"> <li>• Printed materials</li> <li>• Textbook</li> <li>• Safari/Montage</li> </ul> | 4. Safely cut metal to specified size using the iron worker.  | W8.d                   |  |  |